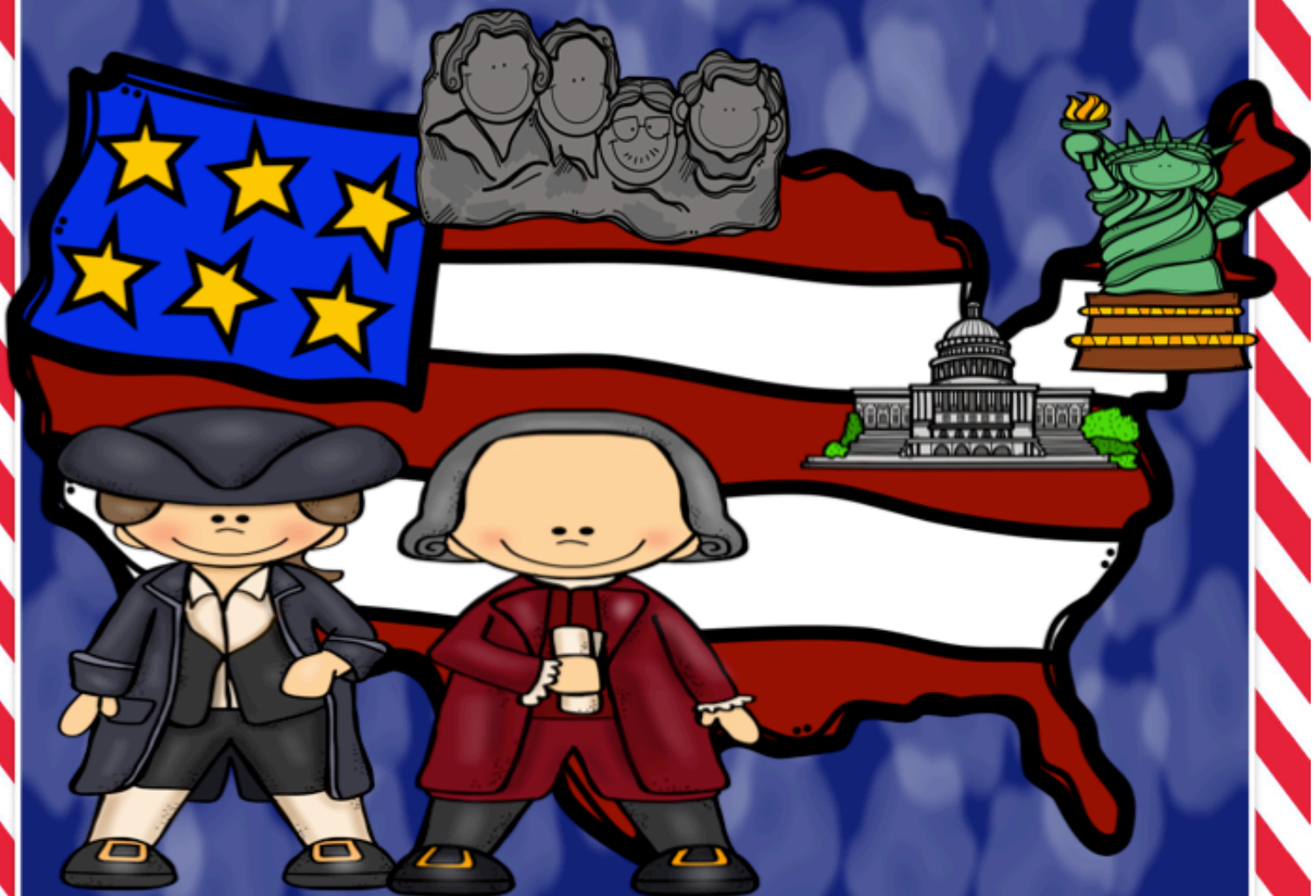


U.S. History: America's Story An Interactive Unit





Teacher's Notes

Thank you for purchasing my U.S. History: America's Story Interactive Unit! You will find that this unit bumps up the rigor, engagement, and retention of social studies content in dramatic fashion. This set is designed to work either as a standalone unit or in conjunction with your current social studies curriculum. You can pull pieces of the unit to use as needed, or you can teach it page-by-page in a linear manner. The content included is incredibly versatile and designed to work seamlessly with your teaching style. Furthermore, it is fully Common Core-aligned. If U.S. history is one of multiple social studies topics that you cover during the year, as it is for me, you can teach this unit in a condensed manner. However, if U.S. history is your sole focus for the year, there is enough here to support you in pulling components to use throughout the year.

The format of this unit is highly adaptable; this is because the materials provided are designed to work with a wide variety of grade-level text. That makes this unit functional for a broad range of student ages and ability levels. Students will examine a relevant text – be it a selection from a social studies textbook, printed article, passage from the internet, encyclopedia entry, etc., to learn the content. Then, they will use the materials from this unit to build and increase comprehension and retention by way of completing the associated interactive notebook activity. All the while, students are making additions to their interactive notebook that can be used as a personal reference resource and study guide throughout the unit and beyond.

My goal in creating this product was twofold. First, I wanted to design a U.S. history unit that contained rich, high-quality, engaging resources for students. Second, I wanted to create something that was EASY to implement in the classroom. I am proud to say that this unit comes through on both of those goals. The entire contents of this unit are either low or no prep! Just pair these activities up with the content you are already teaching, print, and go! I have even included recommended research sites for you to pull free kid-friendly articles from to use with these activities or for you to have students visit to build computer research and technology skills. You will also find a series of posters to accompany each of the topics covered. Get ready to lead your students to a comprehensive understanding of American history from North American explorers up through the modern era, while fostering their reading, writing, and research/technology skills along the way.

If you're looking for additional social studies topics, be sure to check out my other social studies units available in my TpT store!



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Interactive Notebook Tabs

U.S. History

U.S. History

U.S. History

U.S. History

U.S. History

U.S. History

U.S. History

U.S. History

U.S. History

U.S. History

U.S. History

U.S. History

Recommended Research Sites

General Research:

- <https://www.britannica.com>

(*Read full article to ensure that all content is appropriate for your students.)

Explorers:

- http://www.ducksters.com/biography/explorers/christopher_columbus.php
- <http://www.ducksters.com/biography/explorers/>
- <http://explorers.mrdonn.org>

U.S. History:

- http://www.ducksters.com/history/colonial_america/thirteen_colonies.php
- <http://mrnussbaum.com/13-colonies/>
- http://www.ducksters.com/history/us_1800s/war_of_1812.php
- http://www.ducksters.com/history/westward_expansion/mexican-american_war.php
- http://www.ducksters.com/history/civil_war.php
- <http://mrnussbaum.com/civil-war-for-kids/>
- http://www.ducksters.com/history/world_war_i/
- http://www.ducksters.com/history/us_1900s/great_depression.php
- http://www.ducksters.com/history/world_war_ii/
- <http://armedforcesmuseum.com/top-world-war-ii-generals/>
- <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>
- http://www.ducksters.com/history/cold_war/summary.php
- http://www.ducksters.com/history/cold_war/korean_war.php
- http://www.ducksters.com/history/cold_war/vietnam_war.php
- http://www.ducksters.com/history/us_1900s/
- http://www.ducksters.com/history/us_1900s/gulf_war.php



Recommended Research Sites – Continued

U.S. History – continued:

- http://www.ducksters.com/history/us_1900s/iraq_war.php
- http://www.ducksters.com/history/us_1900s/war_in_afghanistan.php
- http://www.ducksters.com/history/cold_war/space_race.php
- http://www.ducksters.com/biography/explorers/neil_armstrong.php
- http://www.ducksters.com/history/civil_rights/
- [http://www.ducksters.com/history/us_1900s/september 11 attacks.php](http://www.ducksters.com/history/us_1900s/september_11_attacks.php)
- http://www.ducksters.com/biography/scientists/scientists_and_inventors.php

U.S. Government:

- http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/constitution_day/index.asp?article=benfranklin

Educational Videos:

- Schoolhouse Rock!: America Rock (available on Youtube)
- Liberty's Kids (available on Youtube)

You are getting ready to learn about U.S. History. Cut out the chart and glue it into your interactive notebook. Fill out the first and second boxes describing what you already know and what you would like to learn about U.S. History. At the end of the unit, you will go back and fill in the third box, listing what you learned during this unit of study.

<div>What I <u>already know</u> about U.S. History:</div>	<div>What I <u>want to learn</u> about U.S. History:</div>	<div>What I <u>learned</u> about U.S. History:</div>

Explorer

A person who studies an unknown place.

Age of Exploration

A time between the 1400's-1600's when many European explorers travelled to investigate and learn more about the Americas.

Colony

A community where people live and work, in a place that is under the control of another country.

The Thirteen Colonies

A set of 13 British colonies in the eastern part of what is now the United States. When the United States became a country, the 13 colonies became the first U.S. states.

Colonial Regions

The three groups that the 13 colonies were placed into based on location, biome, and culture. The three groups are the New England Colonies, Middle Colonies, and Southern Colonies.

New England Colonies

The colonies of Massachusetts Bay, Connecticut, New Hampshire, and Rhode Island.

Middle Colonies

The colonies of Delaware, New York, New Jersey, and Pennsylvania.

Southern Colonies

The colonies of Maryland, Virginia, North Carolina, South Carolina, and Georgia.

Loyalist

A colonist who pledged allegiance to Britain

Patriot

A colonist who did not pledge allegiance to Britain and wanted to break away to form a new, free nation.

Tax

Money paid to the government by its citizens. In the Thirteen Colonies, the British government put taxes, or fees, on common items like sugar, stamps, and tea.

Citizen

A legal resident of a nation. The residents of the Thirteen Colonies were British citizens.

Parliament

The group of people who make laws in Britain.

Representation

One's voice in government. Many colonists felt that they did not have the same representation in Parliament as the British citizens who lived in England.

French and Indian War

A war between the French and the British over land in the Ohio River Valley from 1754- 1760. Both sides had the assistance of some Native Americans. The British won the war in the end, and the French gave up much of their land in North America to the British.

Stamp Act

A British tax placed on all printed goods sold in the colonies to help pay for the French and Indian War. A special stamp was put on printed materials to show that the tax had been paid.

Townshend Acts

A series of new laws and taxes put on the colonists by the British. Additional taxes were placed on common items, and an increased British presence was established in the colonies to monitor and punish citizens for the rebellious acts being committed.

Boston Massacre

The deaths resulting from an argument between a British soldier and a few colonists that turned into a large gathering. When colonists began throwing objects at British troops some soldiers fired into the crowd, killing 5 colonists.

Intolerable Acts

A series of laws designed to punish the colonists for the Boston Tea Party. Boston Harbor was closed, colonists had to provide room and board to British soldiers, land was taken from the colonists, and colonists lost their freedom to choose their leaders.

Taxation Without Representation

The collection of taxes from members of society without giving those members a fair voice in the decisions made by government. This was a source of great frustration in the colonies.

Sons of Liberty

A group of patriot colonists who spoke out and acted against British laws and taxes in the colonies.

Boston Tea Party

The dumping of 342 chests of tea from a British ship into the waters of Boston Harbor. This late-night act was committed by members of the Sons of Liberty as a response to a new tax on tea (the Tea Act).

Boycott

A form of protest where people refuse to buy goods from or go to a place in response to something believed to be unjust or wrong. Many colonists boycotted British goods as a protest against taxation without representation.

First Continental Congress

A group of 12 patriot men from the colonies (one from each colony except Georgia) who got together to establish a plan for how to respond to unjust British actions. The Declaration of Rights was written and it was decided that boycotts would continue.

American Revolution

A war fought between American colonists and the British for America to break away from British rule and become a free and independent nation.

Second Continental Congress

A follow-up meeting from the First Continental Congress. This meeting was held after the beginning of the Revolutionary War with representatives from all 13 colonies. It helped to establish a form of independent military and government in the colonies.

Minutemen

The militias, or group of trained civilian colonists, who helped to fight for freedom during the American Revolution. They were known for being ready to fight at a "minute's notice."

Continental Army

The organized fighting force for the Americans during the American Revolution, led by General George Washington and funded by the Continental Congress.

Continental Congress

The independent, American governing body of the colonies during the American Revolution.

"Common Sense"

A pamphlet, or small booklet, written by a British-born man named Thomas Paine arguing in favor of American independence from Britain. The work quickly circulated around the colonies and convinced many colonists to become pro-independence.

Declaration of Independence

A document written primarily by Thomas Jefferson and approved by colonial representatives, declaring that the colonies were breaking away from Britain to become an independent nation. The document also listed the reasons for separating.

Articles of Confederation

The first governing document of the United States, written to establish the laws and form of government.

Constitution of the United States

The governing document that replaced the Articles of Confederation, establishing a new form of government, laws, and the rights of the people. It is still in use today.

Ratify

To approve of something and make it official, such as an amendment to the Constitution.

Federalist

A member of a political party in the late 1700's who wanted a strong central (federal) government and believed in replacing the Articles of Confederation with the U.S. Constitution.

Anti-Federalist

A member of a political party in the late 1700's who wanted a weaker central government and stronger state governments. Anti-Federalists were against replacing the Articles of Confederation with the U.S. Constitution without a bill of rights.

Bill of Rights

A series of ten amendments, or changes to the U.S. Constitution that formally established the rights of U.S. citizens and states, and the limits of the federal government.

Mexican-American War

A war fought between the United States and Mexico after Texas decided to break away from Mexico and become a U.S. state.

Civil War

A war fought between citizens of the same country.

American Civil War

A war fought in the United States between two groups of Americans from 1861-1865.

Union

The northern states who fought against slavery and the secession of the southern states. The Union side was led by President Abraham Lincoln and General Ulysses S. Grant.

Confederacy

The southern states who fought to keep slavery and to secede from the United States. The Confederacy was led by Confederate President Jefferson Davis and General Robert E. Lee.

Secession

The act of withdrawing or separating from a nation or political body.

World War

A war fought amongst many nations, taking place over a large global area.

World War I

The first world war fought from 1914-1918 between the Central Powers and the Allied Powers.

Treaty of Versailles

The treaty signed between Germany and the Allied Powers to end WWI. The treaty put tough consequences on Germany following the war.

World War II

The second world war fought from 1939-1945 between the Axis Powers and the Allied Powers.

The Holocaust

The massive effort taken by the Nazi SS to exterminate Jews, Gypsies, and handicapped citizens in Europe.

Ghetto

An area of a city where Jews were fenced in and forced to live by the SS.

Concentration Camp

One of the camps where Jews, Gypsies, handicapped citizens and German prisoners-of-war were sent to participate in forced labor or to be executed by German SS forces.

D-Day

The massive invasion of Normandy Beach in France by the Allied forces to attack the Germans and mark a turning point in the war. D-Day took place on June 6, 1944.

Gulf War

A war fought from 1990-1991 between Iraq and a group of allied nations, including the U.S. after Iraq invaded the country of Kuwait.

War in Iraq

The war fought on Iraqi soil between the Iraqis and the United States, along with other allied nations, after intelligence reports were obtained indicating that Iraq was developing weapons of mass destruction.

War in Afghanistan

The war fought on Afghani soil between Islamic terrorists and the United States, along with allied nations, in response to the terror attacks of 09/11/2001.

September 11, 2001

The day that Islamic terrorists hijacked and crashed four airliners, killing 2,996 innocent people, on American soil.

Civil Rights

The fight for equal rights and privileges under the law for all Americans.

Space Race

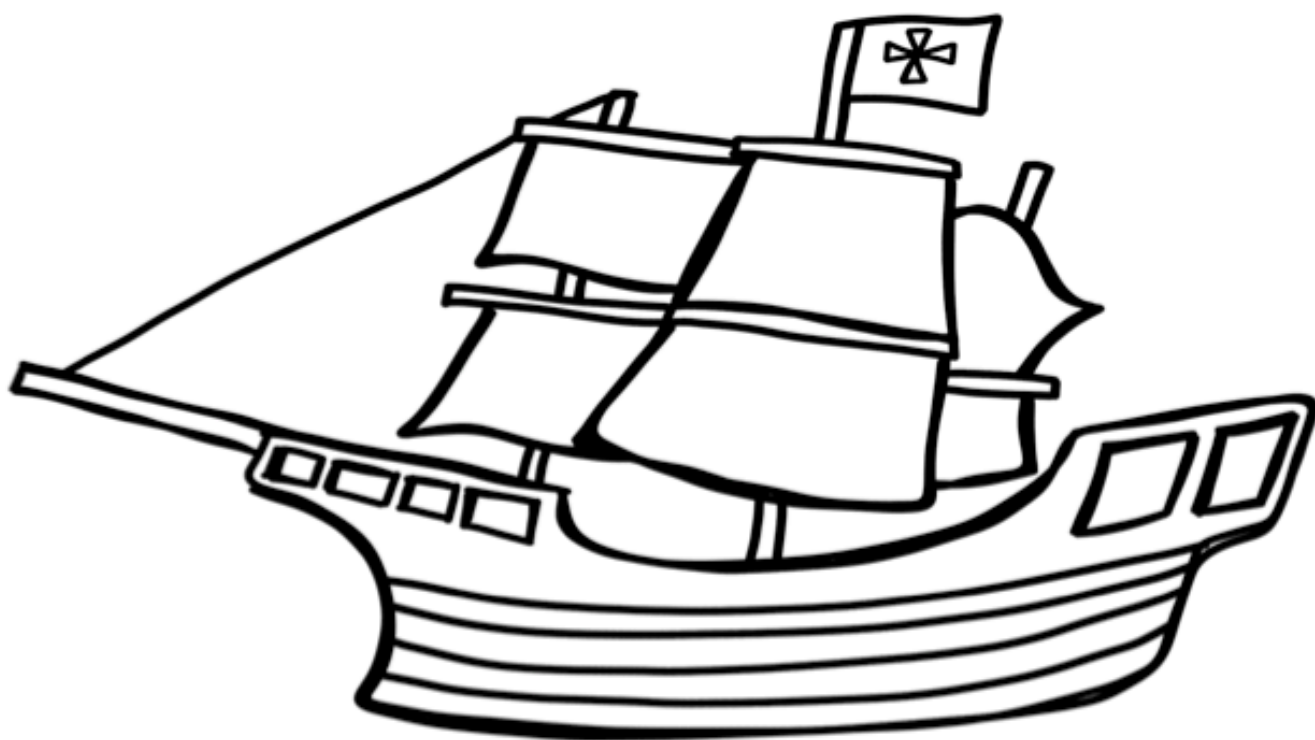
The competition between the U.S. and the Soviet Union to be the first to develop effective technology to successfully complete space missions such as putting men into orbit and landing on the Moon.

U.S. History Vocabulary

Word	Definition

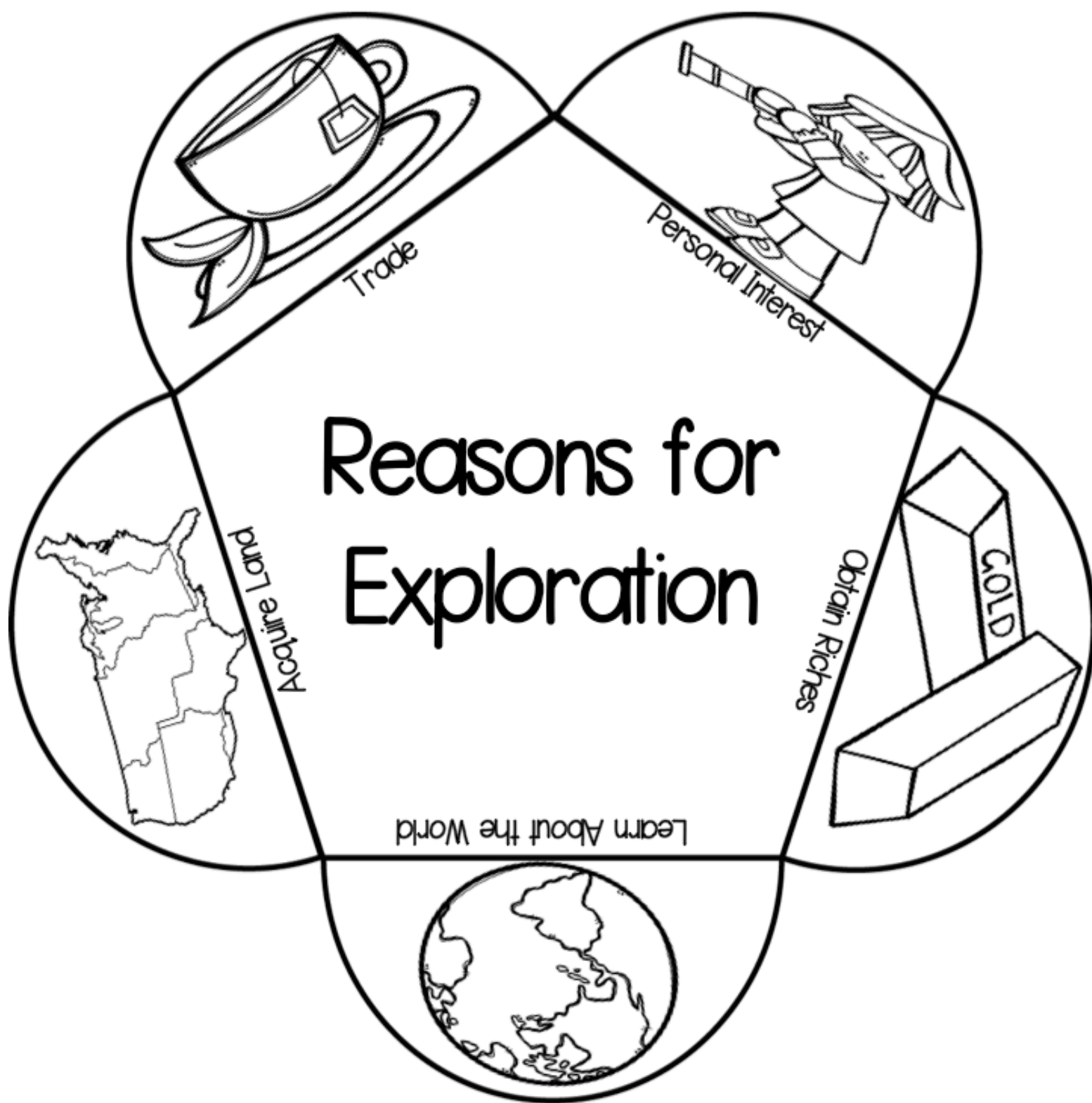
Part I:

Exploring America



Exploration near and to the continent of North America was very important to the eventual development of the United States of America. From the 1400's-1600's, many European explorers voyaged to the Americas for exploration. This time period is known as the Age of Exploration. Complete this activity to learn more about why explorers wanted to travel to the Americas.

Cut out the figure. Apply glue to the back of the CENTER portion and glue into interactive notebook or on blank paper. On each petal, a reason for exploration is given. Behind each petal, write an explanation of why people would want to explore for that reason.



Christopher Columbus was among the first group of European explorers to voyage to the Americas. He is often credited with discovering America, even though he did not actually reach the continent of North America. However, his discoveries in the Caribbean islands, Central America, and South America led to future voyages to North America by other explorers. Use the internet or an appropriate text to research Columbus and complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a description of how the people or objects contributed to the voyage. Color the pictures.

Voyage of Christopher Columbus

Christopher
Columbus



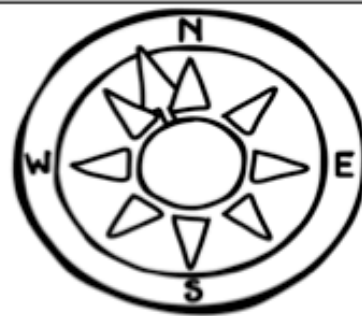
King Ferdinand &
Queen Isabella



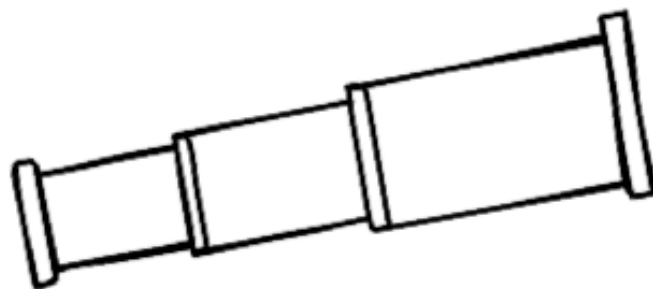
The Niña, Pinta,
& Santa Maria



Compass



Telescope



Use the internet or an appropriate text, along with the Explorer Fact Cards to research each explorer and complete this activity. Then, use the information you learned from your research to match each Explorer Fact Card with the correct explorer.

Cut out each figure and arrange them in order of exploration from earliest to latest. Put a small amount of glue on the back of the explorer's name and glue into interactive notebook or on blank paper to make flaps. Cut out each Explorer Fact Card and glue them underneath the correct explorer flaps. Alternatively, you may choose to write a brief description of each explorer's expeditions under each flap. Lastly, cut out the "Explorers of the New World" box and glue to the top of the page as a heading. Color the pictures.

Explorers of the New World

Henry Hudson



Francisco Coronado



Samuel de Champlain

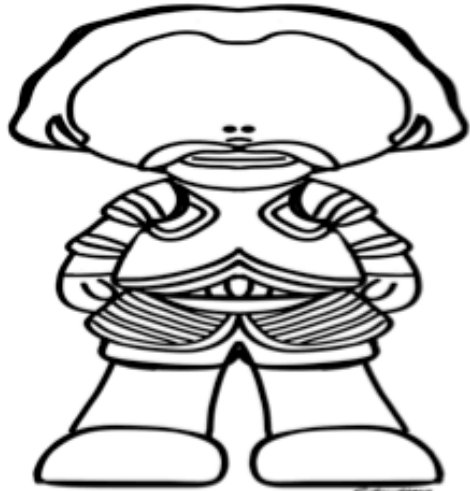


Juan Ponce de Leon



Explorers of the New World - continued

Hernan Cortes



James Cook



George Vancouver



Hernando de Soto



Explorers of the New World - continued

Explorer Fact Card

Country of Origin: Spain

Year of Exploration: 1540

Area Explored: Southwestern United States up to Kansas

Explorer Fact Card

Country of Origin: Spain

Year of Exploration: 1539

Area Explored: Southeast United States and Mississippi River

Explorer Fact Card

Country of Origin: England

Year of Exploration: 1607

Area Explored: Northeast coast of North America

Explorer Fact Card

Country of Origin: Spain

Year of Exploration: 1504

Area Explored: Mexico

Explorer Fact Card

Country of Origin: Spain

Year of Exploration: 1513

Area Explored: Florida

Explorer Fact Card

Country of Origin: France

Year of Exploration: 1603

Area Explored: Northeast coast, Great Lakes, and areas of Canada

Explorer Fact Card

Country of Origin: England

Year of Exploration: 1792

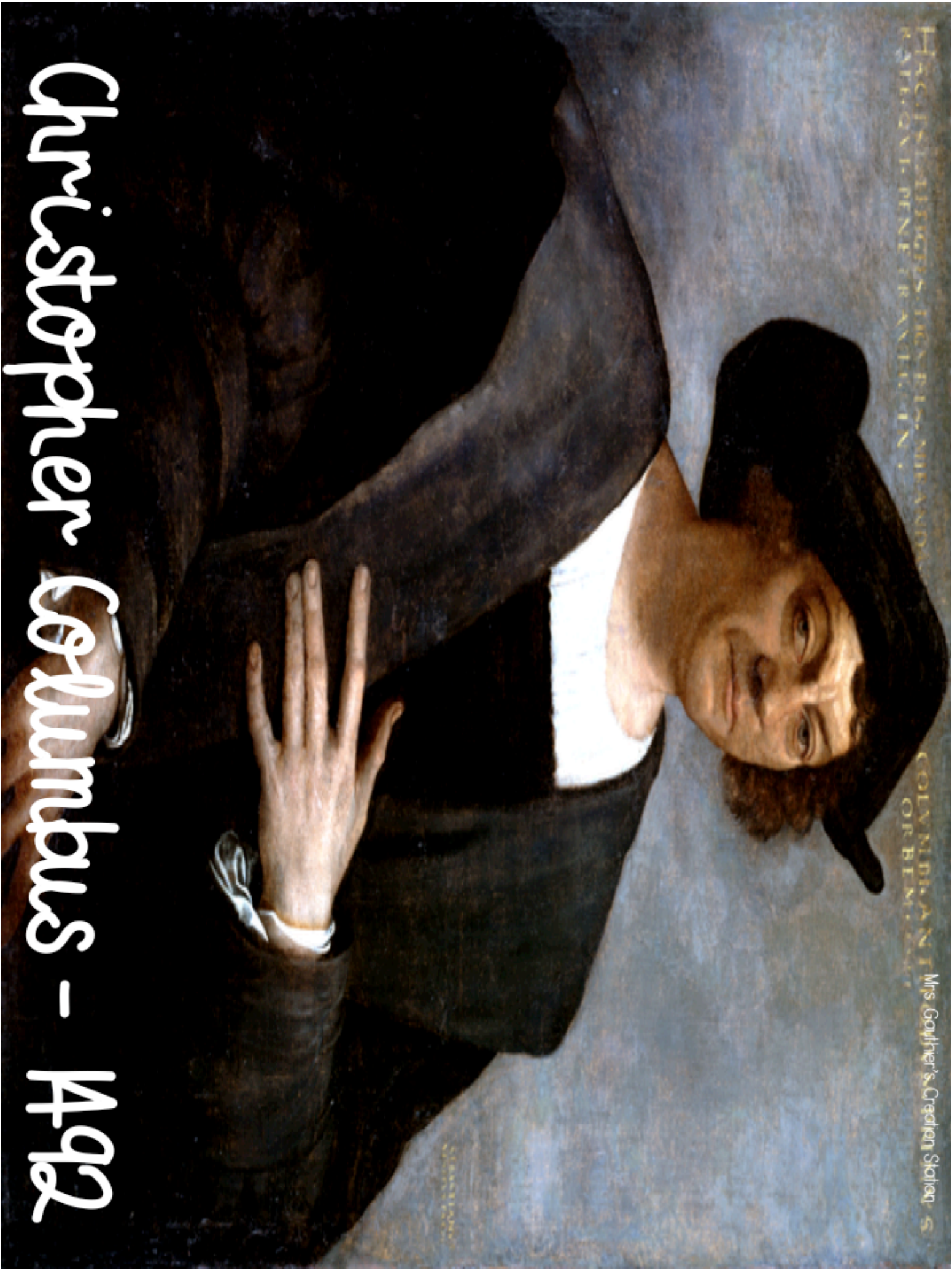
Area Explored: Northwest coast of North America

Explorer Fact Card

Country of Origin: England

Year of Exploration: 1776

Area Explored: Alaska and Hawaii



Christopher Columbus - 1492



Hernan Cortes - 1504



Juan Perce de leon - 1513

Hernando de Soto - 1539





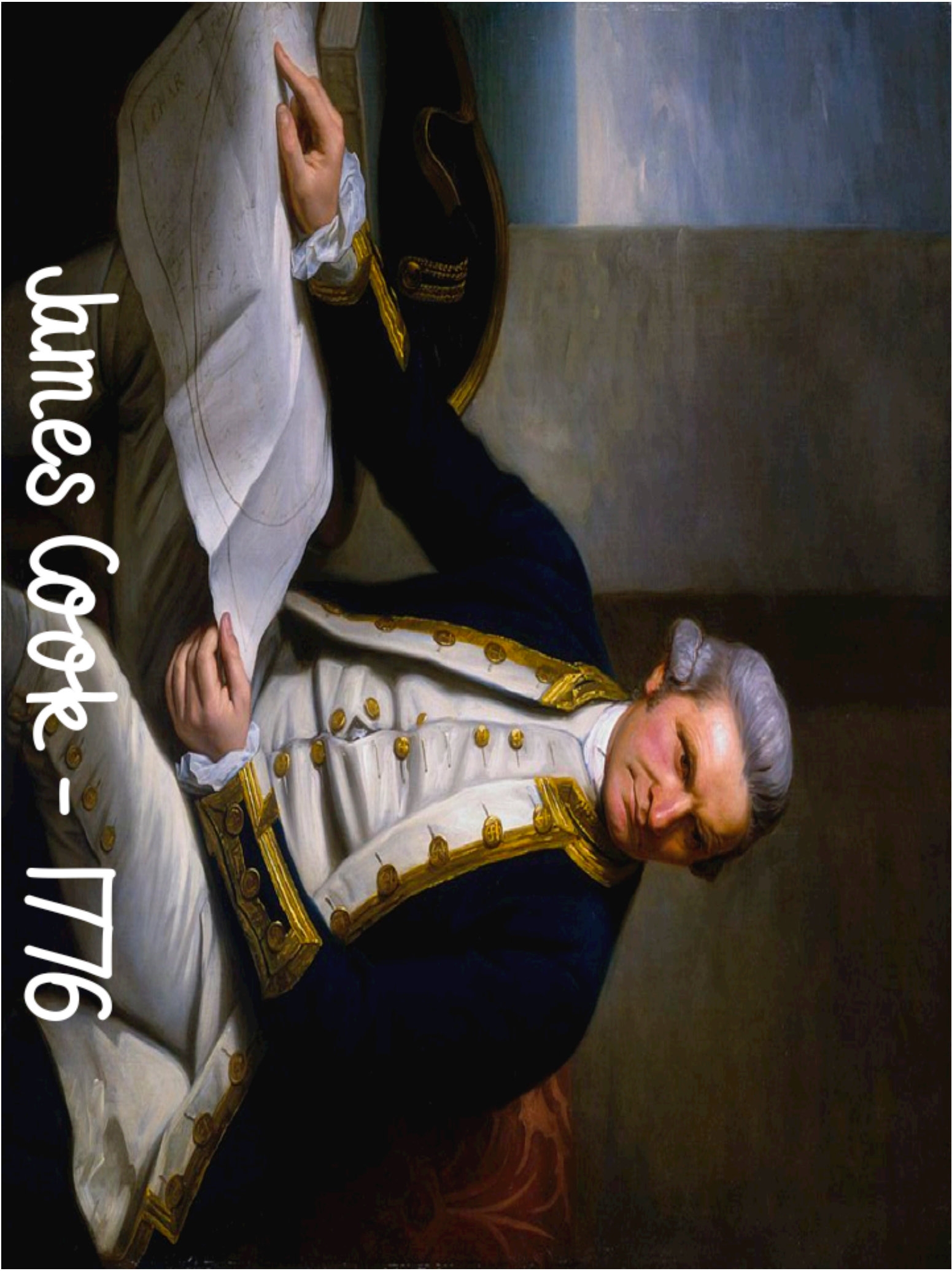
Francisco Coronado - 1540

Samuel de Champlain - 1603

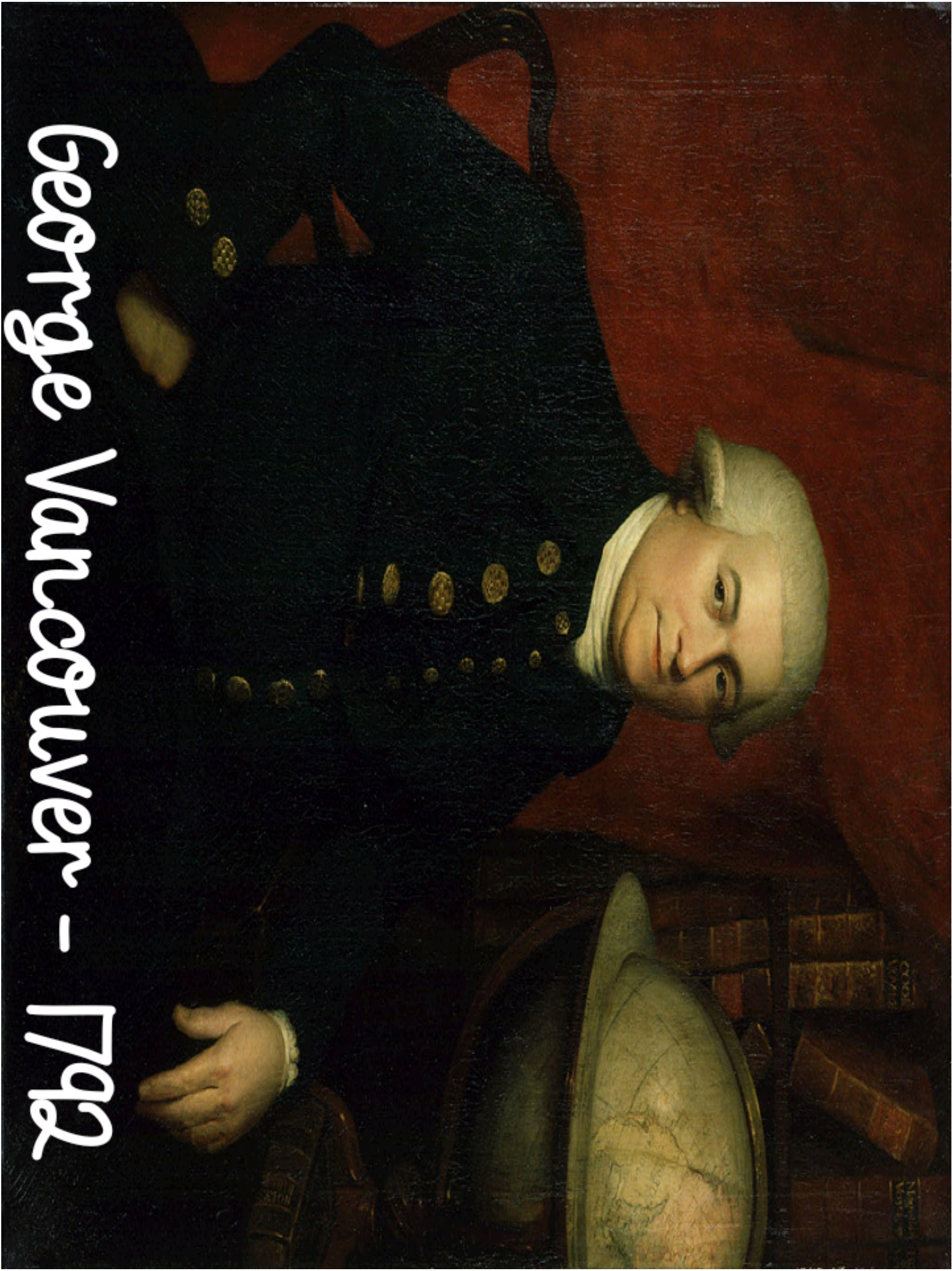


Henry Hudson - 1607





James Cook - 1776



George Vancouver - 1792

Part 11:

Colonial America



The 13 colonies were divided into three colonial regions – New England, Middle, and Southern. Use a map of the U.S. to assist you with this activity.

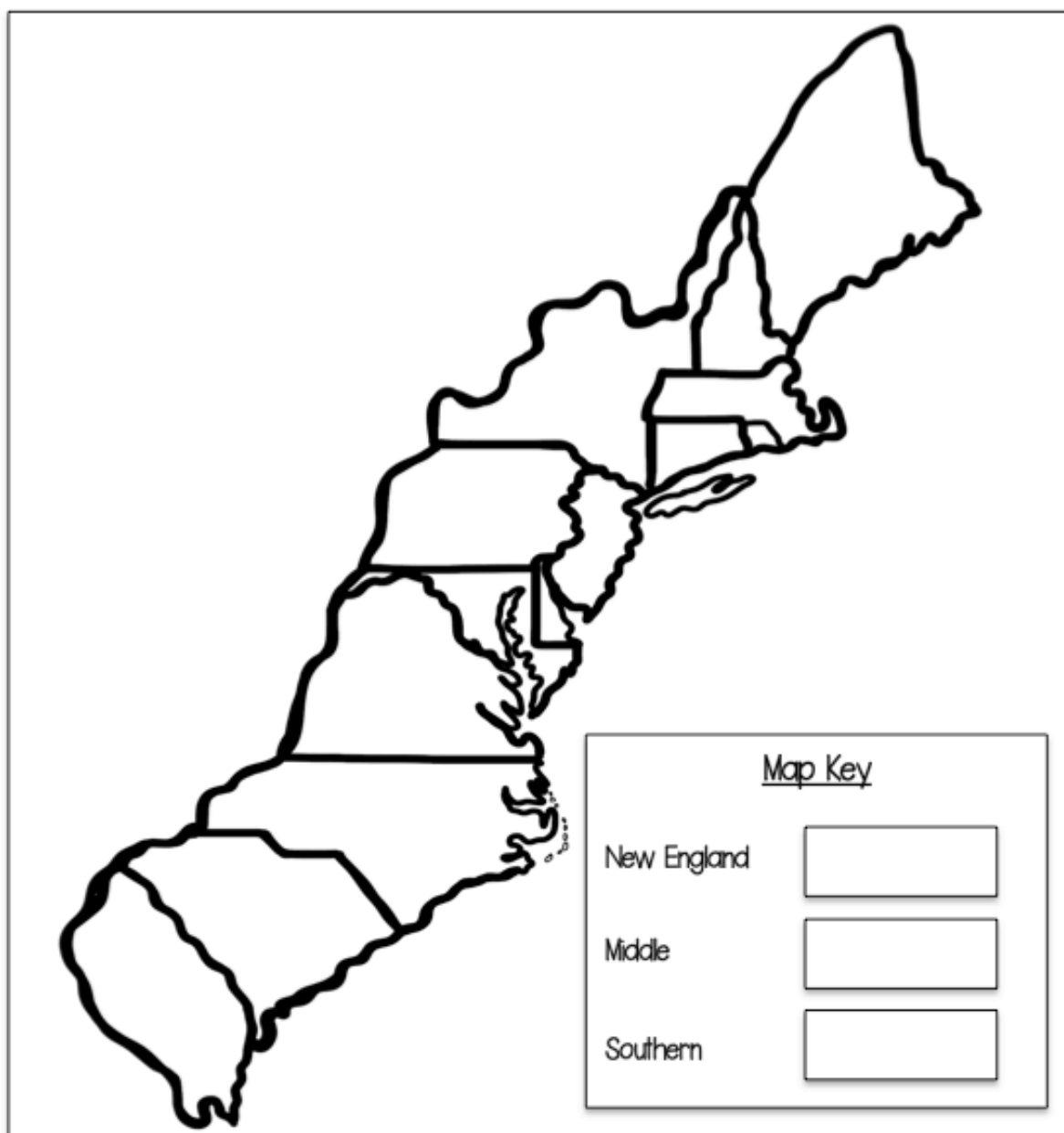
Cut out the figure containing the map and key, and glue it into interactive notebook or on blank paper. Color the New England Colonies red, the Middle Colonies yellow, and the Southern Colonies green. Don't forget to fill in the color boxes in the map key. Lastly, cut out the "Map of the 13 Colonies" box and glue it to the top of the page as a heading.

New England: Massachusetts Bay, Connecticut, New Hampshire, and Rhode Island

Middle: Delaware, New York, New Jersey, and Pennsylvania

Southern: Maryland, Virginia, North Carolina, South Carolina, and Georgia

Map of the 13 Colonies



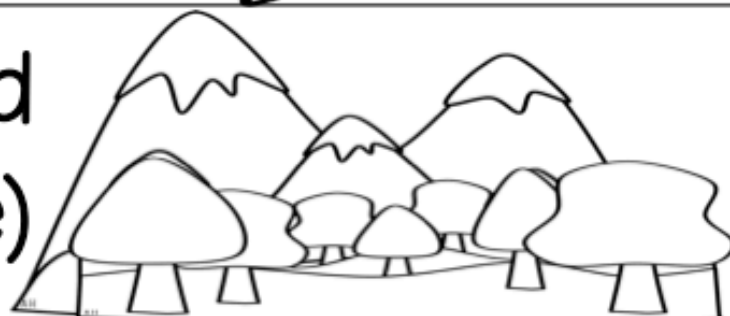
Use the internet or an appropriate text to research the New England Colonies and complete this activity. Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a summary of the information you learned about that category. Color the pictures.

The New England Colonies

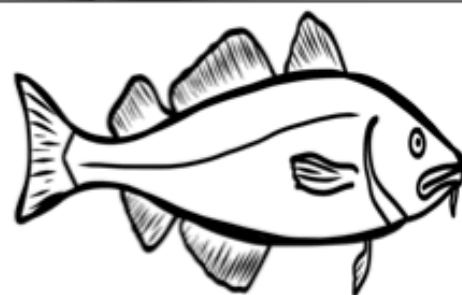
Colonies in
The Region



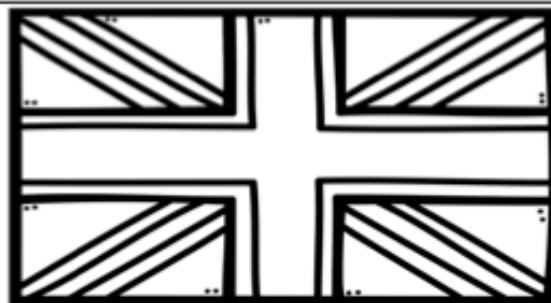
Biome (Land
and Climate)



Major Crops &
Natural Resources



Nationality of
Residents



Interesting
Cultural Facts



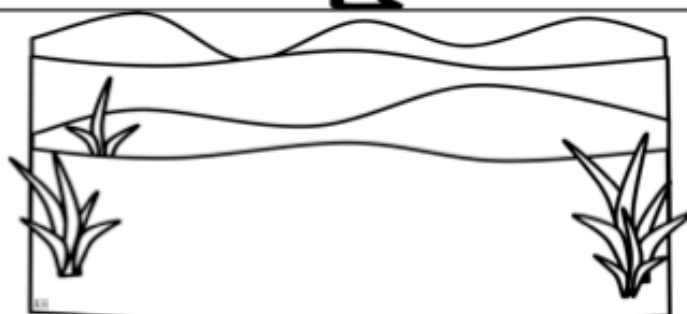
Use the internet or an appropriate text to research the Middle Colonies and complete this activity. Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a summary of the information you learned about that category. Color the pictures.

The Middle Colonies

Colonies in
The Region



Biome (Land
and Climate)



Major Crops &
Natural Resources



Nationality of
Residents



Interesting
Cultural Facts



Use the internet or an appropriate text to research the Southern Colonies and complete this activity. Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a summary of the information you learned about that category. Color the pictures.

The Southern Colonies

Colonies in
The Region



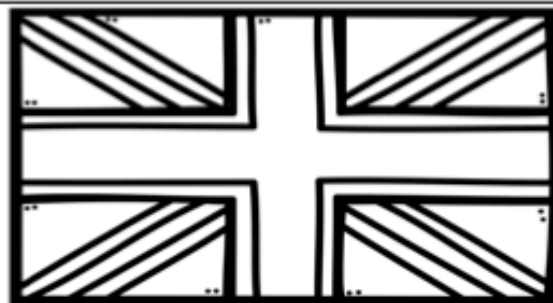
Biome (Land
and Climate)



Major Crops &
Natural Resources



Nationality of
Residents



Interesting
Cultural Facts



Like today, people in the Thirteen Colonies needed to do jobs in order to provide services to the community and earn a living for themselves.

Cut out each figure. Put a small amount of glue on the back of each job title and glue into interactive notebook or on blank paper to make flaps. Under each flap, write a description of how that job was helpful to the community. If you are unsure of what the job is or how it would be helpful, research it using the internet, an appropriate text, or a dictionary. Cut out the "Jobs in the Thirteen Colonies" box and glue it to the top of the page as a heading. Color the pictures.

Jobs in the Thirteen Colonies

Basket Maker



Blacksmith



Bricklayer



Carpenter



Jobs in the Thirteen Colonies - continued

Cooper



Printer



Cobbler



Silversmith



Jobs in the Thirteen Colonies - continued

Tailor



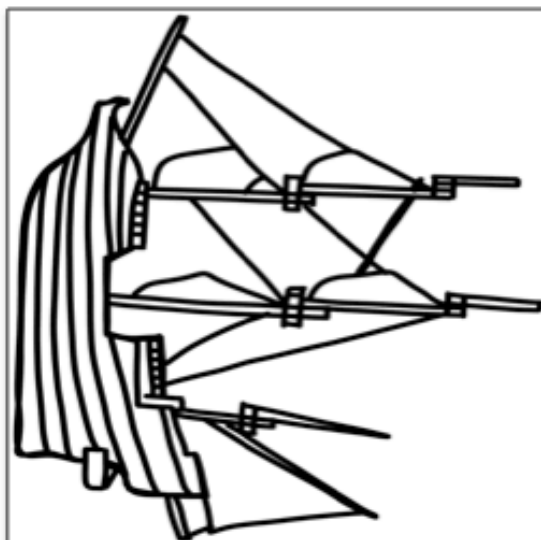
Town Crier



Wig Maker



Fisherman



Farmer



New England Colonies





Middle Colonies

Southern Colonies



Part III:

The American Revolution



The French and Indian War, also known as the Seven Years War was a major fight between two European countries that took place on the continent of North America. Use the internet or an appropriate text to research the war in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Color the pictures.

French and Indian War (Seven Years War)	When/Where Fought	
	Nations Involved	 
	Reasons for Fighting	
	Outcomes of the War	
	Interesting Facts	

A series of events led to frustration and anger amongst many people living in the Thirteen Colonies. The Colonies were under the control of Britain, and more and more people began to feel that Britain was not treating them fairly. Use the internet or an appropriate text to research the events in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a description of the event and the year(s) it took place. Color the pictures.

Tension Grows in the Thirteen Colonies

French and
Indian War



Stamp
Act



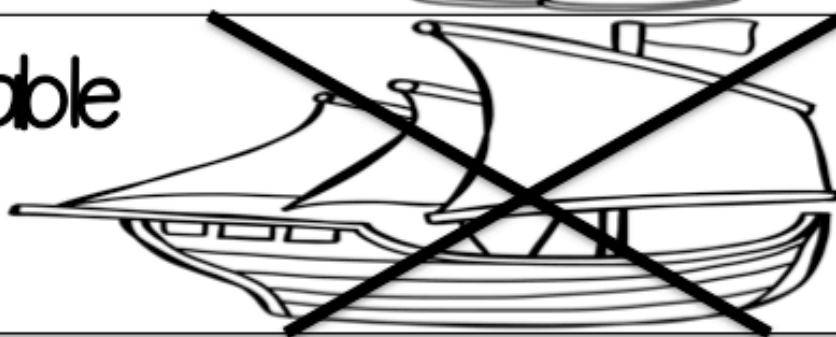
Townshend
Acts



Boston
Massacre



Intolerable
Acts



In response to the actions by the British, some patriots took action to fight back against what they felt was unfair treatment. Use the internet or an appropriate text to research the events in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a description of the event and the year it took place. Color the pictures.

The Colonists Take Action

Boston Tea Party



First Continental Congress

John Adams,
Lawyer and
Massachusetts
delegate



Second Continental Congress

John Hancock,
Businessman and President
of 2nd Continental Congress



The Publishing of "Common Sense"

Thomas
Paine,
author



The British Army was the most powerful of any in the world at the time of the American Revolution. Use the internet or an appropriate text to research some of the more famous British Army leaders and complete this activity.

Cut out each figure. Put a small amount of glue on the back of each British leader's name and glue into interactive notebook or on blank paper to make flaps. Under each flap, write a brief description of each British leader's role during the American Revolutionary War. Cut out the "Leaders of the British Forces" box and glue it to the top of the page as a heading. Color the pictures.

Leaders of the British Forces

King George III



Prime Minister Frederick North



Gen. Henry Clinton



Gen. Charles Cornwallis



Gen. John Burgoyne



Gen. William Howe



Leaders of the British Forces - continued

Gen. Thomas Gage



Gen. Guy Carleton



Lt. Gen. Hugh Percy



Lt. Col. Banastre Tarleton



Maj. John Pitcairn



The American Revolution was fought through a series of different battles between the Americans and the British. Use the internet or an appropriate text to research the events that took place to complete this activity.

Cut out the figures. Arrange the event in chronological (time) order. Apply glue to the portion that says "Apply glue here" and glue into interactive notebook or on blank paper in the correct order; before pressing onto paper, ensure that the picture on other side will be facing up. Fold along the center line so that the picture is facing up, creating a flap. After all figures are glued in, write a quick summary or description of the event under each flap. Include information such as location, military leaders, events that took place, interesting facts, and/or battle winners. Cut out the "Major Battles of the American Revolution" and glue to the top of the page as a heading. Color the pictures.

Major Battles of the American Revolution

Apply glue
here

Lexington and Concord ~ 04/ 19/ 1775



Apply glue
here

Fort Ticonderoga ~ 05/ 10/ 1775



Continental
militia Leader
Ethan Allen

Apply glue
here

Bunker Hill ~ 06/ 17/ 1775



Apply glue
here

Long Island ~ 08/27/ 1776



Apply glue
here

Trenton ~ 12/26/ 1776



Apply glue
here

Saratoga ~ 09/19/ 1777 - 10/07/ 1777



Apply glue
here

Valley Forge ~ 12/19/ 1777 - 06/19/ 1778



Apply glue
here

Monmouth Courthouse ~ 06/28/ 1778



Apply glue
here

Camden ~ 08/16/1780



British General
Henry Clinton

Apply glue
here

Cowpens ~ 01/17/1781



British Lieutenant
Colonel Banastre
Tarleton

Apply glue
here

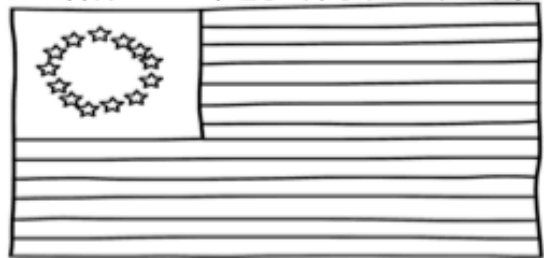
Guilford Courthouse ~ 03/15/1781



British General
Charles
Cornwallis

Apply glue
here

Yorktown ~ 09/28/1781 - 10/19/1781



The patriotic colonists who took action and risked their lives to help the United States to become a free and independent nation are called Founding Fathers. Many Founding Fathers also contributed to the writing of the U.S. Constitution, helping to shape our government and freedoms. Some of America's most famous Founding Fathers are included in this activity. Use the internet or an appropriate text to research them and complete this activity.

Cut out each figure. Put a small amount of glue on the back of each Founding Father's name and glue into interactive notebook or on blank paper to make flaps. Under each flap, write a brief description of the contributions made by each Founding Father. Cut out the "America's Founding Fathers" box and glue it to the top of the page as a heading. Color the pictures.

America's Founding Fathers

George Washington



John Adams



Thomas Jefferson



James Madison



Sam Adams



Benjamin Franklin



America's Founding Fathers - continued

John Hancock



Paul Revere



Patrick Henry



Thomas Paine



Like the Founding Fathers, women also played a role in achieving American independence. Use the internet or an appropriate text to research the revolutionary women in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a description of how each woman contributed to American independence. Color the pictures.

Revolutionary Women

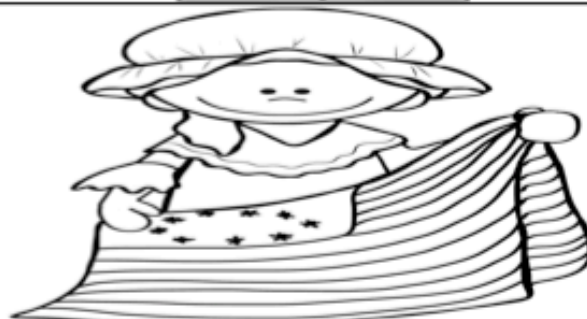
Abigail Adams



Martha Washington



Betsy Ross



Elizabeth Willing Powel



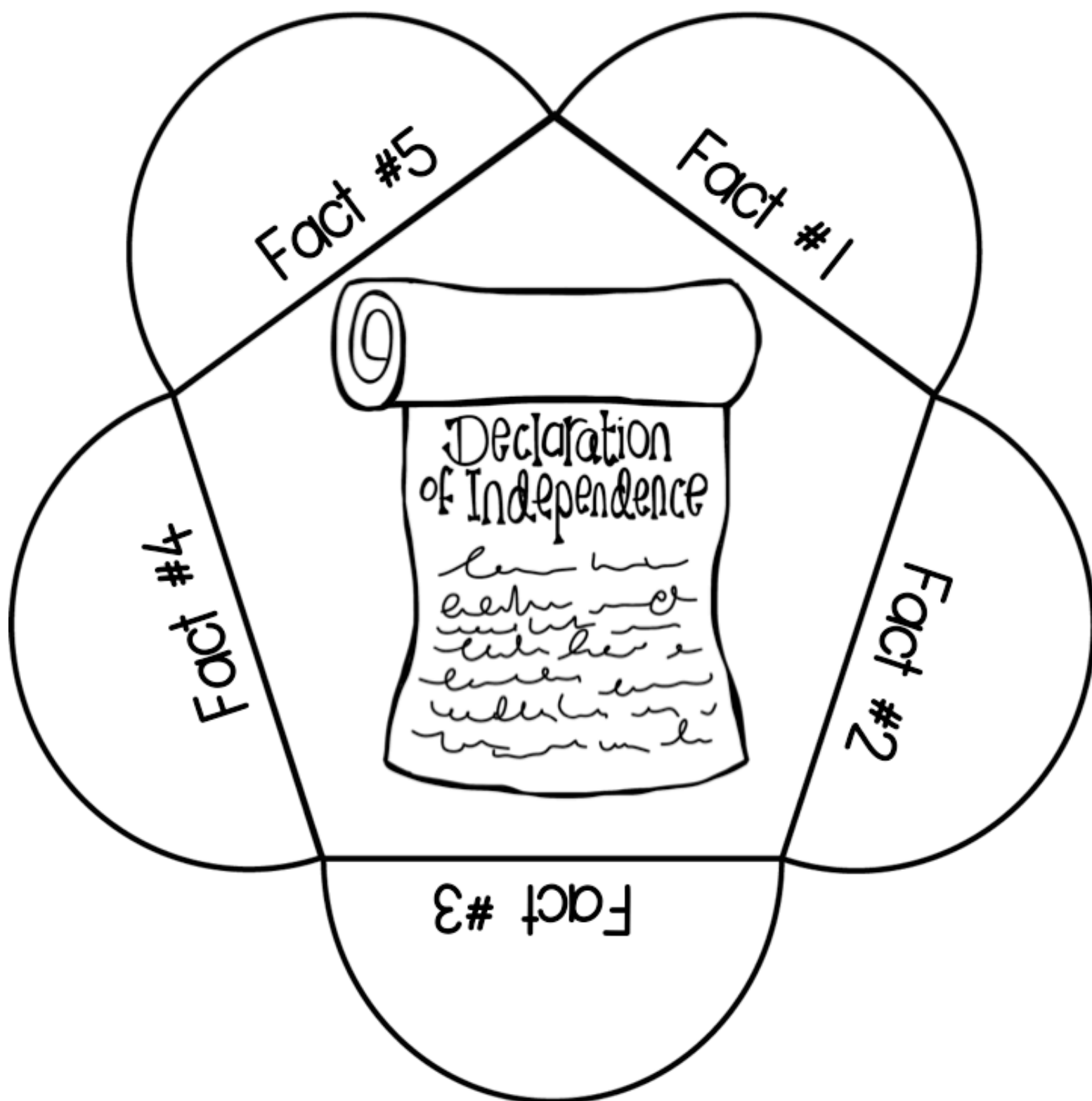
Sybil Ludington



The Declaration of Independence was very important in the fight to break away from Britain. It took a lot of intelligence, bravery, and courage to write and send to King George III. Use the internet or an appropriate text to research the Declaration of Independence in order to complete this activity.

Cut out the figure. Apply glue to the back of the CENTER portion and glue into interactive notebook or on blank paper. Behind each petal, write one fact that you learned about the Declaration of Independence. Cut out and glue the "Facts About the Declaration of Independence" box to the top of the page as a heading.

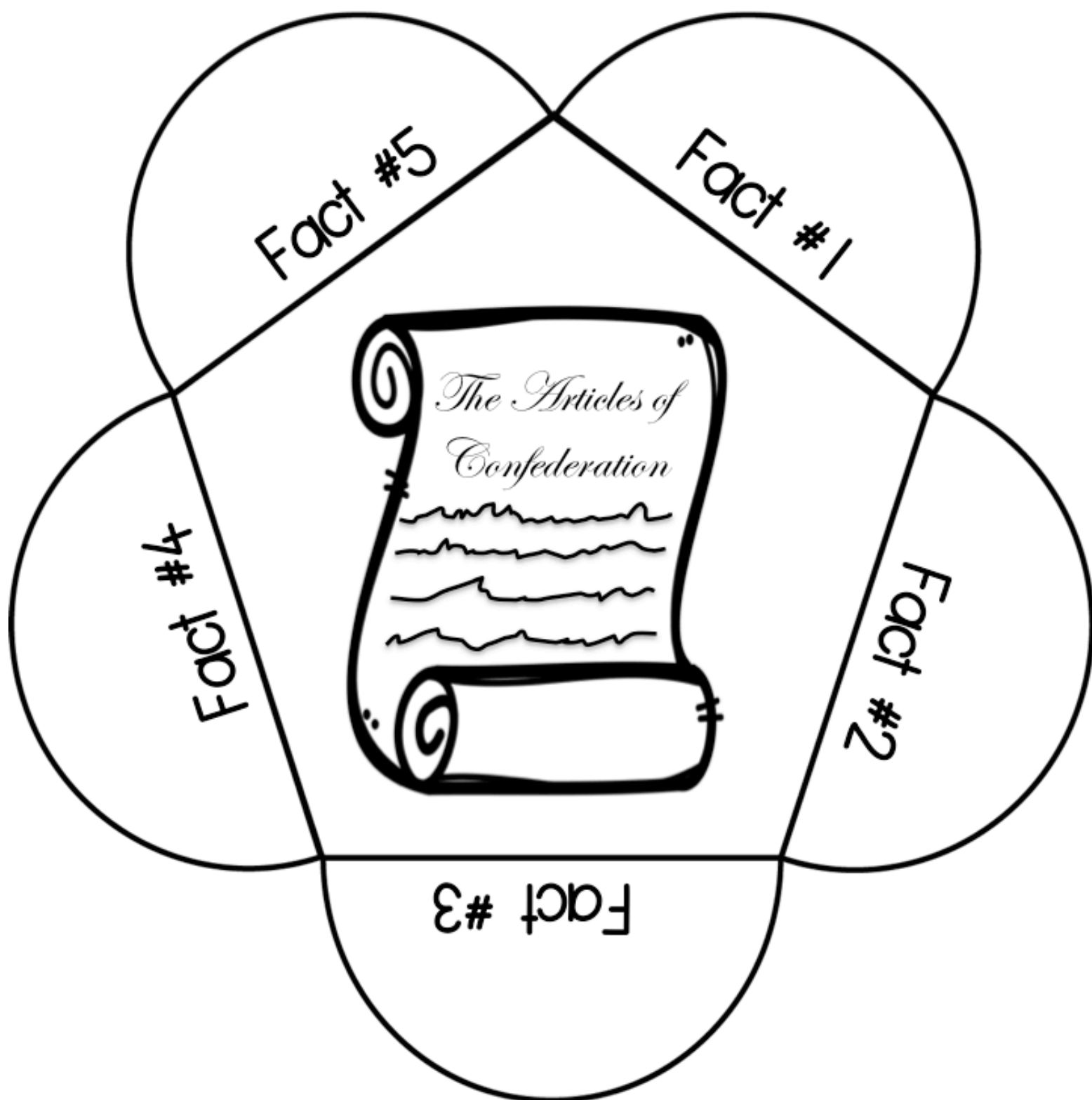
Facts About the Declaration of Independence



The Articles of Confederation was the first governing document used in the United States of America. It was created to establish the government and laws of the new nation. Use the internet or an appropriate text to research the Articles of Confederation in order to complete this activity.

Cut out the figure. Apply glue to the back of the CENTER portion and glue into interactive notebook or on blank paper. Behind each petal, write one fact that you learned about the Articles of Confederation. Cut out and glue the "Facts About the Articles of Confederation" box to the top of the page as a heading.

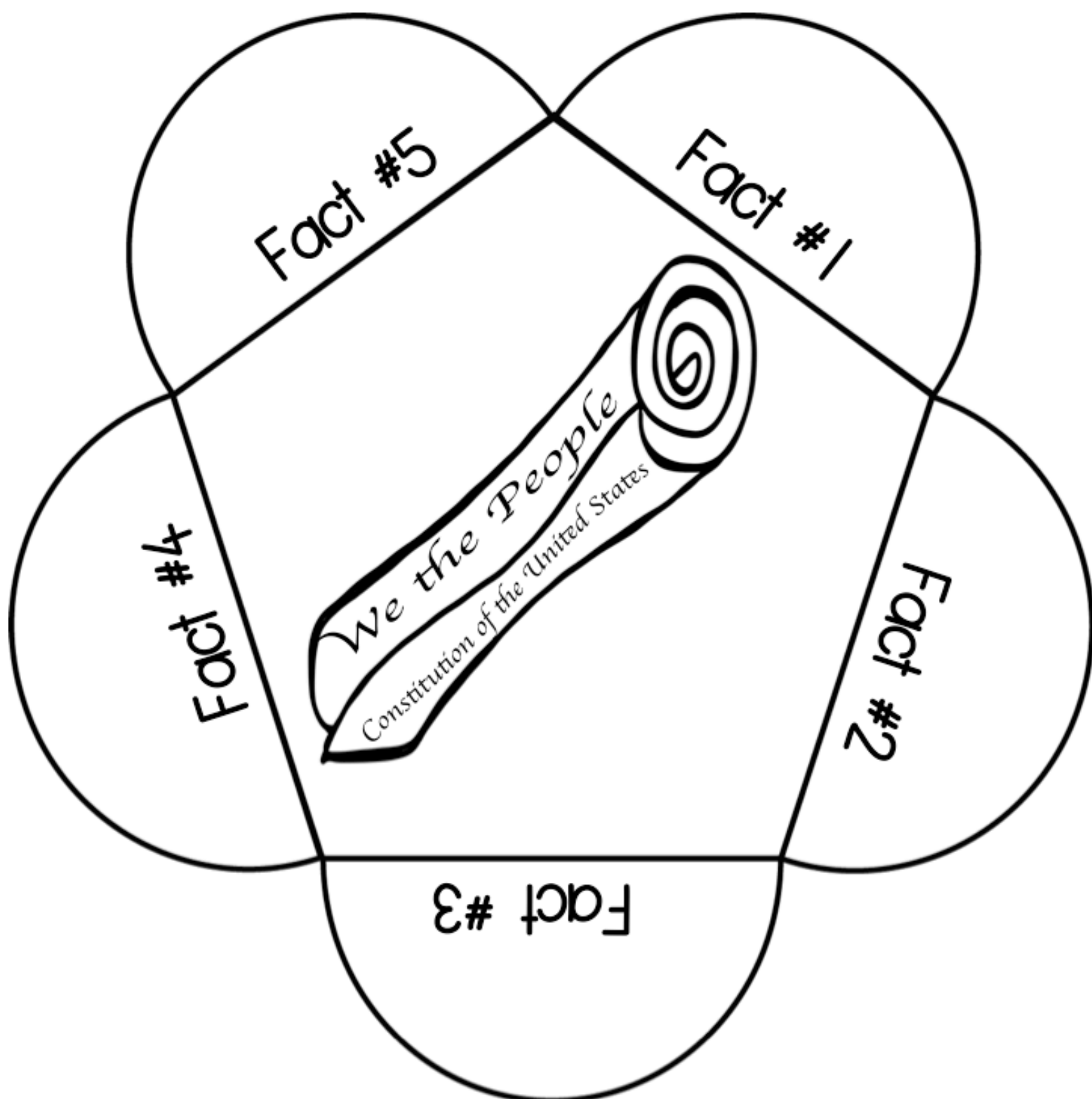
Facts About the Articles of Confederation



The U.S. Constitution was written to shape the government, laws, and rights of the people of the United States of America when it was a newly independent nation. It is still in use today and is the longest-used governing document of any nation in history. Use the internet or an appropriate text to research the Constitution in order to complete this activity.

Cut out the figure. Apply glue to the back of the CENTER portion and glue into interactive notebook or on blank paper. Behind each petal, write one fact that you learned about the Constitution. Cut out and glue the "Facts About the U.S. Constitution" box to the top of the page as a heading.

Facts About the U.S. Constitution

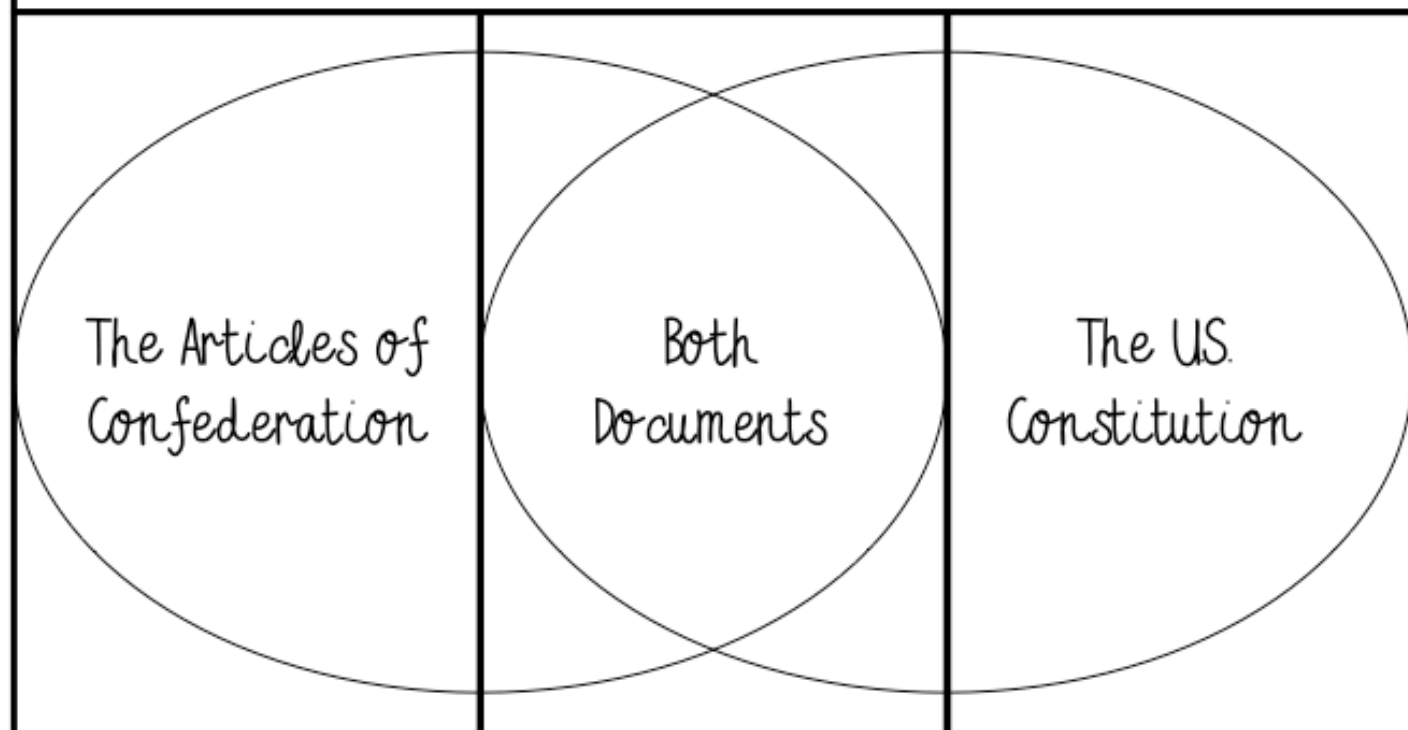


The United States has had two governing documents since becoming an Independent Nation – The Articles of Confederation and the Constitution. Use what you have learned about the two documents to complete the Venn diagram, comparing and contrasting their similarities and differences. You may need to do additional research and refer to sources to complete the activity.

Cut around the figure, fold on the horizontal center line and glue it into interactive notebook. Cut out the "Comparing and Contrasting Governing Documents" box and glue it to the top of the page as a heading. Cut the two vertical lines running up the Venn Diagram to create flaps. Record your information beneath the appropriate flaps.

Comparing and Contrasting Governing Documents

Apply glue to this side only



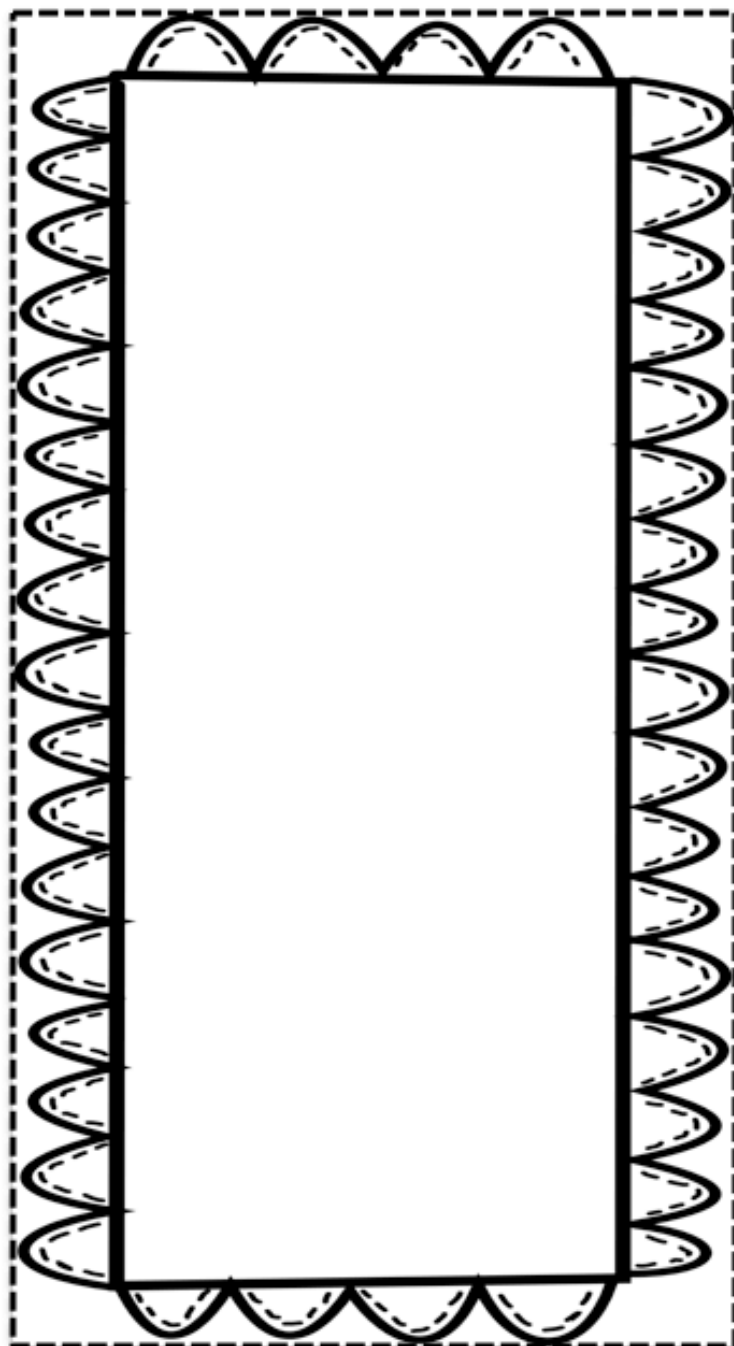
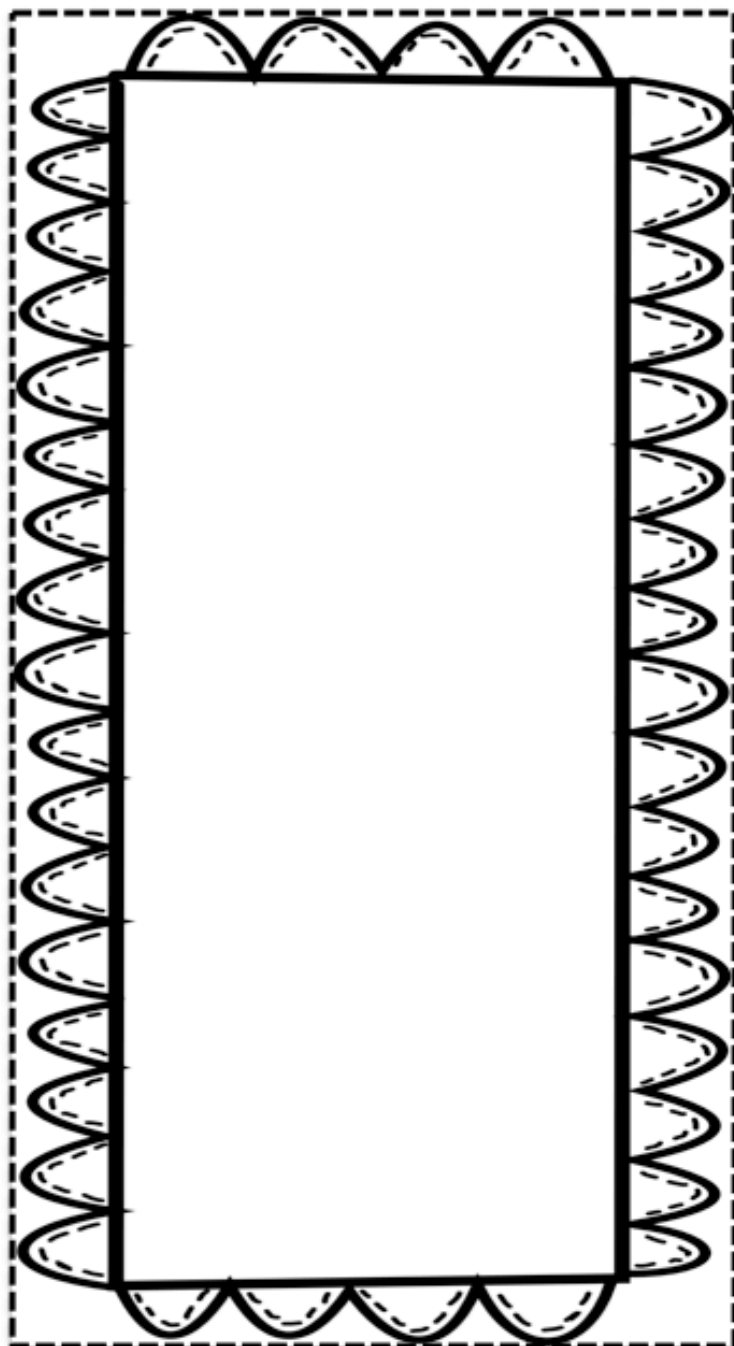
Two major political parties emerged as the Constitution was being created – the Federalists and the Anti-Federalists. The Federalists were in favor of the Constitution early on, and the Anti-Federalists wanted some changes made before approving, or ratifying, the document. Use the internet or an appropriate text to research the beliefs of both sides in order to complete this activity.

Cut out both figures on the dotted line and glue into interactive notebook. Put the key beliefs of the Federalists in one box and the key beliefs of the Anti-Federalists in the other box. You can also list famous Federalists and Anti-Federalists in the boxes. Cut out and glue the "Federalists vs. Anti-Federalists" box to the top of the page as a heading. Cut out and glue the "Federalists" and "Anti-Federalists" labels over the correct boxes as subheadings.

Federalists vs. Anti-Federalists

Federalists

Anti-Federalists



The Bill of Rights was added to the U.S. Constitution due to concerns and fears about the powers of the federal government becoming too great. There were ten amendments, or changes, added to the Constitution in the creation of the Bill of Rights. Use the internet or an appropriate text to research the Bill of Rights in order to complete this activity.

Cut out each amendment figure, apply glue to the back of the amendment box, and glue into interactive notebook or on blank paper to create flaps. Cut out the amendment descriptions, match each one to the correct amendment number and glue it under the flap. Glue the "The Bill of Rights" box to the top of the page as a heading. Color the pictures.

The Bill of Rights

Amendment I



Amendment II



Amendment III



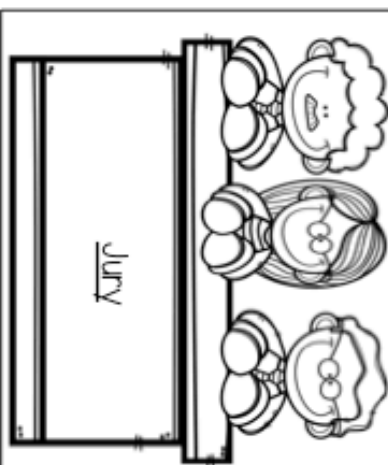
Amendment IV



Amendment V



Amendment VI



Amendment VII



Amendment VIII

Bill of Rights - continued

Amendment IX



Amendment X



Right to a speedy
trial

Right to freedom
of religion, speech,
press, petition, and
assembly

Right to due process
– a fair trial under
the law, and freedom
from speaking against
oneself

Right of the people
to bear arms and
form militias

Right to trial by
jury

Freedom from
unreasonable
search and seizure

Freedom from
excessive fines, bail,
and cruel/unusual
punishment

Freedom of the
people; amendments
to the Constitution
cannot eliminate other
rights

Powers not held by
the federal
government will be
granted to the states
or the people

No quartering
soldiers in times of
peace

King George II





Prime Minister Frederick North

Gen. Henry Clinton



CHARLES EARL CORNWALLIS. 1783.

Mrs. Gauthier's Creation Station

Gen. Charles Cornwallis



Gen. John Burgoyne





Gen. William Howe



GENERAL THOMAS GAGE
OIL 1788

Gen. Guy Carleton



A black and white portrait of Lt. Gen. Hugh Percy. He is a man with light-colored, wavy hair, looking slightly to the right. He is wearing a dark military uniform with a high collar and a white cravat. The uniform is heavily decorated with gold braiding on the lapels, cuffs, and down the front. He is holding a sword in his right hand, which is partially visible at the bottom of the frame. The background is dark and indistinct.

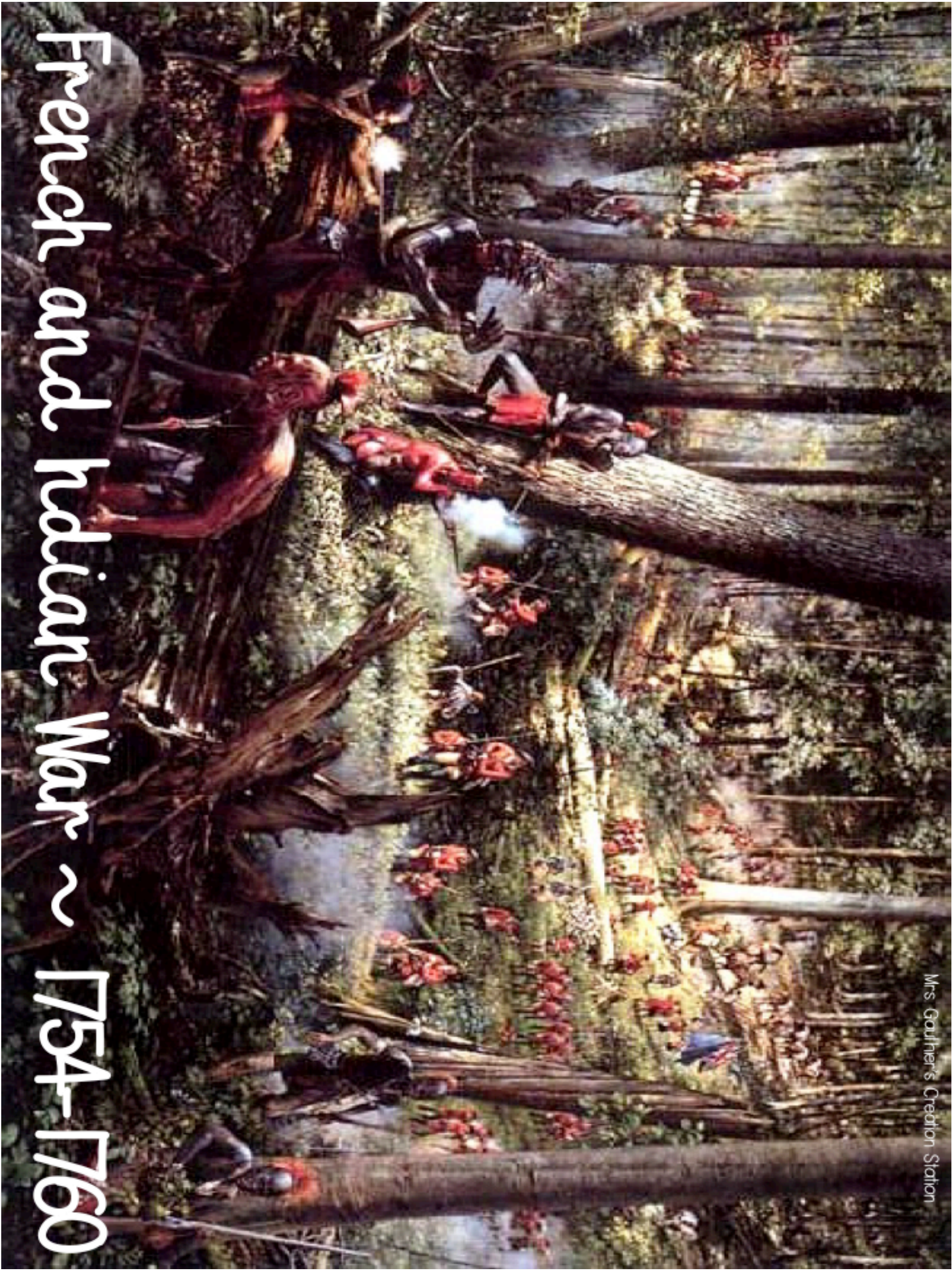
Lt. Gen. Hugh Percy

Lt. Col. Barnastre Tarnleton



Maj Jehu Pitcairn





French and Indian War ~ 1754-1760



The Stamp Act ~ 1765

The Bloody Massacre perpetrated in King Street, Boston, March 5th 1770

The Subjects of Foreign Station



Printed and Sold by Paul Revere, Boston



The Boston Tea Party ~ 1773

The First Continental Congress ~ 1774





The Second Continental Congress ~ 1775

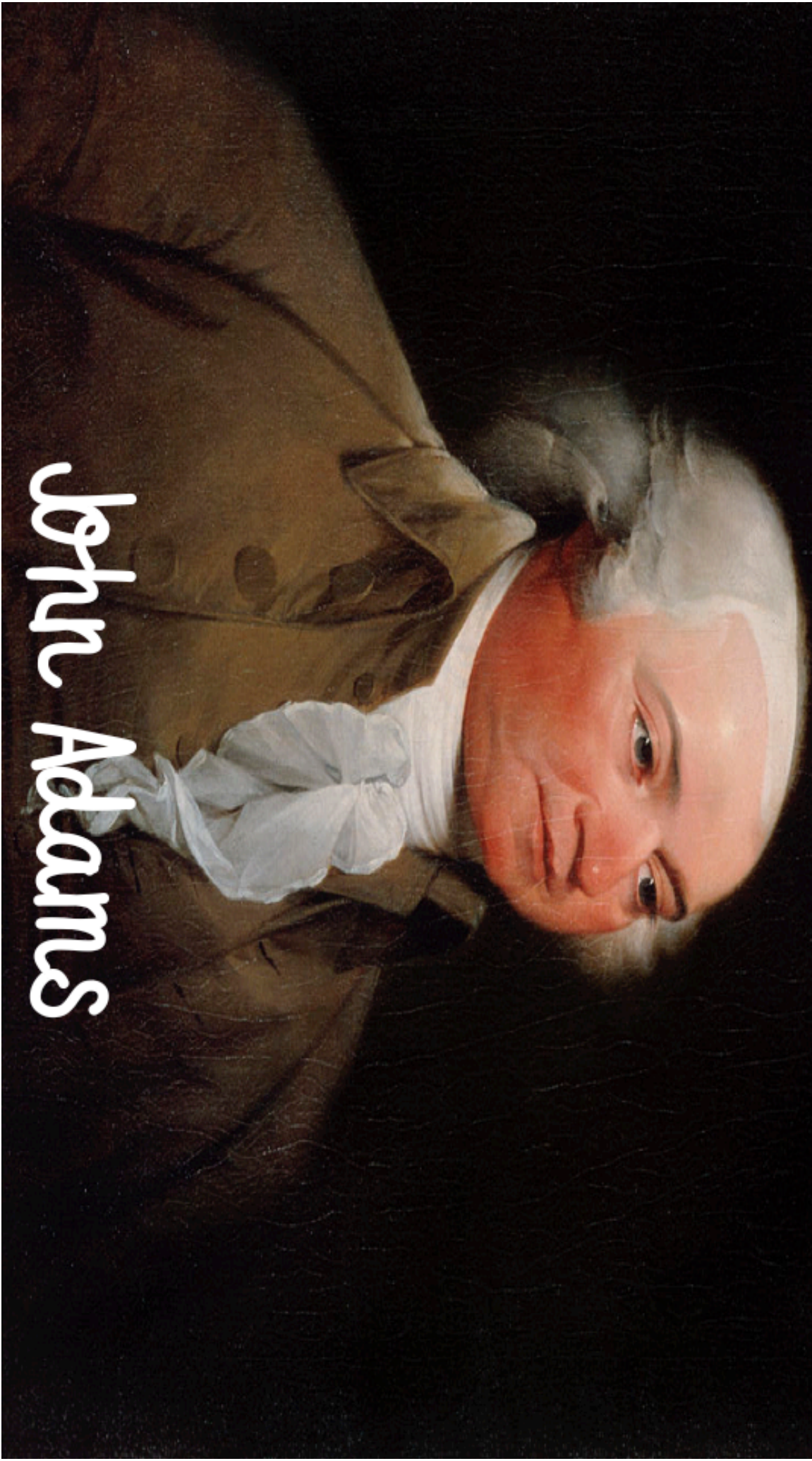
Gen. George Washington



Washington's Crossing

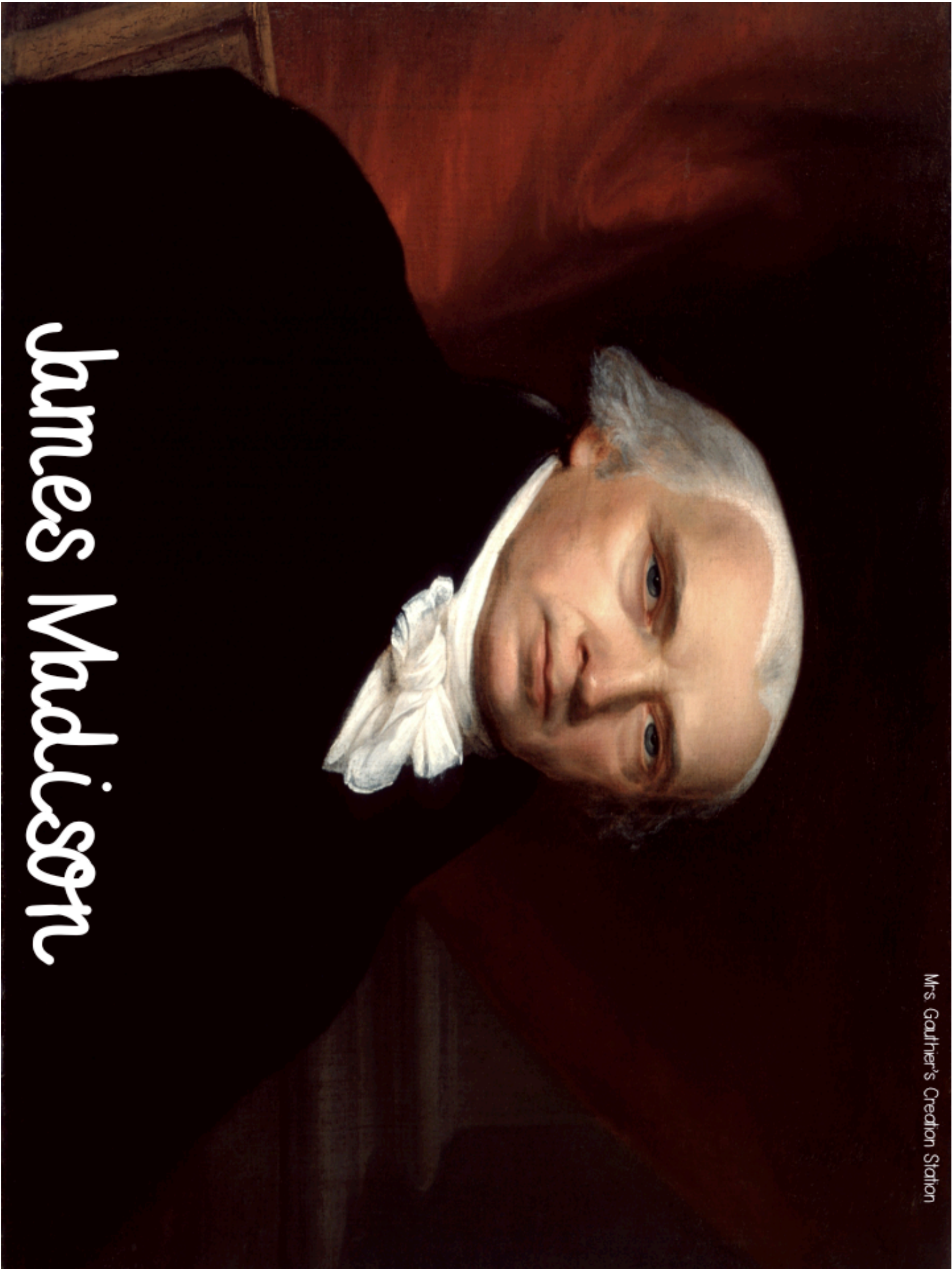


John Adams

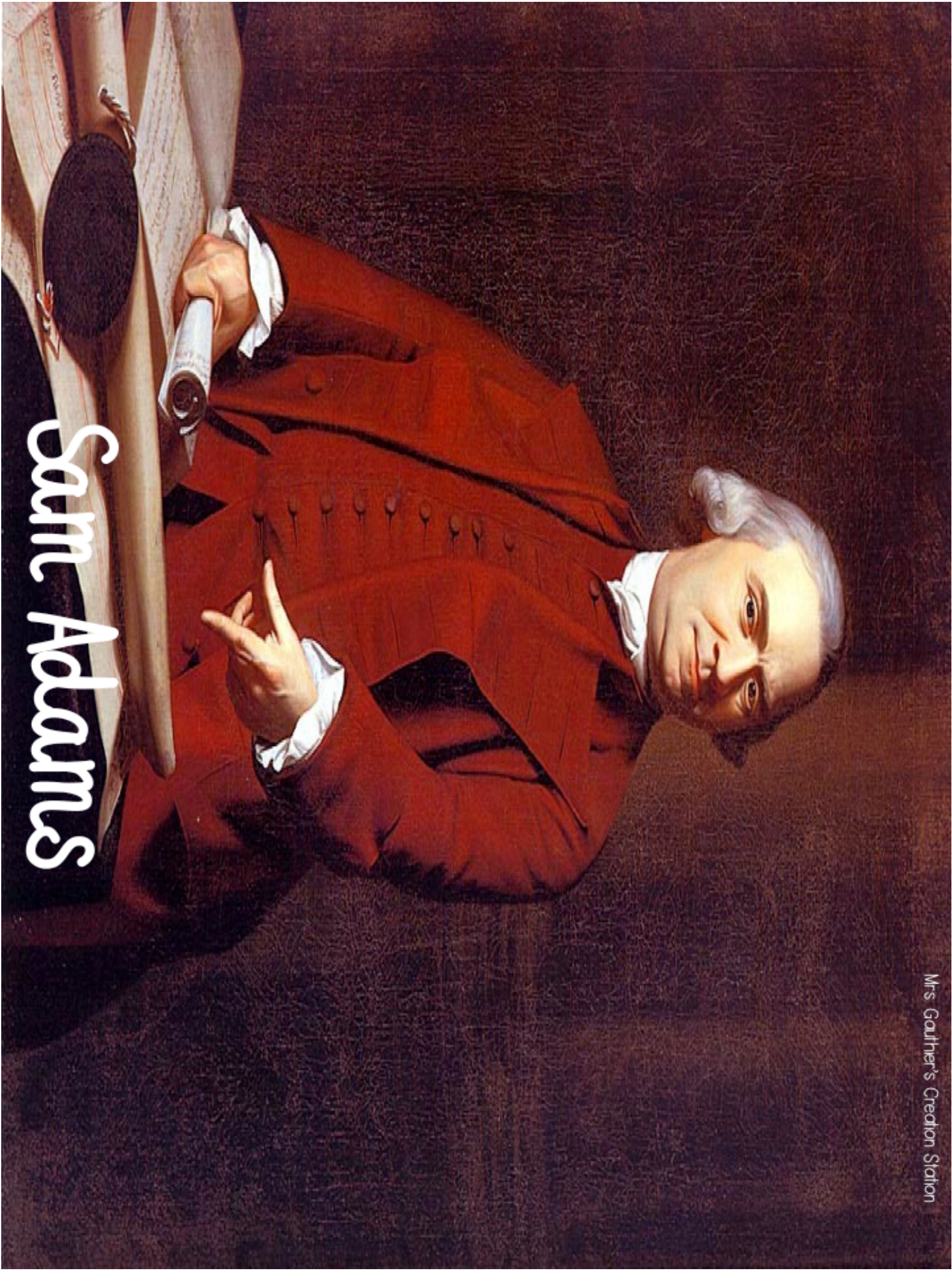




Thomas Jefferson



James Madison



Sam Adams



Ben Franklin

John Hancock



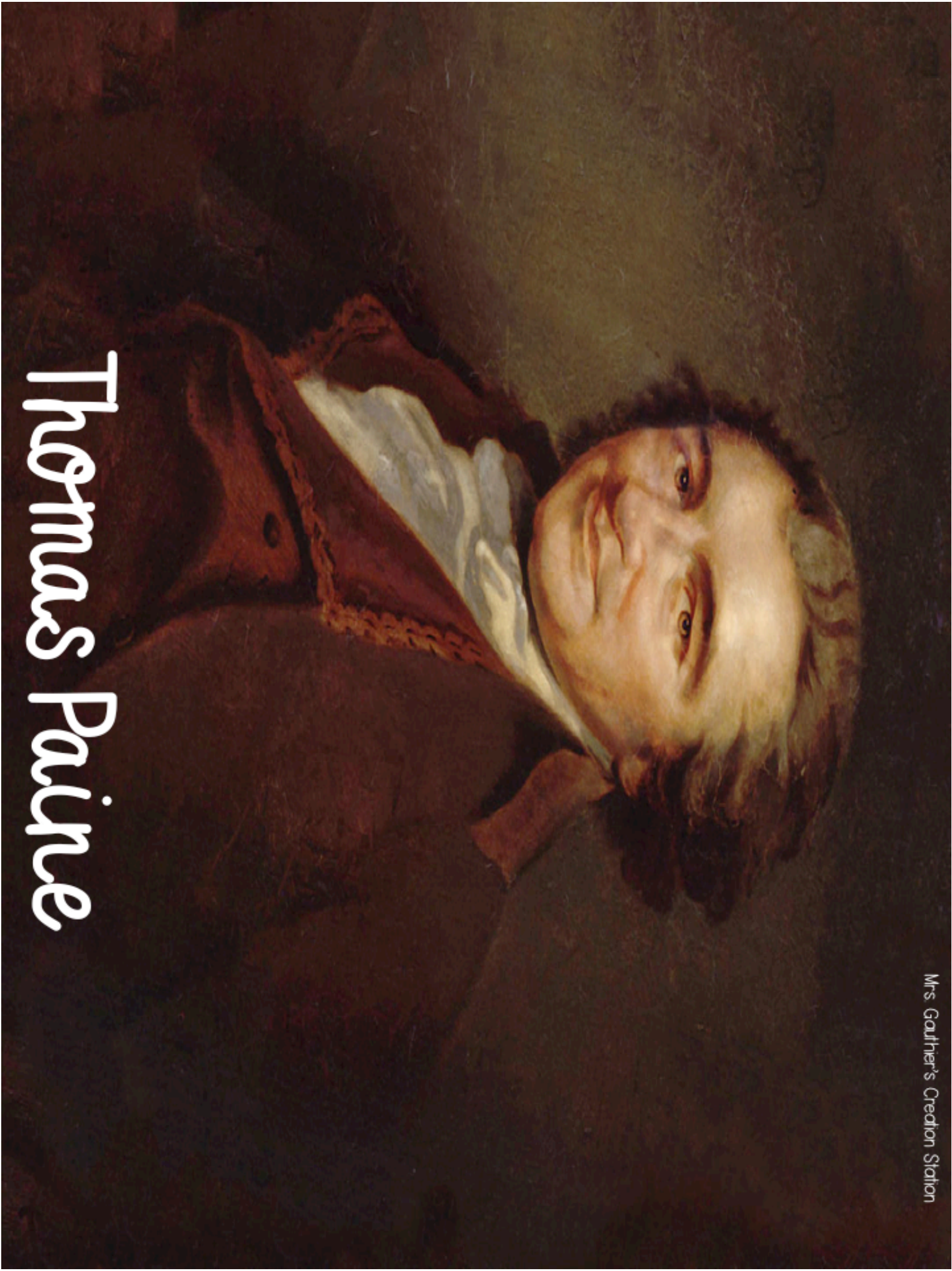


Paul Revere

Patrick Henry



Thomas Paine



Abigail Adams



Martha Washington





Betsy Ross



Elizabeth Willing Powel

Sybil Ludington



IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one People to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. — We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; — And whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such Principles, and organizing its Powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by overthrowing the forms to which they are accustomed. — But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Tyranny, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former system of Government. — The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. — To prove this, let Facts be submitted to a candid world. — He has refused his assent to Laws, the most wholesome and necessary for the public good. — He has forbidden his Governors to pass Laws of immediate and pressing importance, unless forwarded in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them. — He has refused to pass other Laws for the accommodation of large districts of People, unless those People would assent to the right of Representation, in the Legislature, a right infinitely better and preferable to theirs. — He has called together legislative Bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them by long sessions. — He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the People. — He has refused for a long time after such dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large; for the service, the great weight in the Union lies upon to all the dangers of Invasion from without, and insupportable internal. — He has endeavored to prevent the Population of these States; for that purpose having Stopped the Trade for Emigration of Persons; refusing to pass Laws to encourage their emigration hither, and raising the conditions of new Appropriations of Lands. — He has obstructed the Administration of Justice, by refusing his assent to Laws for establishing Judiciary Powers. — He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries. — He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our People, and eat out their substance. — He has kept among us, in times of peace, Standing Armies without the Consent of our Legislature. — He has endeavored to make the Military independent of and superior to the Civil Power. — He has combined with others to subject us to a jurisdiction foreign to our Constitution, and unacknowledged by our Laws; granting his assent to their Acts of pretended Legislation. — For quartering large bodies of armed troops among us; — For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States; — For cutting off our Trade with all parts of the world; — For imposing Taxes on us without our Consent; — For depriving us in many cases of the benefit of Trial by Jury; — For transporting us beyond seas to be tried for pretended offences; — For abolishing the free System of English Laws in a neighbouring Province, establishing therein an arbitrary government, and enlarging its Boundaries so as to render it at once an example and pit instrument for introducing the same oppressive and arbitrary Acts into these Colonies. — For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments. — For suspending our own Legislatures, and declaring themselves invested with powers to legislate for us in all cases whatsoever. — He has abolished Government here, by declaring us out of the Protection and warranty this against us. — He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our People. — He is at this time transporting large Armies of foreign Mercenaries to augment the wretched troops of the Kingdom and Kingdom, already raised, with circumstances of cruelty & perfidy hardly paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation. — He has constrained our fellow Citizens taken Captive on the high seas to bear Arms against their Country, whenever the Cruelties of their friends and Relations, or to sell themselves by their Swords. — He has excited domestic insurrections amongst us, and has endeavored to bring on the Inhabitants of one Part, the merciless and savage, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions. — In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered by repeated injury. — A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People. — Nor have We been wanting in attention to our British brethren. — We have warned them from time to time of attempts by their Legislatures to extend an unwarrantable Jurisdiction over us. — We have reminded them of the circumstances of our emigration and settlement here. — We have appealed to their native justice and magnanimity, and we have urged them by the ties of our common kindred to disavow those usurpations, which would in evidently interrupt our union and correspondence. — They too have been deaf to the voice of justice and of conjuncture. — We must, therefore, suspend all correspondence, which demands our separation, and hold them as out of the rest of mankind; as Enemies in War, in Peace Friends. — We, therefore, the Representatives of the united States of America, in General Congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to lay on War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Ratton, Jr.,
Lynch, M.
G. M. M.

John Hancock
Joseph M. W.

Edward G. S.

John Jay
Thomas G. S.

Arthur M. S.

Samuel H.

George W. S.

Richard M. S.

Th. J. S.

Wm. S.

John Hancock
Samuel H.

George W. S.

Richard M. S.

Th. J. S.

Wm. S.

John Hancock
Samuel H.

George W. S.

Richard M. S.

Th. J. S.

Wm. S.

John Hancock
Samuel H.

George W. S.

Richard M. S.

Th. J. S.

Wm. S.

We the People

of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do hereby constitute and establish this Constitution for the United States of America.

Article 1

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and including Indians not taxed three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and in every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty thousand, and each State shall have at least one Representative, and each new State shall be made the third of New Hampshire shall be entitled to at least three. No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

When vacancies happen in the Representation from any State, the Governor thereof shall issue writs of Election to fill such Vacancies. The House of Representatives shall choose their Speaker and other Officers, and shall have the sole Power of Impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for a Term of six Years, and each Senator shall have one Vote.

Immediately after they shall be assembled in Congress, the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Term of which the Legislature of any State, the Governor thereof may make temporary appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but he shall have no Vote, unless he is equally voted. The Senate shall choose their other Officers, and also a President pro Tempore, in the Absence of the Vice President, and when he shall exercise the Office of President of the United States.

They shall have the sole Power to try all impeachments. When sitting for that Purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside. And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of Honor, Trust or Profit under the United States; but the Party convicted shall nevertheless be liable to Indictment, Trial, Judgment and Punishment, according to Law.

Section 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Place of choosing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be in the first Monday of December, unless they shall by Law appoint a different Day.

Section 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business, but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any Question shall be entered on the Journal of that House, except in Cases of Tie, when the Vote of the Majority shall determine the Question.

Neither House during the Session of Congress shall, without the Consent of the other, adjourn for more than three Days, nor to any other Place, than that in which the two Houses shall be sitting.

Section 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of that House, or in going to or coming from the same, and while so engaged, from any Arrest or Imprisonment, or from any other Process of any Court.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such Term, and no Person holding any Office under the United States, shall be a Senator or Representative during his Continuance in Office.

Section 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as to the Amount thereof, and shall have the Power to originate Bills for the raising of Money, except such as may be for the raising of Money to the President of the

Name: _____

Founding Father Report

Name: _____

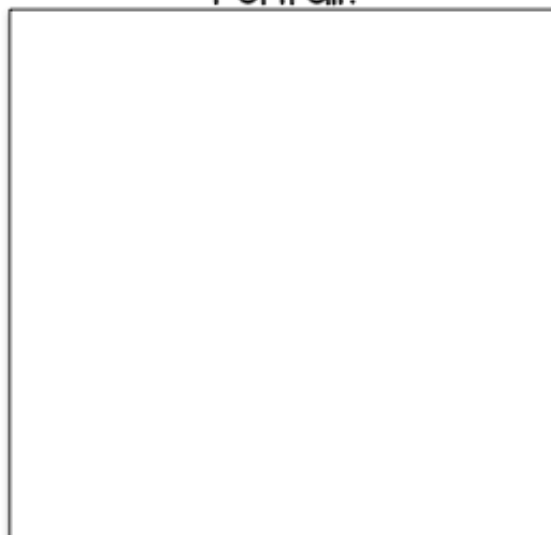
Born (year/place): _____

Died (year/place): _____

Occupations: _____

Major accomplishments: _____

Portrait:



The War of 1812, sometimes called the Second Revolutionary War took place after the U.S. won its freedom from Britain during the American Revolution. Use the internet or an appropriate text to research the war in order to complete this activity.

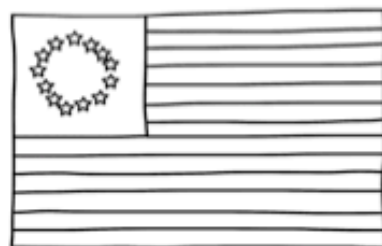
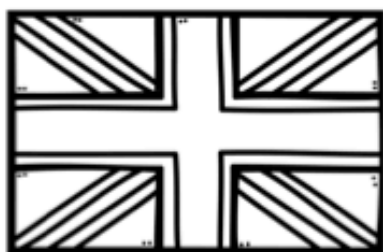
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Color the pictures.

War of 1812 (2nd Revolutionary War)

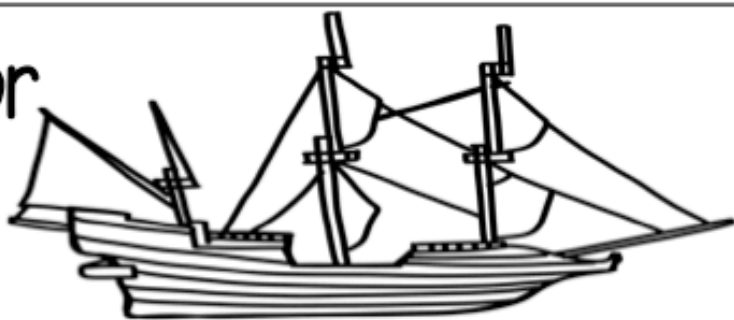
When/Where
Fought



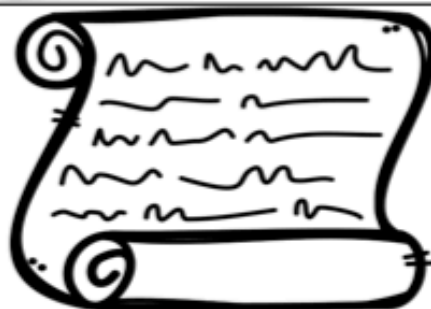
Nations
Involved



Reasons for
Fighting



Outcomes of
the War



Interesting
Facts

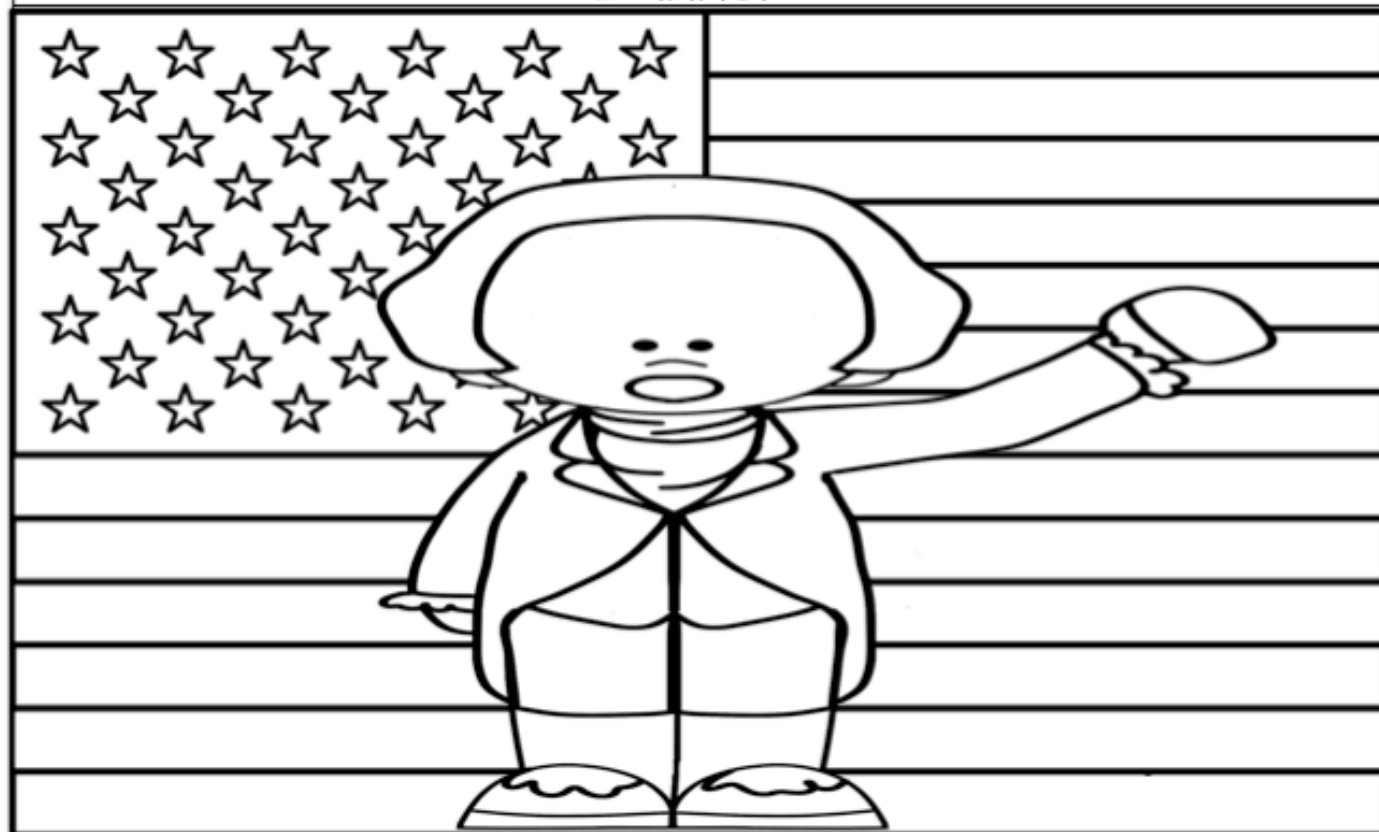


The events that took place one night during the War of 1812 led to the writing of America's most famous song – its national anthem. Use the internet or an appropriate text to research Francis Scott Key and the night that inspired him to write *"The Star Spangled Banner"* in order to complete this activity.

Cut out the top figure. Apply glue to the back of the word box and glue into interactive notebook or on blank paper to make a flap. Under the flap, summarize the events that led to the writing of the national anthem.

Cut out the lower box and glue beneath the Francis Scott Key box, on the same page. Fill in the meaning behind the stars and the stripes on the American flag to complete the activity.

Francis Scott Key and *"The Star Spangled Banner"*



The Meaning of the Stars and Stripes

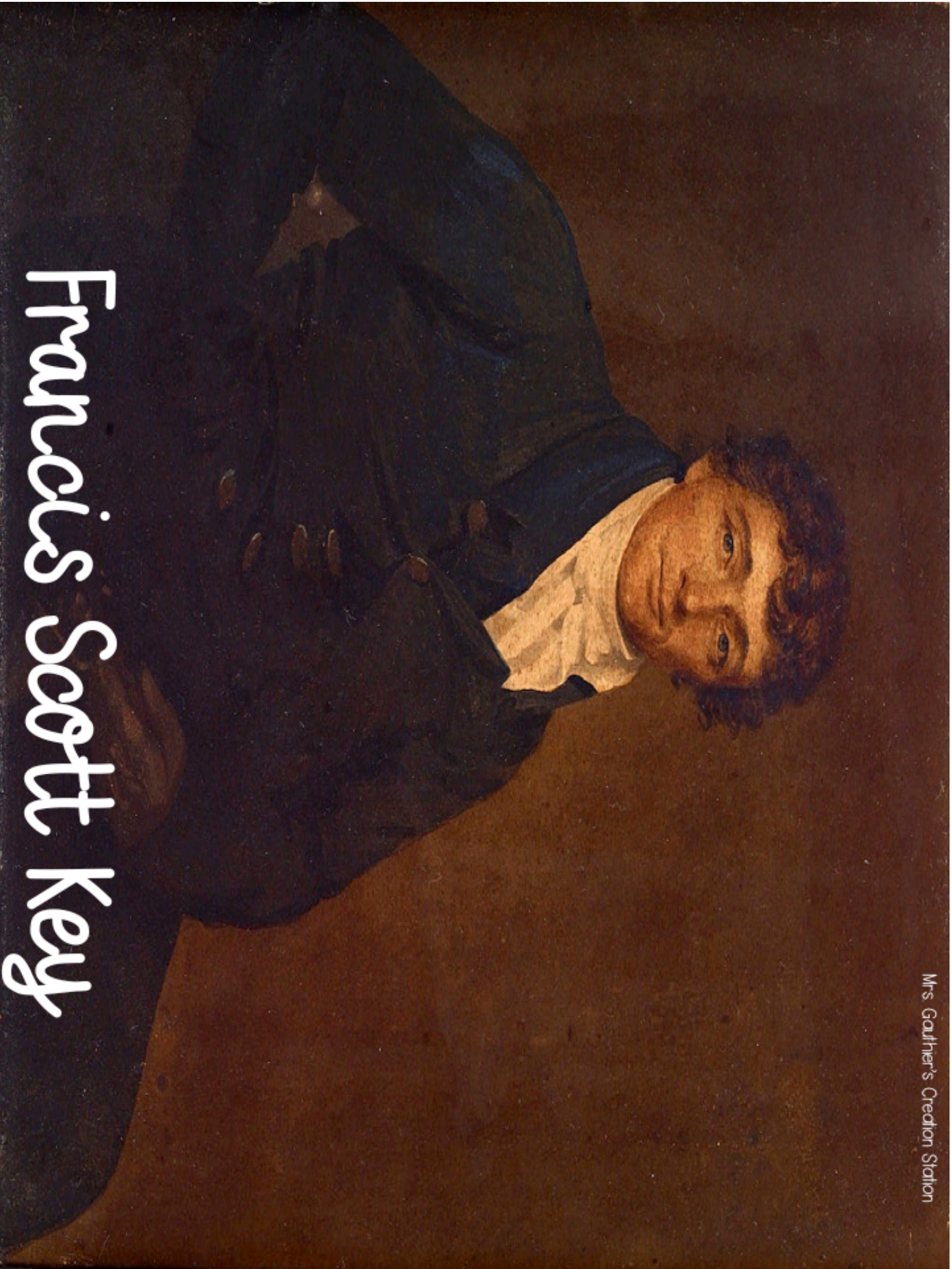
The 13 stripes represent:

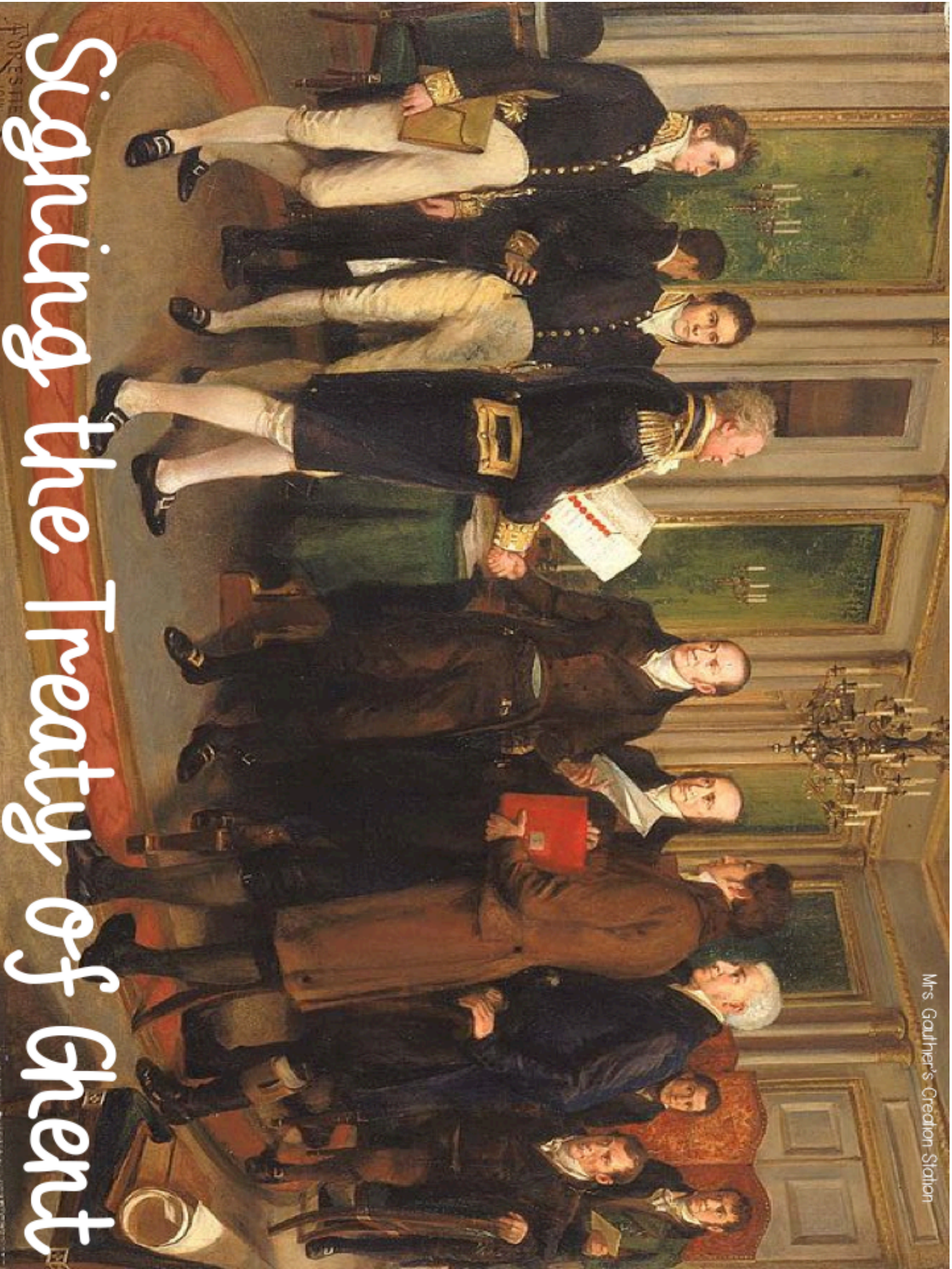
The 50 stars represent:

The War of 1812



Francis Scott Key

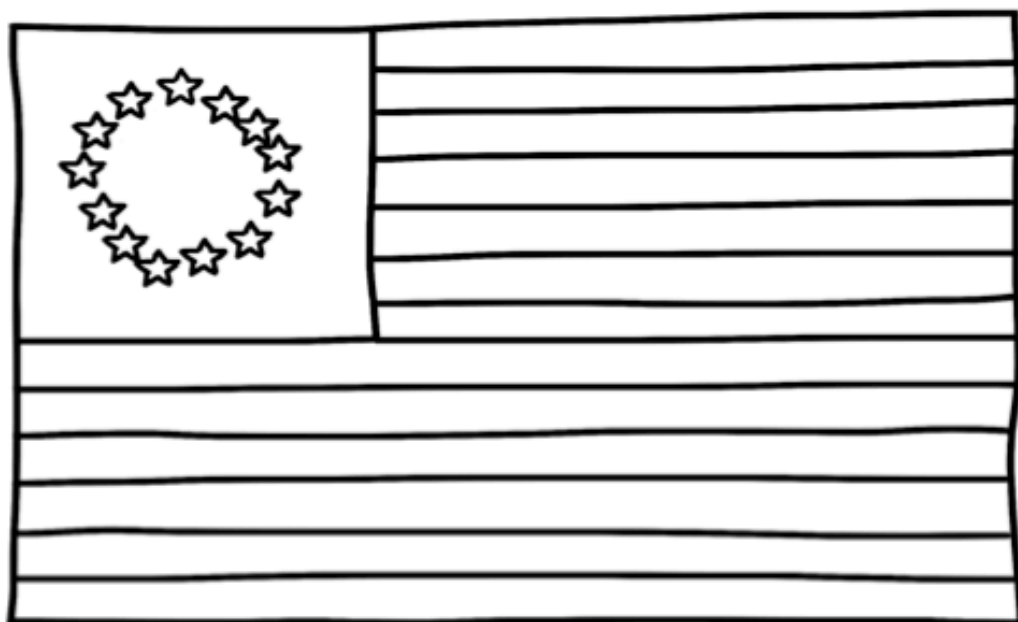




Signing the Treaty of Ghent

Part I V:

Post-Revolutionary Early America



The Mexican-American War was very important for U.S. expansion and the freedom of the people living in Texas. Use the internet or an appropriate text to research the war in order to complete this activity.

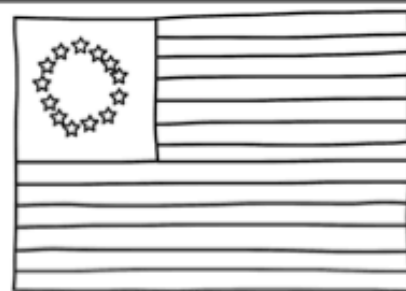
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Color the pictures.

Mexican-American War

When/Where
Fought



Nations
Involved



Reasons for
Fighting



Outcomes of
the War



Interesting
Facts



Davy Crockett was a U.S. congressman, a fighter against slavery, and an American war hero. With all he accomplished, people began to believe that Davy Crockett could do anything, so they began making up tall tales, or very exaggerated and unbelievable stories about his life. Use the internet and/or appropriate texts to research facts about Davy Crockett's life and tall tale stories about him in order to complete this activity.

Cut out the "Davy Crockett Facts" and "The Davy Crockett Fiction" boxes. Apply glue to the back of the word boxes and glue into interactive notebook or on blank paper to make flaps. Under the Fact flap, write facts that you learned about Davy Crockett's life. Under the Fiction flap, write the exaggerated parts of tall tales that have been written about Davy Crockett. Cut out the "Davy Crockett: Facts vs. Fiction" box and glue it to the top of the page as a heading. Color the pictures.

Davy Crockett: Facts vs. Fiction

Davy Crockett Facts



Davy Crockett Fiction



1836-1845

UNITED STATES

Arkansas R.

Claimed
Territory

TEXAS

Rio
Grande

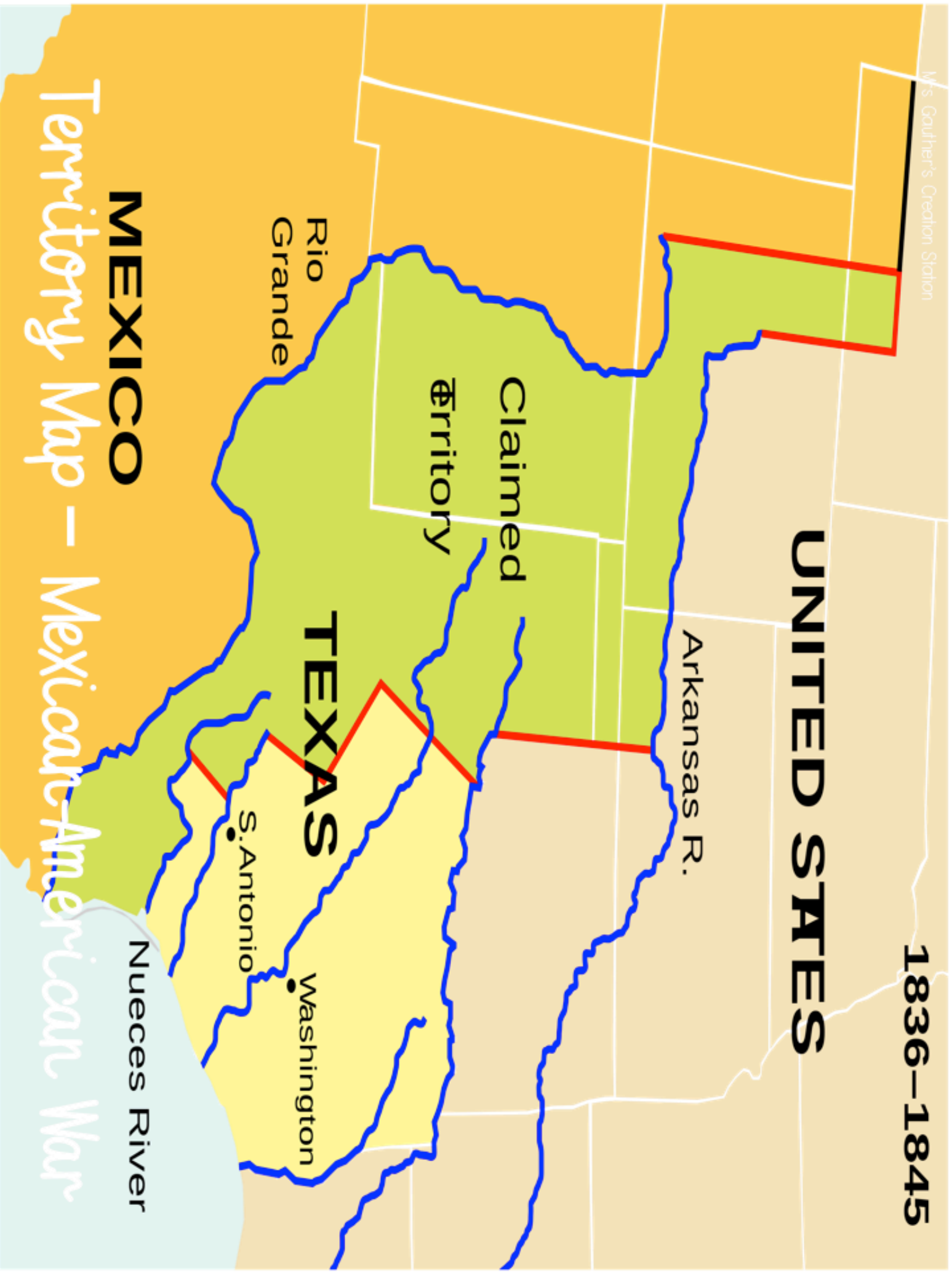
S. Antonio

Washington

Nueces River

MEXICO

Territory Map - Mexican-American War




Davy Crockett



The Alamo





Recommended Civil War Picture Books

- Pink and Say, Patricia Polacco
- Under the Quilt of Night, Deborah Hopkinson
- Sweet Clara and the Freedom Quilt, Deborah Hopkinson
- The Patchwork Path, Bettye Stroud
- Follow the Drinking Gourd, Jeanette Winter
- Henry's Freedom Box, Ellen Levine
- If You Traveled on the Underground Railroad, Ellen Levine

A civil war is when two or more groups of people from the same country go to war with each other. During the American Civil War, people in northern and southern states fought against each other, and the country was almost split into two different nations. Use the internet or an appropriate text to research the war in order to complete this activity.

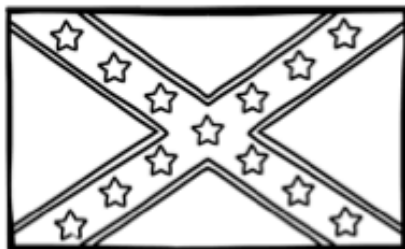
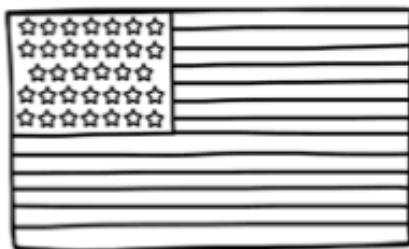
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Color the pictures.

The American Civil War: A House Divided

When/Where
Fought



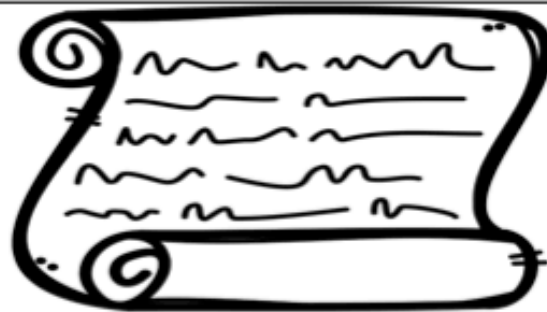
Nation
Involved



Reasons for
Fighting



Outcomes of
the War



Interesting
Facts

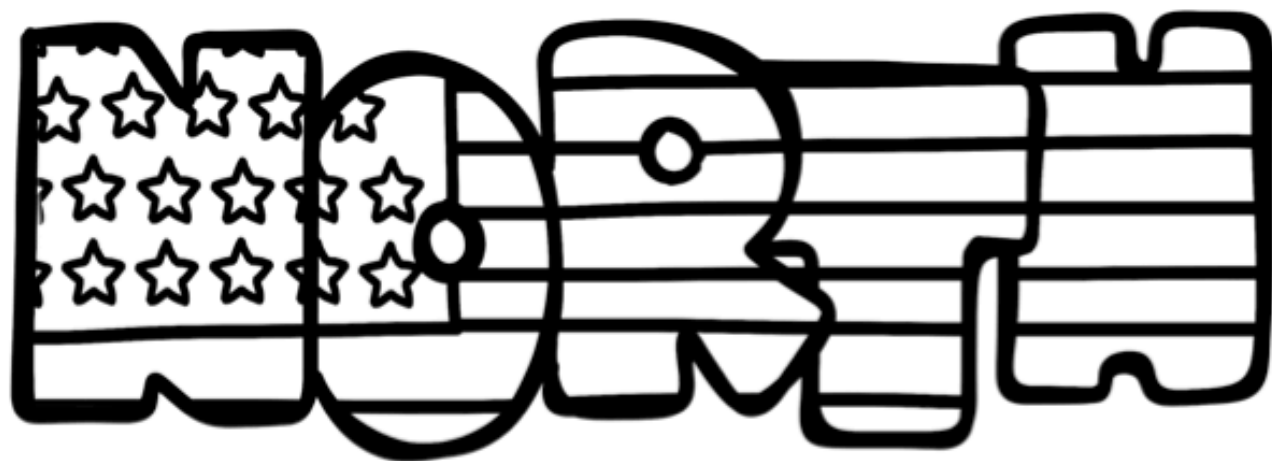


During the American Civil War, the states broke apart to create the Union States in the north and the Confederate States in the south. The two sides fought many bloody battles, and the country was almost ripped apart. Use the internet or an appropriate text to research the individual states that made up the north and the south in order to complete this activity.

Cut out the figures. Apply glue to the back of the word boxes, and press into interactive notebook or on blank paper to create flaps. Under each flap, write the states that made up that side during the American Civil War. Cut out the "A Divided Nation" box and glue it to the top of the page as a heading. Color the pictures.

A Divided Nation

Union States



Confederate States



Use a Civil War Map as a model to create your own replica map. Cut out the map box, apply glue to the back, and press into interactive notebook or on blank paper. Label the involved states with their full name or two-letter abbreviations. Color the Union States blue, the Confederate States gray, and the Union Slave States (Border States) red.

Civil War Map



Each of the people below held important leadership roles during the American Civil War. Use the internet or an appropriate text to research each of the Civil War leaders in order to complete this activity.

Cut out the figures. Apply glue to the back of the name boxes, and press into interactive notebook or on blank paper to create flaps. Under each flap, write a description of the role each leader held during the war. Cut out the "Civil War Leaders" box and glue it to the top of the page as a heading. Color the pictures.

Civil War Leaders

Abraham Lincoln



Jefferson Davis



Ulysses S. Grant



Robert E. Lee



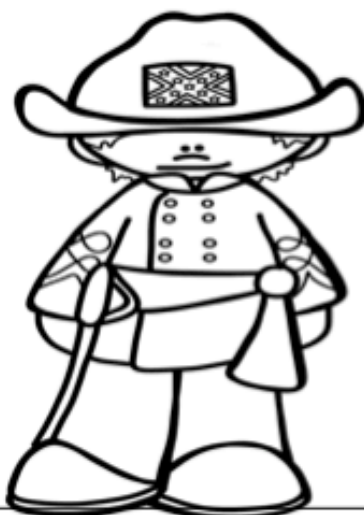
The Civil War was fought as a series of battles between the Union and Confederate armies. Research the battles listed below using the internet or an appropriate text to complete this activity.

Cut out the Union and Confederate soldiers. Color the Union soldier's uniform blue and the Confederate soldier's uniform gray. Glue into interactive notebook or on blank paper. On each of the rectangular battle boxes, write the date the battle occurred on the date line. Cut them out and glue into interactive notebook or on blank paper in chronological (time) order to create a Civil War timeline. Then, look to see who won each battle. If the Union side won the battle, color the battle box blue. If the Confederate side won the battle, color the battle box gray. If there was no clear winner, color the box half blue and half gray. Cut out the "Major Civil War Battles" box and glue it to the top of the page as a heading.

Major Civil War Battles



Union Soldier



Confederate Soldier

The Battle
of Fort
Sumter

Date:

The 1st
Battle of
Bull Run

Date:

The Battle
of the
Ironclads

Date:

The Battle
of Shiloh

Date:

The Battle
of
Winchester

Date:

The 2nd
Battle of
Bull Run

Date:

The Battle
of Harper's
Ferry

Date:

The Battle
of
Antietam

Date:

The Battle
of
Fredericksburg

Date:

The Battle
of Stone's
River

Date:

The Battle
of
Chancellorsville

Date:

The Siege
of
Vicksburg

Date:

The Battle
of
Gettysburg

Date:

Major Civil War Battles - continued

The Battle
of
Chickamauga

Date:

The Battle
of
Chattanooga

Date:

Sherman's
March to
the Sea

Date:

The Fall of
Petersburg

Date:

The Fall of
Richmond

Date:

The
Surrender at
Appomattox
Courthouse

Date:

The Underground Railroad was the network that slaves used to escape to freedom in the north. Research the Underground Railroad using the internet or an appropriate text in order to complete this activity.

Cut out each figure. Apply glue to the back of each word box, and glue into interactive notebook or on blank paper to create flaps. Under each flap, answer the question using evidence from the text. Cut out the "The Underground Railroad" box and glue it to the top of the page as a heading. Color the pictures.

The Underground Railroad

Who was Harriet
Tubman?



What was the
Underground Railroad?



The Underground Railroad - continued

Where did slaves escape to?



When did slaves move from place to place?



Why did people risk their life to help slaves?



How many slaves were able to escape?



President Abraham Lincoln

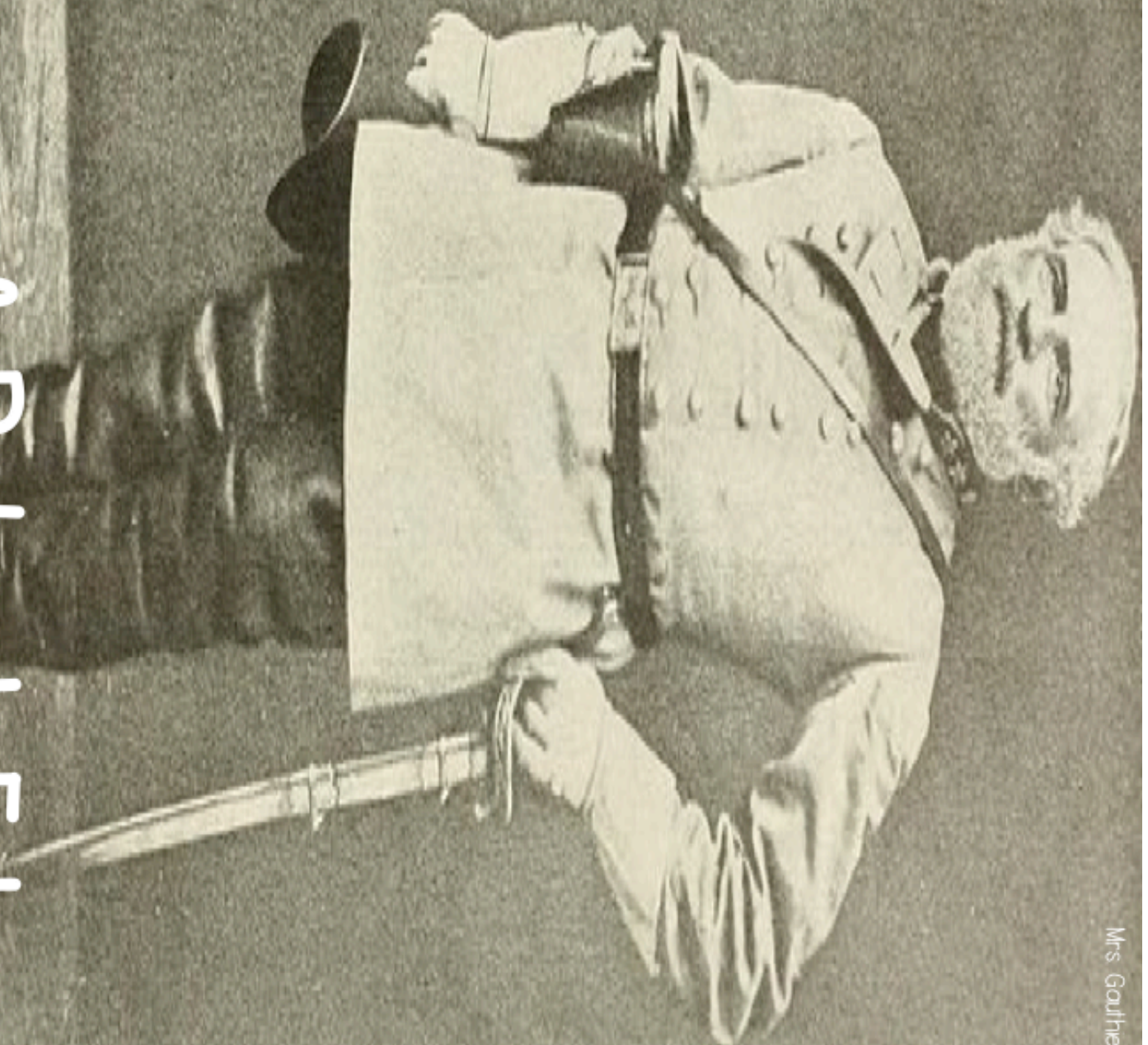




Confederate President Jefferson Davis



General Ulysses S. Grant



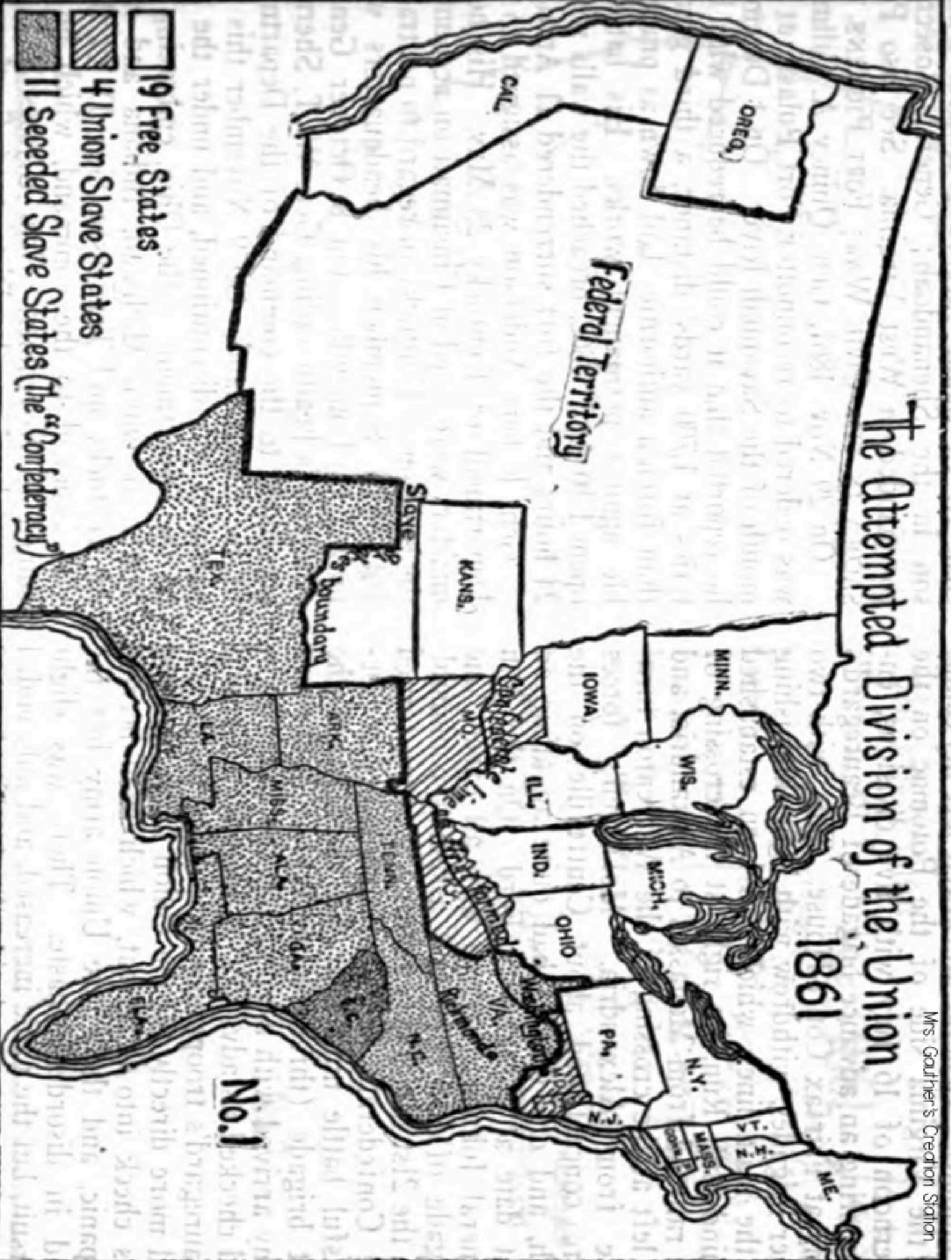
General Robert E. Lee

Harriet Tubman



The Attempted Division of the Union

1861



No. 1

Part V:

The World at War



A world war involves many nations across the globe. Research the First World War using the internet or an appropriate text in order to complete this activity.

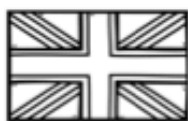
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Color the pictures.

World War I

When/Where
Fought



Nations
Involved



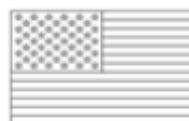
Britain



France



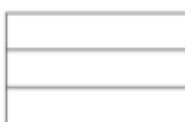
Russia



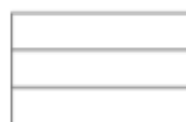
United States



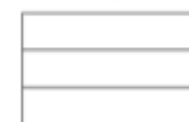
Germany



Austria

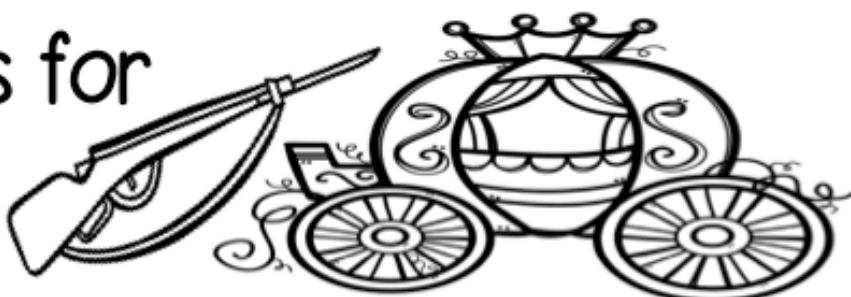


Hungary

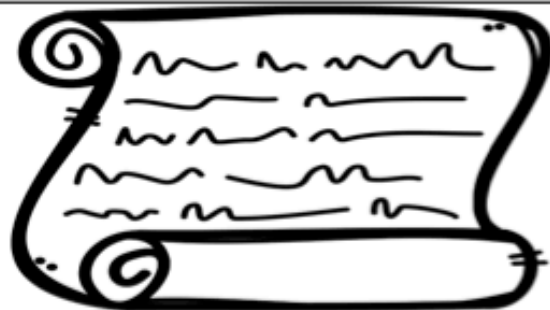


Bulgaria

Reasons for
Fighting



Outcomes of
the War



Interesting
Facts



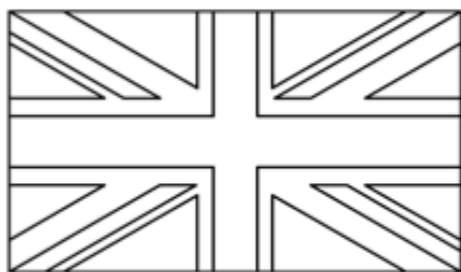
World War I was called a world war because it involved so many different countries. Loyalties between nations created the drive for more and more countries to get involved in order to defend each other. Two groups of countries emerged and fought against each other – the Allied Powers and the Central Powers. Research the countries that made up each group in order to complete this activity. Although there were other countries involved on both sides, only the primary fighting nations are included in this activity.

Cut out and glue the "Allied Powers vs. Central Powers" box to the top of the page as a heading. Cut out and glue the smaller "The Allied Powers" and "The Central Powers" boxes on opposite sides of the page as subheadings. Accurately color and cut out the flags. Determine whether the flag is one of an Allied Power or Central Power. Glue each flag under the appropriate subheading. You may choose to write in additional countries involved beneath each subheading.

Allied Powers vs. Central Powers

The Allied Powers

The Central Powers



Britain



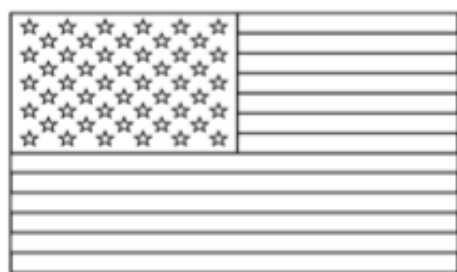
Germany



France



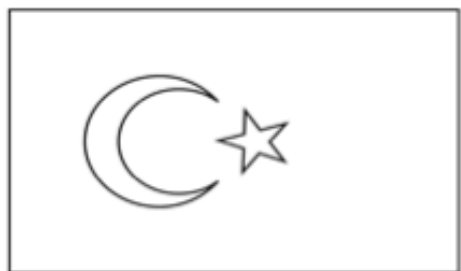
Hungary



United States



Austria



Ottoman Empire



Russia



Bulgaria

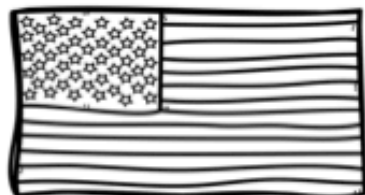
As the events of World War I unfolded, many nations jumped into the fight to assist other nations. This led to many countries declaring war on each other. Research the sequence of events in WWI using the internet or another appropriate text to assist you in completing this activity.

Cut out each figure and arrange them in chronological order (from earliest to latest). Glue the events, in correct order, into interactive notebook or on blank paper. Glue an arrow between each event box to show how one event led to another, creating a domino effect of cause and effect events. Cut out and glue the "WWI: A Timeline of Trouble" box to the top of the page as a heading. Color the pictures.

Research site recommendation: http://www.ducksters.com/history/world_war_i/

WWI: A Timeline of Trouble

The U.S. declares war on Germany.

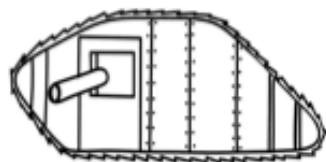


Austrian Archduke Ferdinand and his wife are assassinated by a Serbian group.



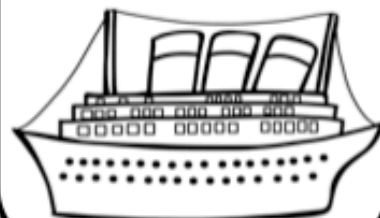
Germany declares war on Russia to protect Austria.

Germany invades Belgium, causing Britain to declare war on Germany.



Austria declares war on Serbia.

A German submarine sinks the Lusitania, killing 1,200 innocent people, including Americans.



WWI: A Timeline of Trouble - continued

Britain intercepts the Zimmerman Telegram showing Germany was trying to get Mexico to go to war with the U.S.



Russia works to protect Serbia after the assassination of Archduke Ferdinand.



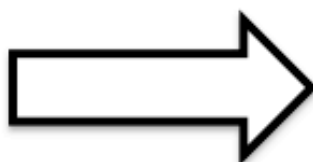
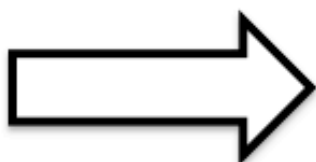
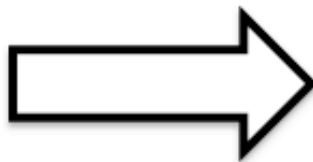
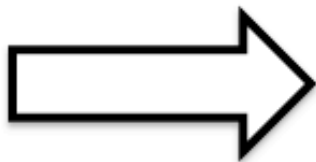
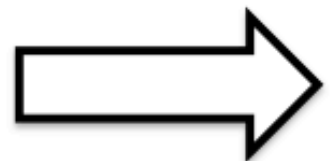
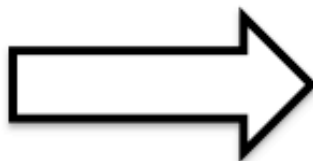
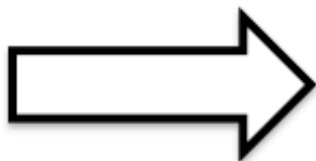
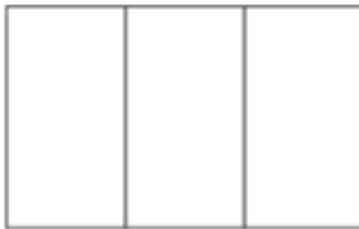
The addition of American troops in Europe gives the Allied Powers the strength needed to win the war.



The Treaty of Versailles is signed.



France declares war on Germany to assist Russia.

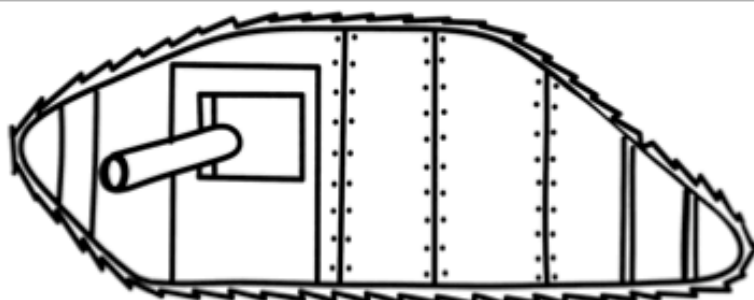


Many different vehicles were used to assist the fight during WWI. Use the internet or an appropriate text to research each vehicle in order to complete this activity.

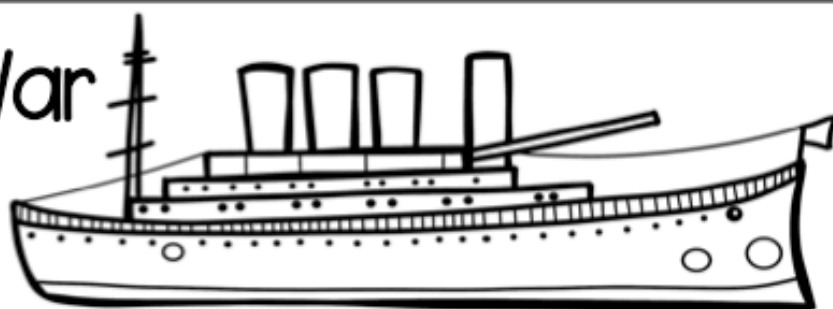
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a description of how each vehicle was used to fight the war. Color the pictures.

Vehicles of War: WWI

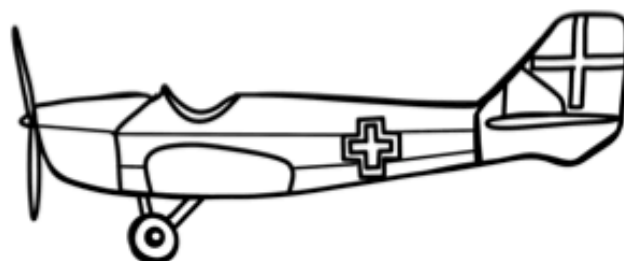
Tank



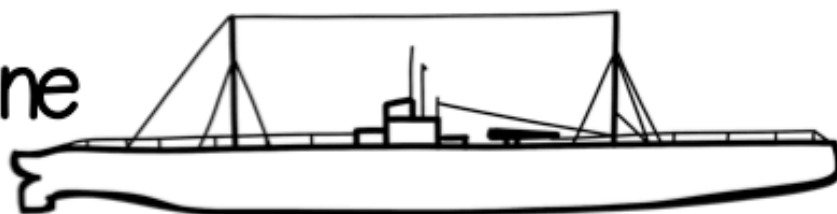
Naval War Ship



Fighter Plane



Submarine



Zeppelin

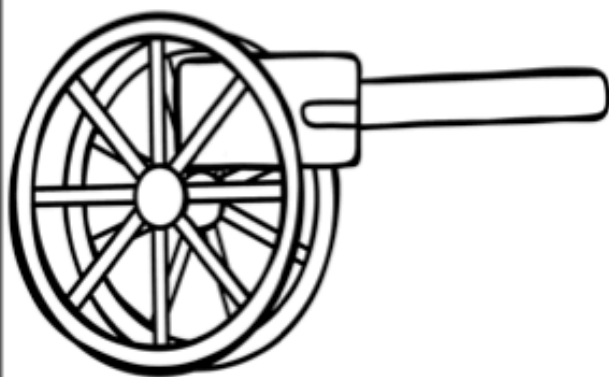


A variety of weaponry was used to fight WWI. Use the internet or an appropriate text to research and describe the different weapons used in the fight.

Cut out the figures. Apply glue to the back of the word boxes, and press into interactive notebook or on blank paper to create flaps. Under each flap, write a description of each weapon. Cut out the "Weapons of War: WWI" box and glue it to the top of the page as a heading. Color the pictures.

Weapons of War: WWI

Artillery



Rifles and Bayonets



Poisonous Gas

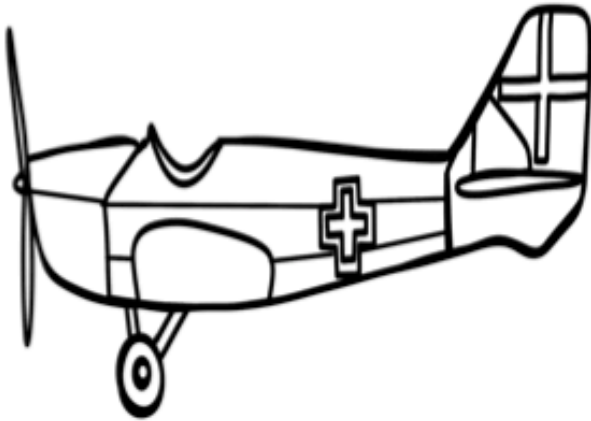


Grenades

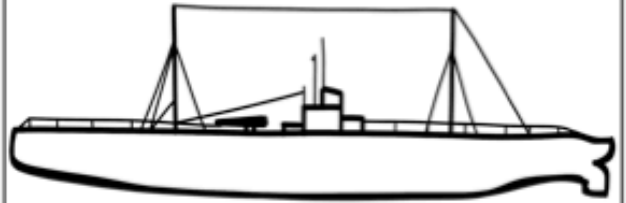


Weapons of War: WWI - continued

Bombs



Torpedoes

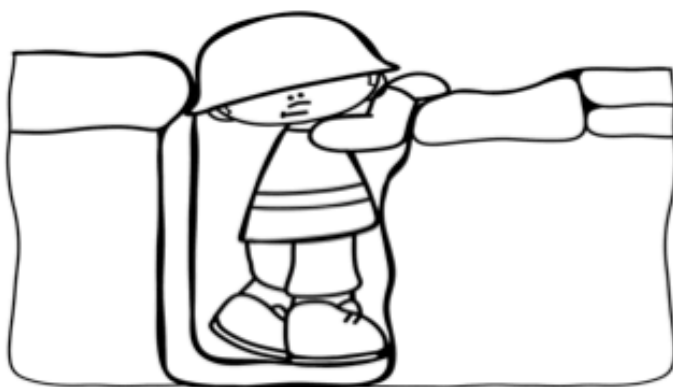


Trench warfare was a major fighting strategy used in WWI. Use the internet or an appropriate text to research trench warfare in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a description of each aspect of trench warfare. Color the pictures.

Trench Warfare

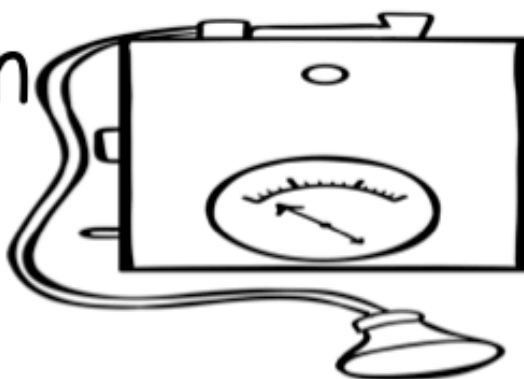
Life in the
Trenches



Protecting and
Defending the
Trenches

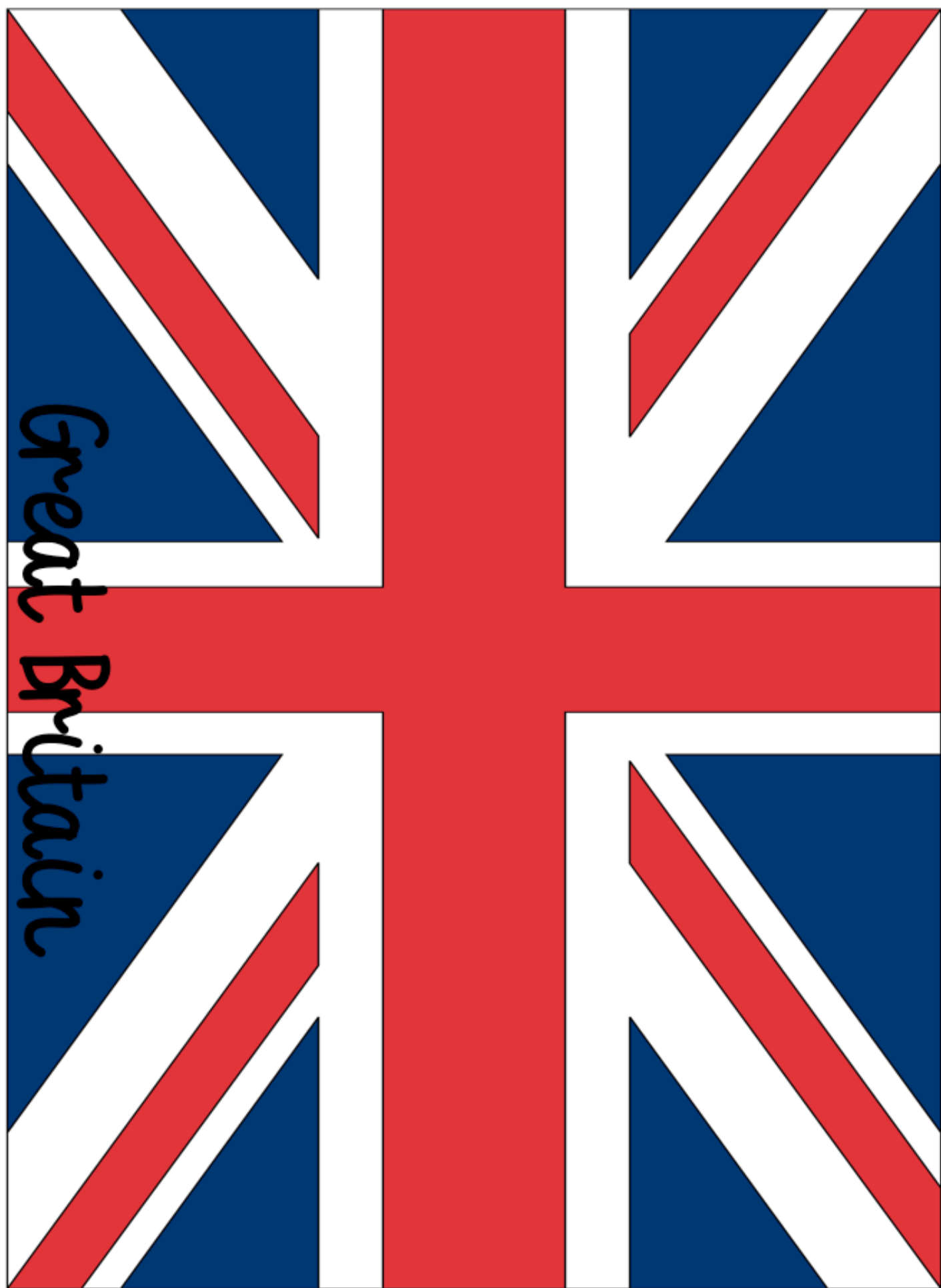


Communication
in the
Trenches



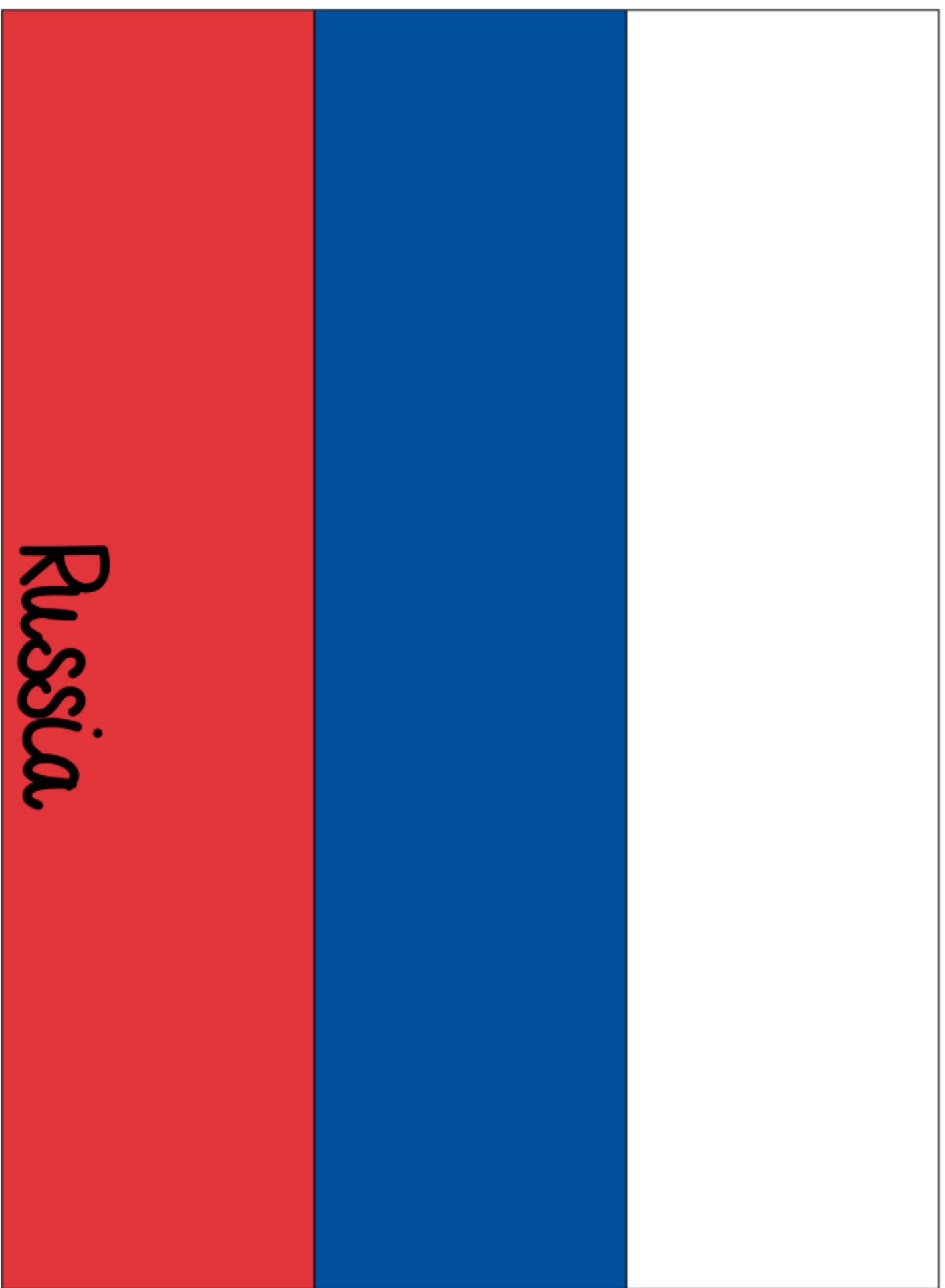


The United States of America



The image shows the national flag of France, which consists of three horizontal stripes of equal width: blue at the top, white in the middle, and red at the bottom. The word "France" is written in a black, cursive script, oriented vertically along the left edge of the white stripe.

France





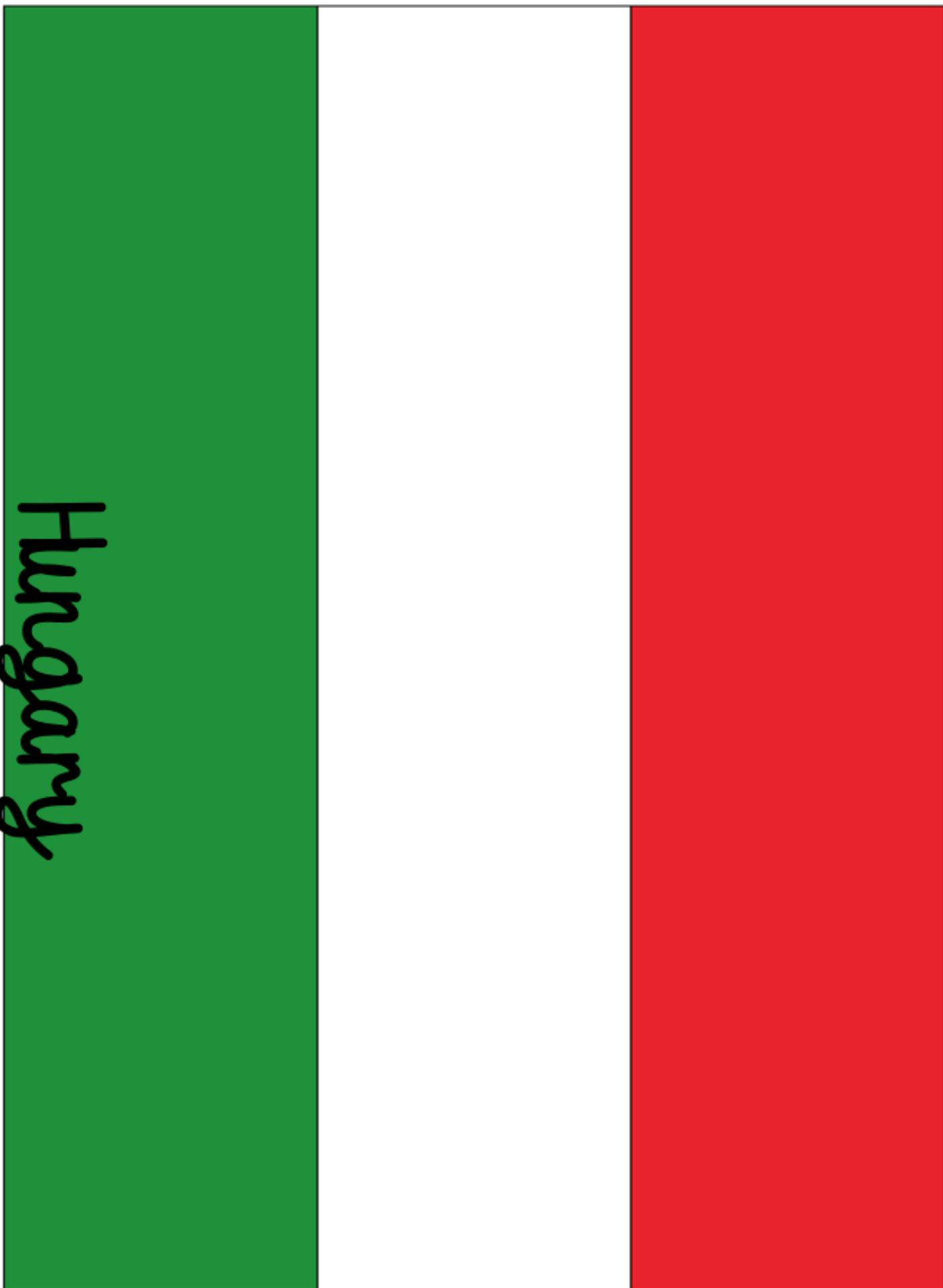
Serbia

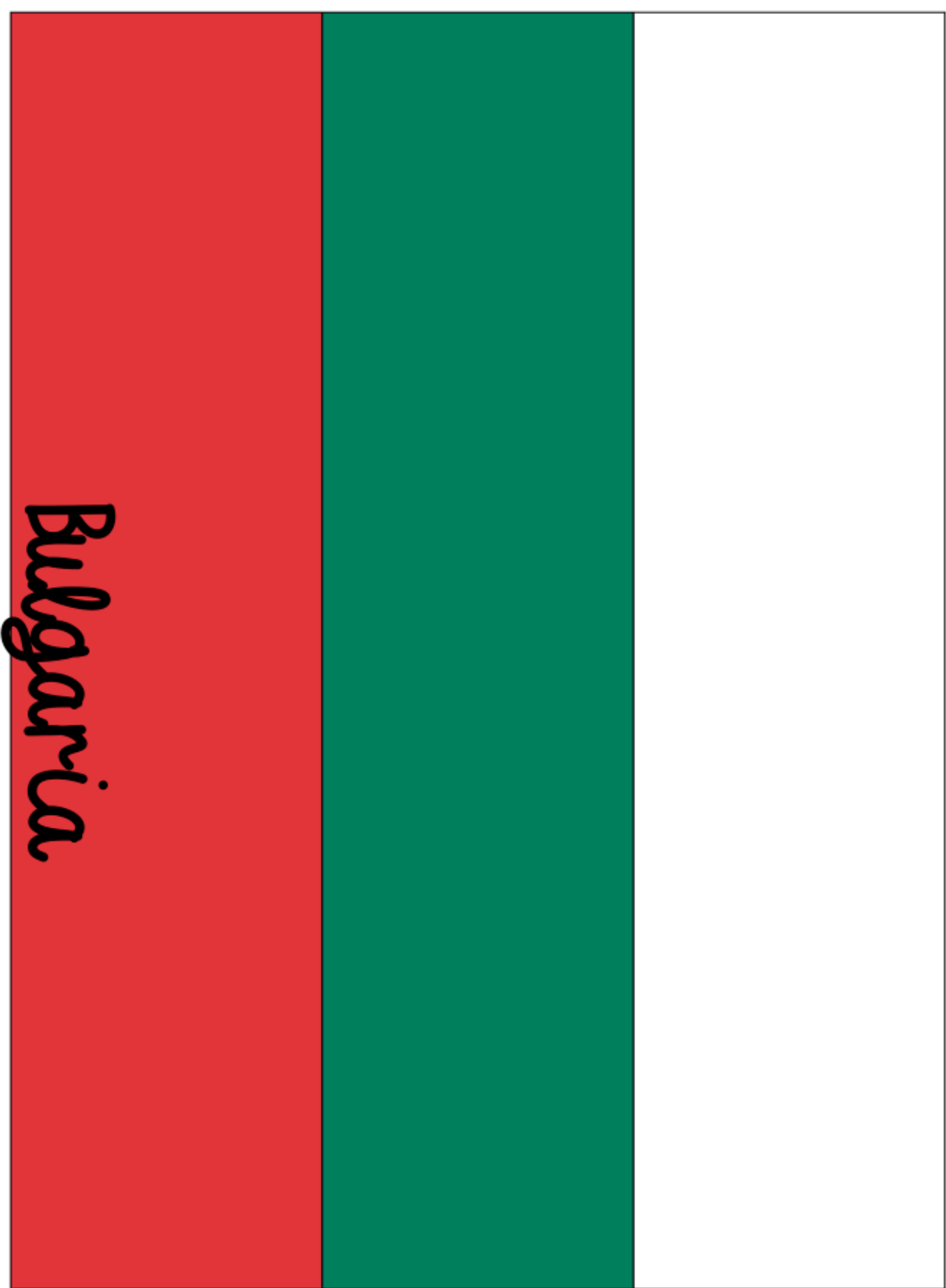
Germany



Austria

Hungary







The Ottoman Empire

The Great Depression was a time of intense economic struggle in the United States. Use the internet or an appropriate text to research The Great Depression in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Color the pictures.

The Great Depression

Causes



Effects



Presidents in the Depression



The New Deal



Ending the Depression



World War II was the second time many nations across the globe went to war with each other. Research the Second World War using the internet or an appropriate text in order to complete this activity.

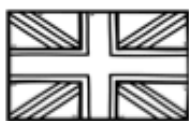
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Color the pictures.

World War II

When/Where
Fought



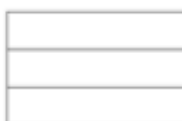
Nations
Involved



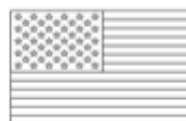
Britain



France



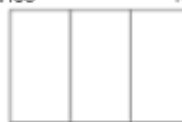
Russia



United States



Germany



Italy

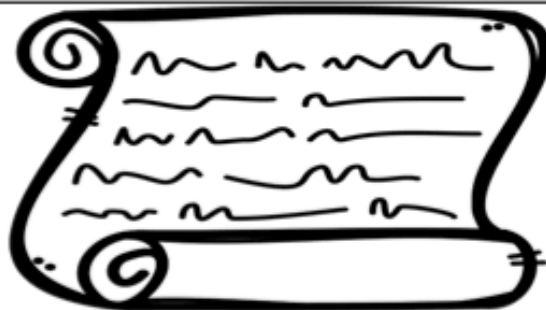


Japan

Reasons for
Fighting



Outcomes of
the War



Interesting
Facts



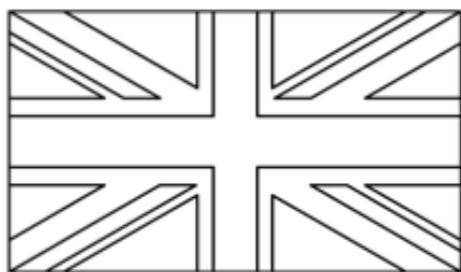
World War II was called a world war because it involved so many different countries. Loyalties between nations created the drive for more and more countries to get involved in order to defend each other. Two groups of countries emerged and fought against each other – the Allied Powers and the Axis Powers. Research the countries that made up each group in order to complete this activity. Although there were other countries involved on both sides, only the primary fighting nations are included in this activity.

Cut out and glue the "Allied Powers vs. Axis Powers" box to the top of the page as a heading. Cut out and glue the smaller "The Allied Powers" and "The Axis Powers" boxes on opposite sides of the page as subheadings. Accurately color and cut out the flags. Determine whether the flag is one of an Allied Power or Axis Power. Glue each flag under the appropriate subheading. You may choose to write in additional countries involved beneath each subheading.

Allied Powers vs. Axis Powers

The Allied Powers

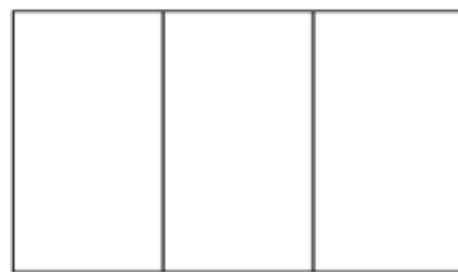
The Axis Powers



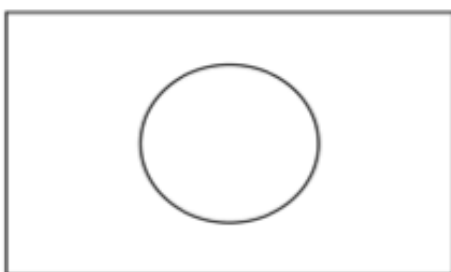
Britain



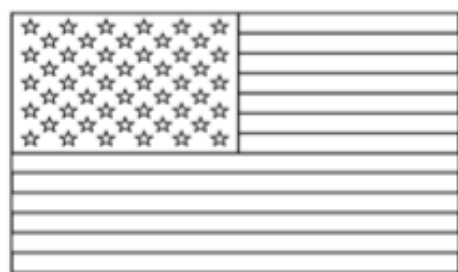
Germany



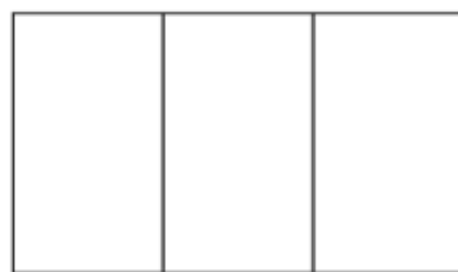
France



Japan



United States








Italy



Russia

The leaders of the Allied Powers believed that the actions of the Axis Powers were cruel, unjust, and needed to be stopped. Many countries came together to fight against the evil being done by the Axis Powers. The main countries leading the fight were Britain, the United States, Russia (together with the other countries that made up the Soviet Union), and France. Use the internet or an appropriate text to research each of the leaders in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a brief description of the beliefs held and the actions taken by each leader during the war.

The Faces of the Allied Powers	Winston Churchill		
	Franklin D. Roosevelt		
	Joseph Stalin		
	Charles De Gaulle		
	Harry S. Truman		

The leaders of the Axis Powers believed they should have control of the world and be able to rid it of the people they did not agree with, leading to WWII. Use the internet or an appropriate text to research each of the leaders in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a brief description of the beliefs held and the actions taken by each leader during the war.

The Faces of the Axis Powers

Adolf Hitler



Benito Mussolini



Hideki Tojo



Use the internet or an appropriate text to research each of the American WWII leaders included in this activity. Cut out the figures. Apply glue to the back of the word boxes, and press into interactive notebook or on blank paper to create flaps. Under each flap, write a brief summary of the role each leader played in WWII. Cut out the "WWII: American Leaders" box and glue it to the top of the page as a heading.

WWII: American Leaders

Gen. Omar Bradley



Gen. Mark W. Clark



Gen. Dwight D. Eisenhower



Gen. Douglas MacArthur



WWII: American Leaders - continued

Gen. George Marshall



Gen. George S. Patton Jr.



As the events of World War II unfolded, the Axis Powers aimed to invade and take control of many different countries, imprisoning and killing those they did not like. This led to the formation of the Allied Powers in an effort to fight back. Research the events that took place in WWII using the internet or an appropriate text in order to complete this activity.

Cut out each figure and arrange them in chronological order (from earliest to latest). Glue the events, in correct order, into interactive notebook or on blank paper. Glue an arrow between each event box to show how one event led to another, creating a domino effect of cause and effect events. Cut out and glue the "WWII: A Battle of Good and Evil" box to the top of the page as a heading. Color the pictures.

Research site recommendation: http://www.ducksters.com/history/world_war_ii/ww2_timeline.php

WWII: A Battle of Good and Evil

The Axis Powers attack
Russia.



The Allied Powers
invade Italy, and Italy
surrenders.



Adolf Hitler becomes the
German Chancellor, and
his Nazi Party comes
into power.



Britain and France
declare war on
Germany.



Hitler dies, and Germany
surrenders to the Allied
Powers.



A large number of U.S.
troops arrive in France
and help the Allies to
regain control from
Germany.

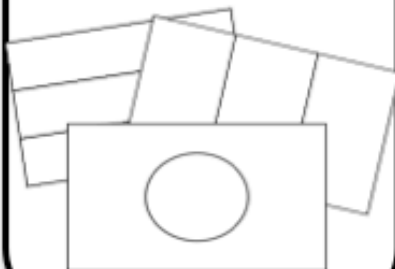


WWII: A Battle of Good and Evil - continued

Japan attacks Pearl Harbor (U.S.), and the U.S. joins the Allied Powers.



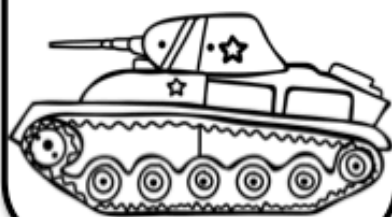
Germany, Italy, and Japan come together to form the Axis Powers.



Japan surrenders to the Allied Powers.



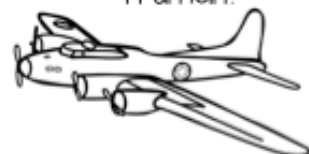
Germany invades Poland.



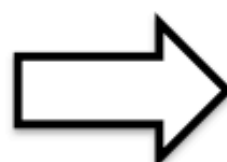
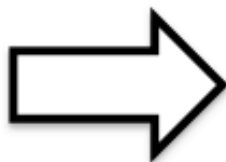
Germany attacks Great Britain.



The U.S. drops atomic bombs on Hiroshima and Nagasaki, Japan, under the direction of President Truman.



Germany invades many countries in western Europe, as well as Norway and Denmark.



The Tragedy of the Holocaust

Of all of the terrible events to take place during WWII, one of the greatest tragedies by far was the Holocaust. The Holocaust was the systematic capture and murder of millions of European people. German Chancellor, Adolf Hitler, and his Nazi SS forces were responsible for the deaths that occurred in the Holocaust.

How did the Holocaust begin?

When Adolf Hitler became the leader of Germany, he pledged he would get rid of all of the Jews living in Germany. He created laws that stripped Jews of their rights as German citizens. He also ordered his Nazi military forces, called SS, to destroy and burn Jewish-owned businesses.

Why did Hitler want to carry out the Holocaust?

Hitler hated organized religion, especially Judaism. He believed that religion interfered with his control over the German people and their allegiance to the government. He did not feel that many people, especially Jews, were equal people. Other groups targeted by the SS during the Holocaust were Gypsies, Catholics, and disabled people. Hitler wanted to create a "Master Race" in Germany. He believed that if he eliminated populations that he felt were inferior, he could create a superior class of people. He called this superior group the Aryan Race, which were people with white skin and not of Jewish decent. Hitler hoped that he could cleanse Germany of those that he hated by killing them.



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Why did the German people allow the Holocaust to happen?

Hitler did not start rounding up and killing people right away. The onset of the Holocaust was a calculated process. He began by restricting the rights of Jews. Then he called for boycotts of Jewish businesses, made laws restricting the number of Jewish children who could attend schools, called for the burning of books written by Jewish authors, and ordered their shops to be destroyed. All the while, he

spoke publicly about his hatred of Jews and other non-Aryans and the importance of the creating a Master Race. Hitler spoke passionately and enthusiastically, making the Non-Jewish German citizens fearful of the Jewish people. He also had an agency of Nazi SS officers known as the Ministry of Propaganda and Public Enlightenment who were responsible for spreading lies about Jewish people making the things Hitler was saying more believable. Over time, many of the German people grew to agree with his message.

What were the ghettos?

A ghetto is a place within a European city where the Nazis forced the Jews to move to. As the SS moved across Europe and invaded new places, they would round up all of the Jews and force them into one part of the city. They would surround the area with a barbed wire fence so the people could not escape. The SS also patrolled the ghettos to keep an eye on the people. Inside the ghettos, living conditions were poor. The houses the people lived in were overcrowded, and there was little food or clean water.



Warsaw Ghetto, Poland - 1943



Auschwitz Extermination Camp, Poland

What were the concentration camps?

From the ghettos, groups would be boarded onto trains or large trucks and taken to concentration camps. Sometimes whole families were taken, and sometimes the families would be split up. The Jews were told they were being moved to a better location, when in fact, where they were going was much worse - a concentration camp. There were two types of

camps, work camps and extermination camps. In the beginning, many people, including prisoners-of-war were taken to work camps where they were forced to carry out long hours of labor under harsh conditions, with little food. People at these camps often died of starvation or disease. Others who became too weak to continue working were killed.

The extermination camps, also known as death camps, were seen as "The Final Solution" for ridding Europe of the Jews. All six extermination camps were located in Poland. In these camps, thousands of Jews and Gypsies were killed each

and every day. Most of the victims were killed in large chambers (rooms), designed to fill with poisonous gas. After death, their bodies were burned in the camp's crematorium. Many of the people responsible for carrying out the labor in the camps were the prisoners themselves, who were overseen by the SS.

How did the Holocaust end?

As the Allied Powers began to advance deeper into Europe, Hitler knew that his forces would be defeated. The extermination camps started to evacuate their prisoners, and the people were taken on marches, known as death marches, led by the SS. Many of the tired, sick, and hungry prisoners died on these marches. As the

Allied Powers continued to move closer, Hitler and several other high-ranking Nazi SS officials took their own lives to avoid capture. As the Russian Allied forces moved in, Germany knew they were defeated and they officially surrendered.

The nightmare of the Holocaust was finally over, but it left 6,000,000 European Jews and many thousands of Gypsies and other people dead. Those who did survive the camps were left to live with the nightmarish memories of what they had experienced. The Allied forces arrested and tried as many of the high-ranking SS officials as they could in what were known as the Nuremburg Trials. Unfortunately, many were able to escape to other parts of the world or avoid trial. Those who were tried and found guilty were imprisoned or put to death as punishment for their actions against the victims of the Holocaust and other prisoners-of-war.



Prisoners in a death camp cheer as they are freed by the Allied Powers - 1945.



SS officials on trial for war crimes in Nuremburg, Germany - 1945.

The Holocaust is one of the biggest and most senseless tragedies in all of history. Use the article "The Tragedy of the Holocaust" or another appropriate text to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a brief summary of the information you learned about each of the categories.

The Holocaust

Hitler's Early Actions



The Creation of Ghettos



Concentration Camps: "The Final Solution"



The Allied Powers Approach



The Nuremburg Trials



The Nazi party and their paramilitary organization, the SS, had many high-power figures. This activity includes only a few of the most prominent leaders. Use the internet or an appropriate text to research each of the Nazi leaders in WWII.

Cut out the figures. Apply glue to the back of the word boxes, and press into interactive notebook or on blank paper to create flaps. Under each flap, write a brief summary of the role each leader played within the Nazi party/SS forces and what happened to them at the end of or shortly after the war. Cut out the "WWII: Nazi Leaders" box and glue it to the top of the page as a heading.

WWII: Nazi Leaders

Adolf Hitler



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Joseph Goebbels



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Heinrich Himmler



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Hermann Göring



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WWII: Nazi Leaders - continued

Rudolf Hess

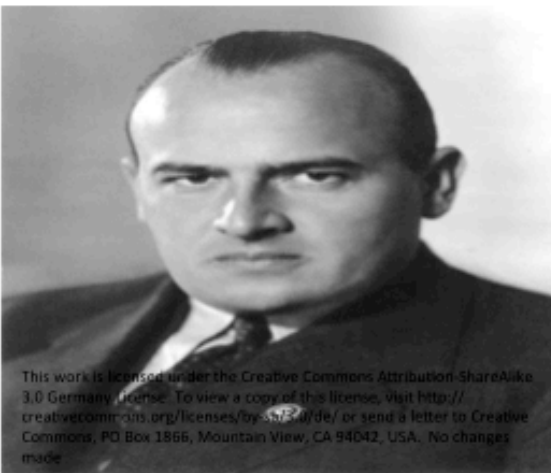


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Karl Dönitz



Hans Frank



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Alfred Jodl



Many different vehicles were used to assist the fight during WWII. The technology had advanced since WWI, and the vehicles were stronger and more powerful. Use the internet or an appropriate text to research each vehicle in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a description of how each vehicle was used to fight the war. Color the pictures.

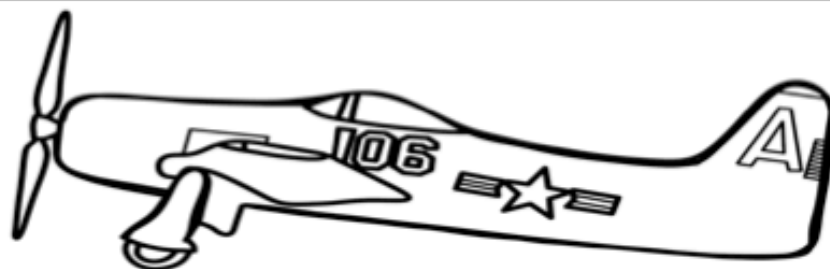
Research site recommendation: http://www.ducksters.com/history/world_war_ii/technology_of_ww2.php

Vehicles of War: WWII

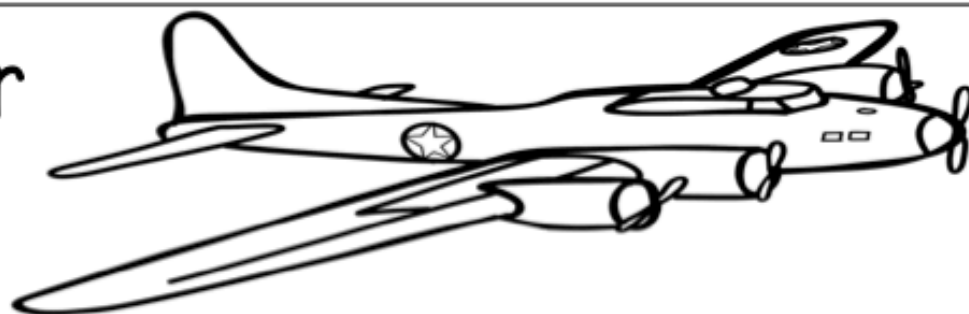
Tank



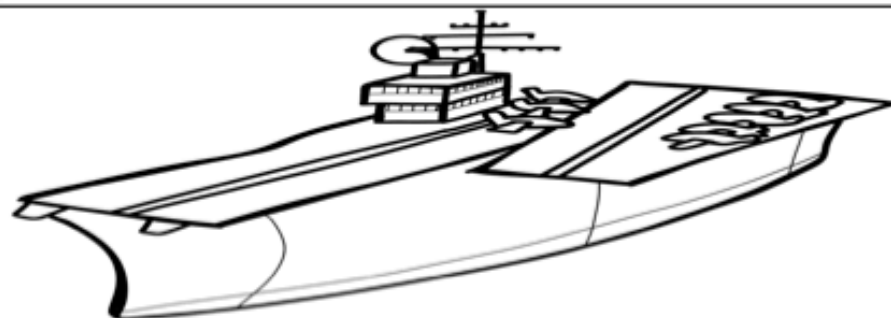
Fighter
Jet



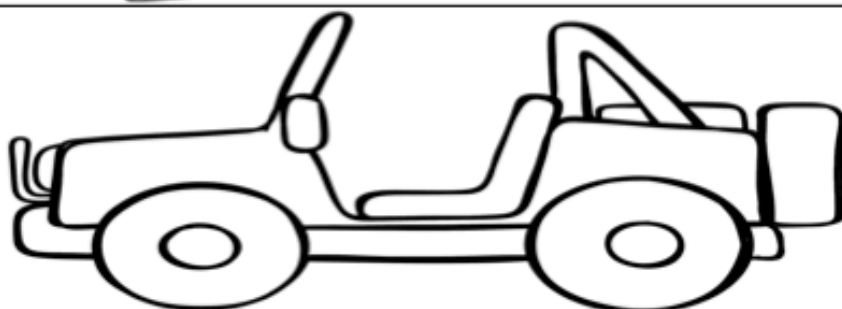
Bomber
Plane



Aircraft
Carrier



Jeep

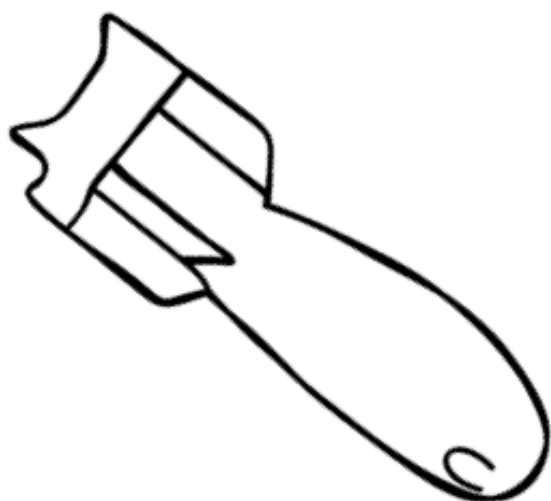


A variety of weaponry was used to fight WWII. The weapons used were more advanced and effective compared to those used in WWI. Use the internet or an appropriate text to research and describe the different weapons used in the fight.

Cut out the figures. Apply glue to the back of the word boxes, and press into interactive notebook or on blank paper to create flaps. Under each flap, write a description of each weapon. Cut out the "Weapons of War: WWII" box and glue it to the top of the page as a heading. Color the pictures.

Weapons of War: WWII

Bombs



Rifles



Poisonous Gas

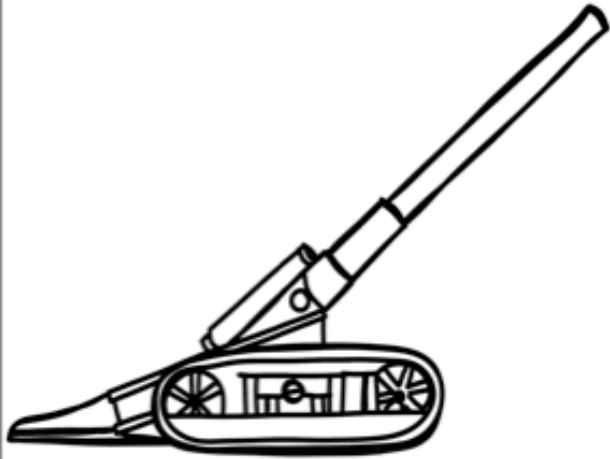


Grenades

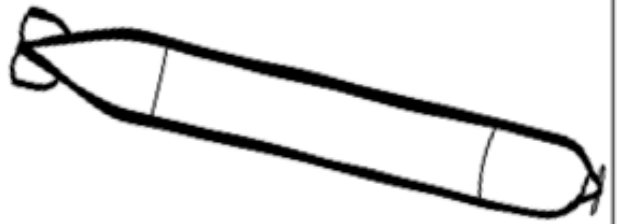


Weapons of War: WWII - continued

Artillery



Torpedoes



During times of war, injuries are common, and the injured service members need to be treated quickly. During WWII, temporary treatment facilities were established near the war front. It was dangerous for the medical staff, many of whom were women, to work in these facilities. Nevertheless, many lives were saved due to the quick and skillful care given near the battlefield.

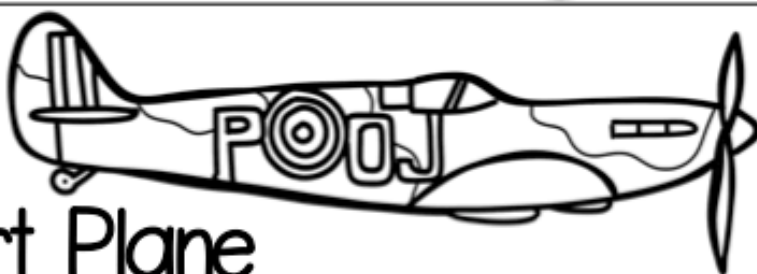
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a brief description of the function of each category and how it helped to save lives.

Injuries on the Battlefield

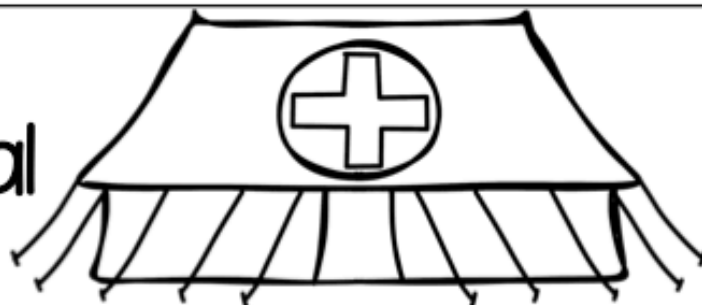
Field
Ambulance



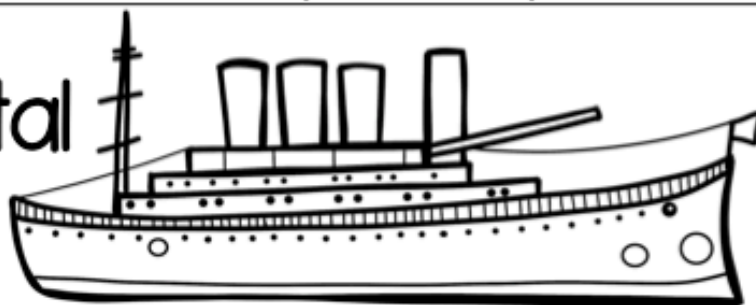
Medical
Transport Plane



Field Hospital



Ship Hospital



Army
Nurse Corps



WWII took place in two major areas of the world, or theaters. Research the war in Europe in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a brief summary of each component of the war.

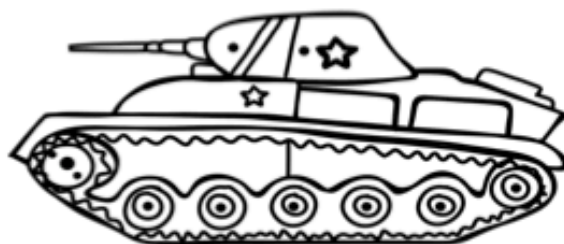
Recommended research site: http://www.ducksters.com/history/world_war_ii/ww2_in_europe.php

WWII: The European Theater

Countries
Involved



Triggering
Event



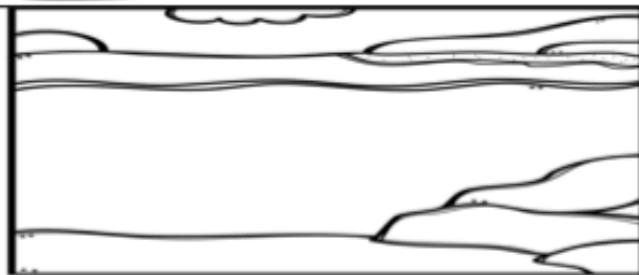
War
Fronts



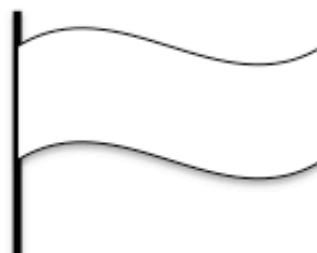
Major
Events



D-Day



Ending the
War



WWII took place in two major areas of the world, or theaters. Research the war in the Pacific in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a brief summary of each component of the war.

Recommended research site: http://www.ducksters.com/history/world_war_ii/ww2_in_pacific.php

WWII: The Pacific Theater

Countries
Involved



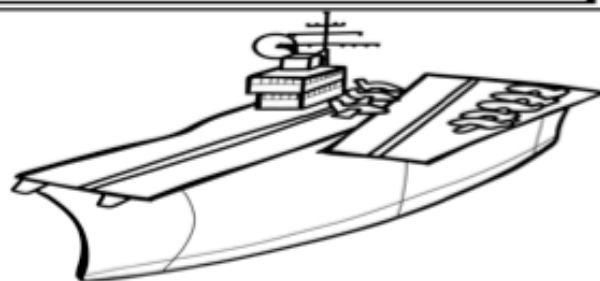
Triggering
Event



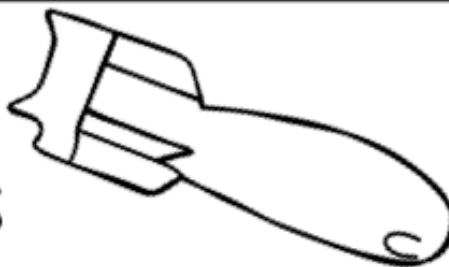
Battle-
grounds



Major
Battles



Dropping the
Atomic Bombs



Ending the
War



WWII took place in two parts - the Pacific and Europe. Use the information you have learned about WWII in the Pacific and in Europe to complete the Venn diagram by comparing and contrasting the two theaters of war.

Cut around the figure, fold on the horizontal center line and glue it into interactive notebook. Cut out the "Wars Within a War" box and glue it to the top of the page as a heading. Cut the two vertical lines running up the Venn Diagram to create flaps. Record your information beneath the appropriate flaps.

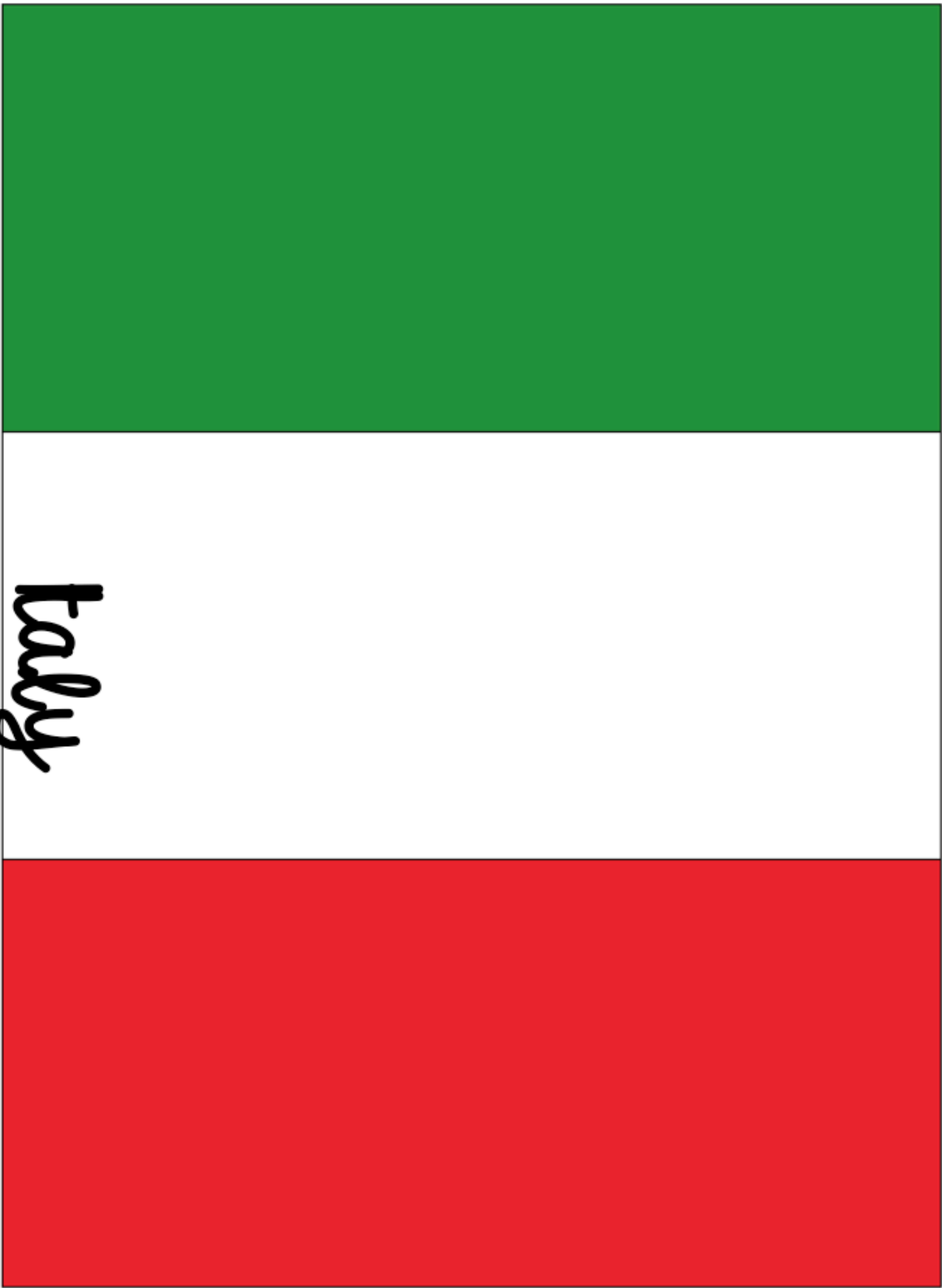
Wars Within a War

Apply glue to this side only

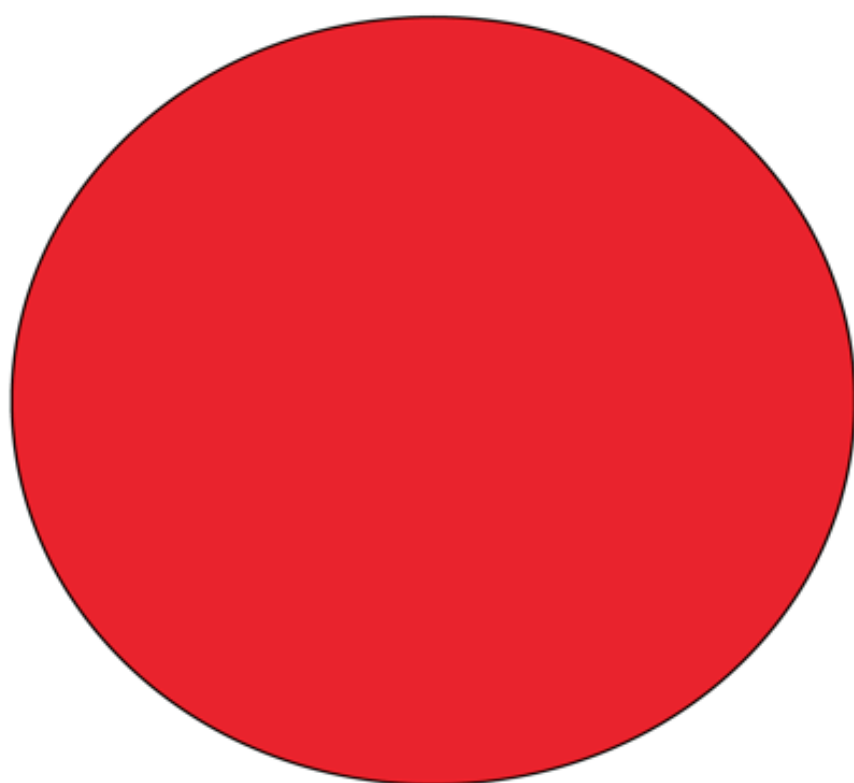
WW2 in the
Pacific Theater

Both
Theaters

WW2 in the
European
Theater

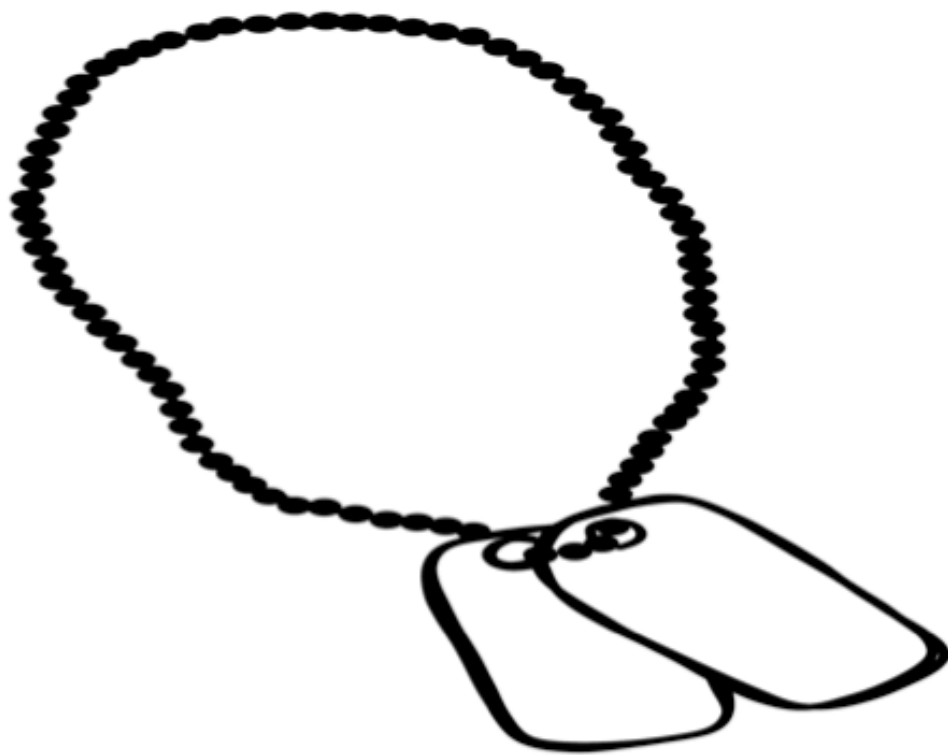


japan



Part V I:

Continuing Conflicts



The Cold War was the result of a series of disagreements about governance and human rights issues between pro-communist and anti-communist countries.

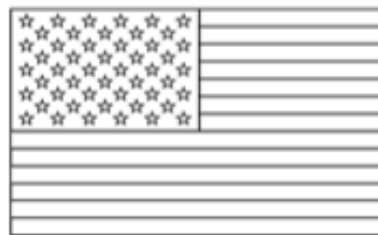
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Color the pictures.

The Cold War

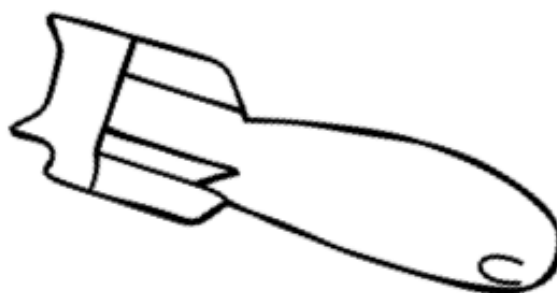
When/Where
Fought



Nations
Involved



Reasons for
Fighting



Outcomes of
the War



Interesting
Facts



The Korean War was part of the Cold War – a large, complex, and long-running conflict between pro-communist and anti-communist nations. Use the internet or an appropriate text to research the Korean War in order to complete this activity.

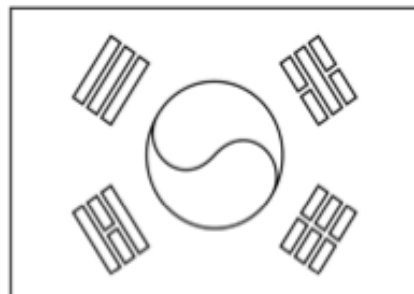
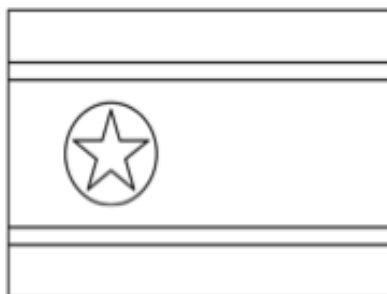
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Color the pictures.

The Korean War

When/Where
Fought



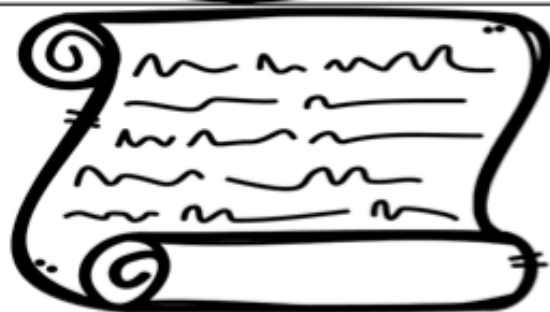
Nations
Involved



Reasons for
Fighting



Outcomes of
the War



Interesting
Facts



The Vietnam War was another conflict that took place during the larger Cold War. Use the internet or an appropriate text to research the Vietnam War in order to complete this activity.

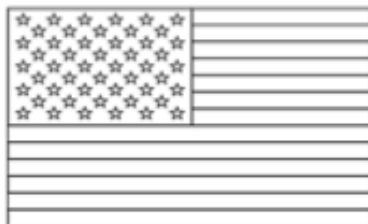
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Color the pictures.

The Vietnam War

When/Where
Fought



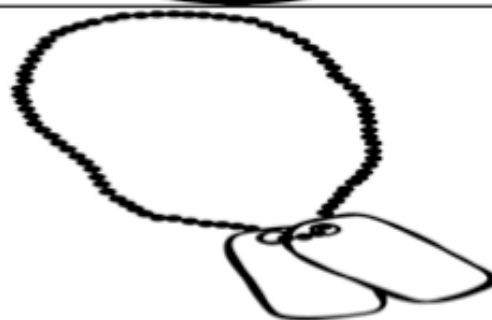
Nations
Involved



Reasons for
Fighting



Outcomes of
the War



Interesting
Facts



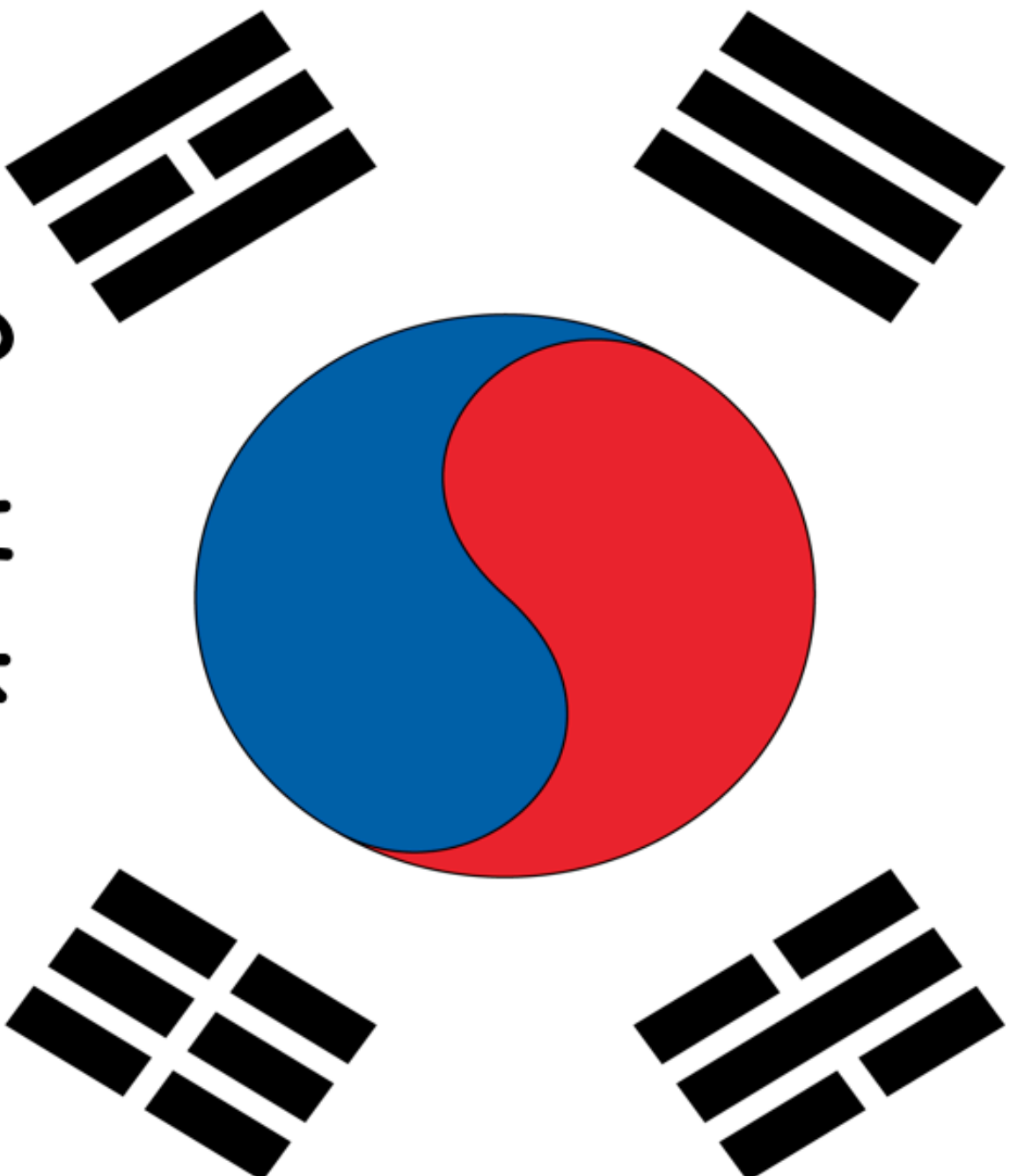


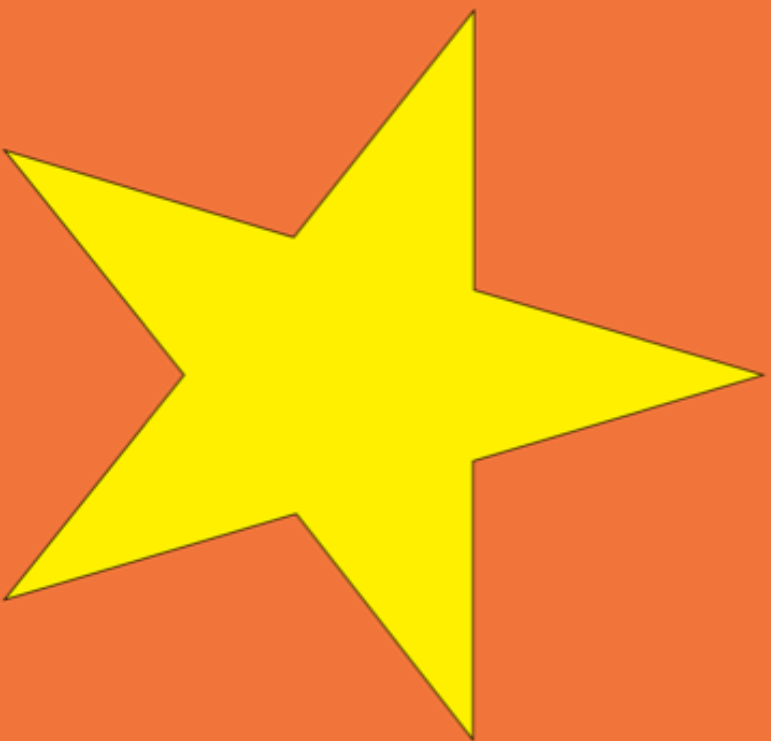
Soviet Union



North Korea

South Korea





Vietnam

The Middle East has been in almost constant conflict throughout much of history. The United States has been involved in these conflicts from time to time for various reasons. Research Middle Eastern wars (the Gulf War and the wars in Iraq and Afghanistan) using the internet or an appropriate text to complete this activity.

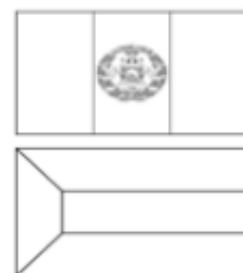
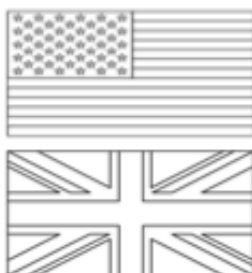
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Due to the number of Middle Eastern wars that have involved the United States, you may find that it is most appropriate to make bulleted lists under each flap. Color the pictures.

Wars in the Middle East

When/Where
Fought



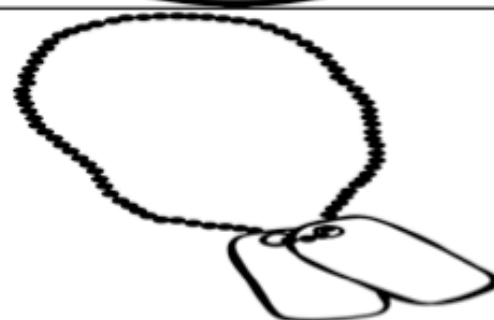
Nations
Involved



Reasons for
Fighting



Outcomes of
the Wars



Interesting
Facts

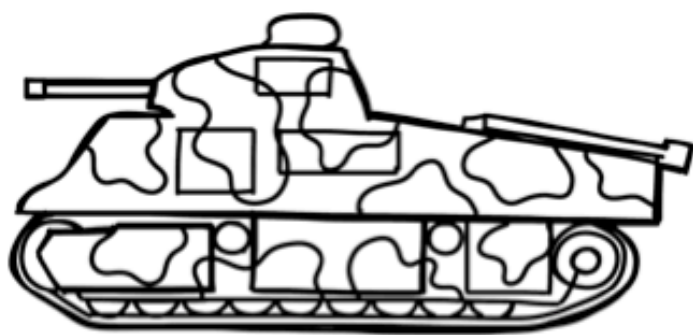


There has been a series of ongoing conflicts between some nations in the Middle East and the allied nations around the world, including the United States. Use the internet or an appropriate text to research each of the wars in order to complete this activity.

Cut out the figures. Apply glue to the back of the word boxes, and press into interactive notebook or on blank paper to create flaps. Under each flap, write a brief summary of each war including major events. Cut out the "Liberating the Middle East" box and glue it to the top of the page as a heading. Color the pictures.

Liberating the Middle East

The Gulf War



The War in Iraq



The War in Afghanistan

September 11, 2001 was a day that changed life as it was known in the United States and much of the world. It was an attack on American soil that left 2,996 innocent people dead following a series of coordinated terrorist attacks. Research the events that took place on 9/11 using the internet or an appropriate text in order to complete this activity.

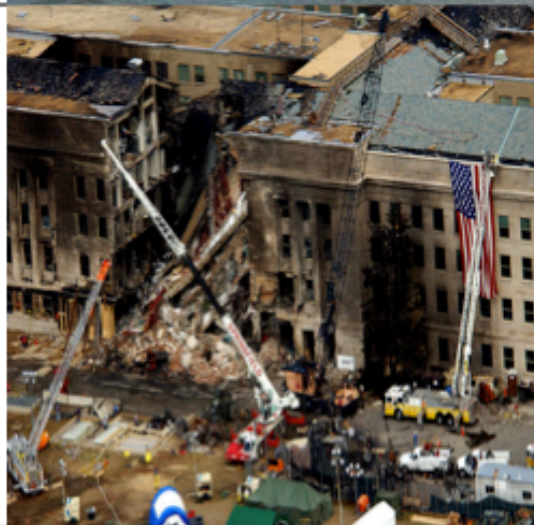
Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a summary of the information that you learned about each category including the event that happened at each site and the time that that event took place.

09/11/2001: The Day that Changed the Nation

Attacks on the World Trade Center



Attack on the Pentagon



Crash of United Flight 93



hag

الحق

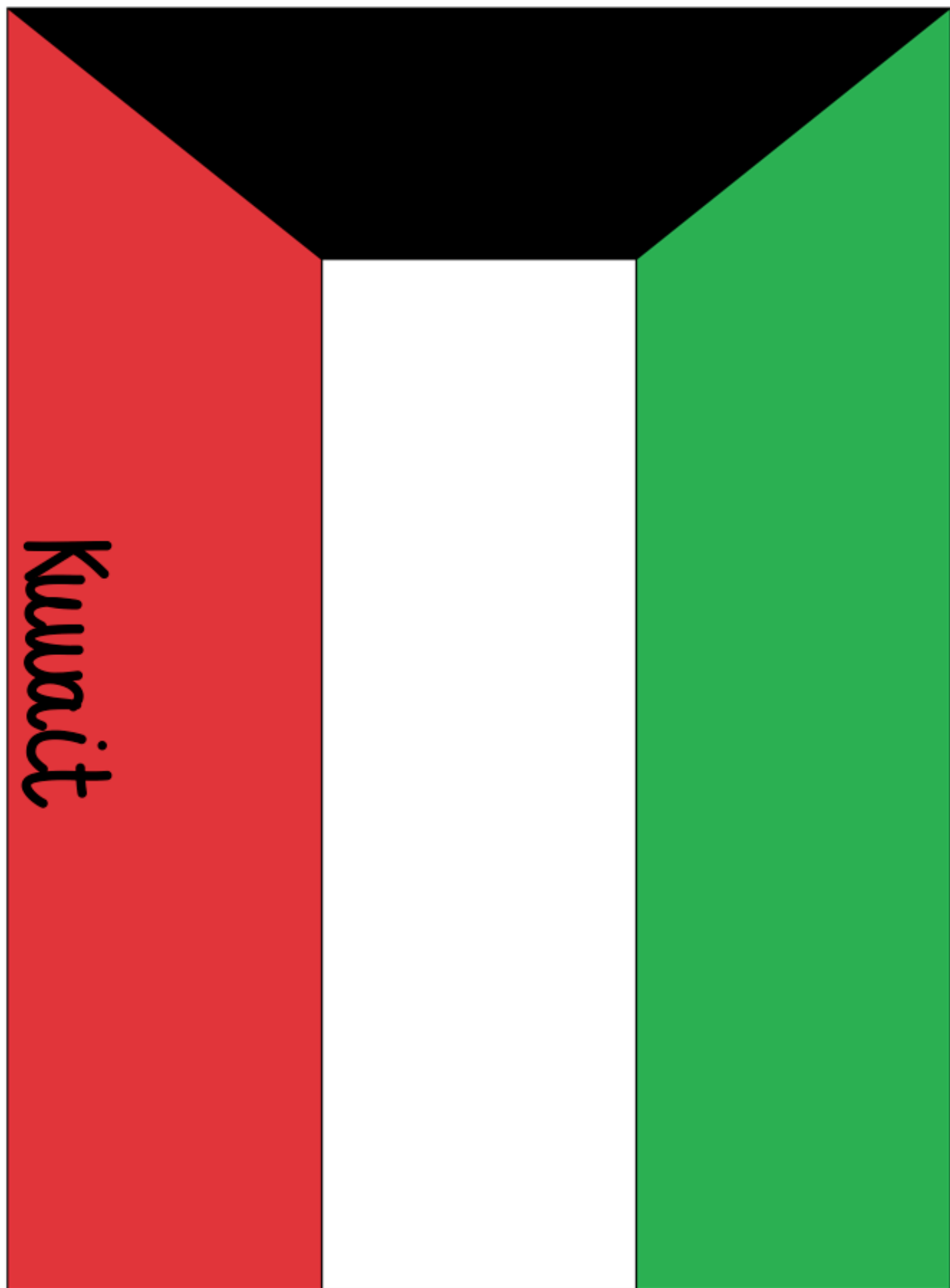


Afghanistan

الله أكبر
محمد رسول الله



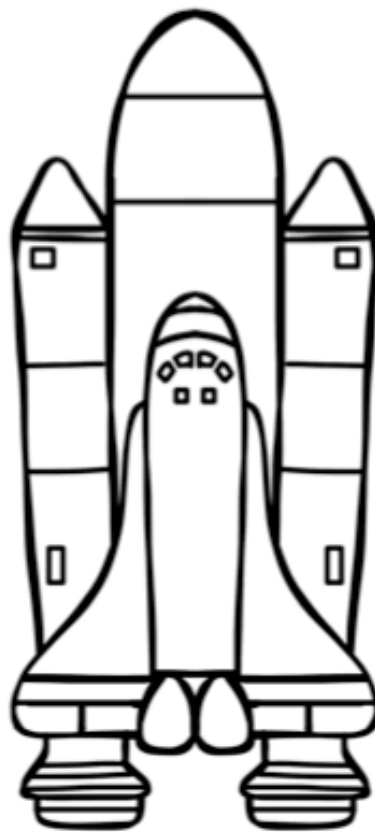
Saudi Arabia





Part VII:

Other Events in History

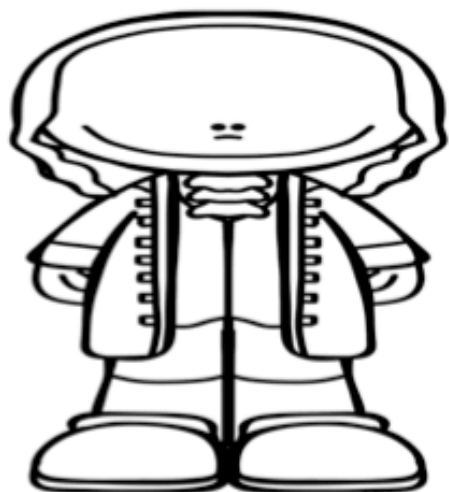


American inventors have given the world many life-changing inventions. Use the internet or an appropriate text to research each of the following American inventors in order to complete this activity.

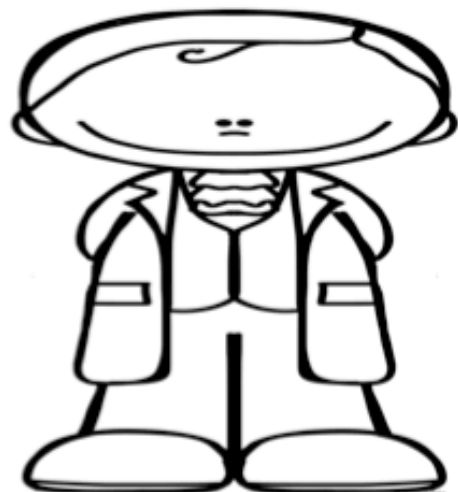
Cut out the figures. Apply glue to the back of the word boxes, and press into interactive notebook or on blank paper to create flaps. Under each flap, write a brief description of the invention(s) developed by each inventor. Cut out the "Inventions that Changed the World" box and glue it to the top of the page as a heading. Color the pictures.

Inventions that Changed the World

Benjamin Franklin



Eli Whitney



Thomas Edison

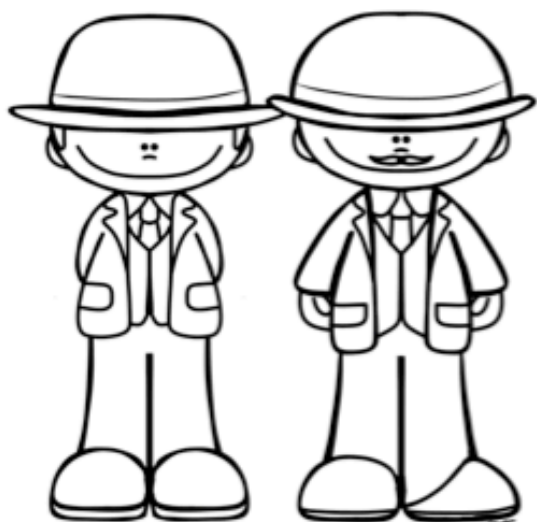


Samuel F. B. Morse



Inventions that Changed the World - continued

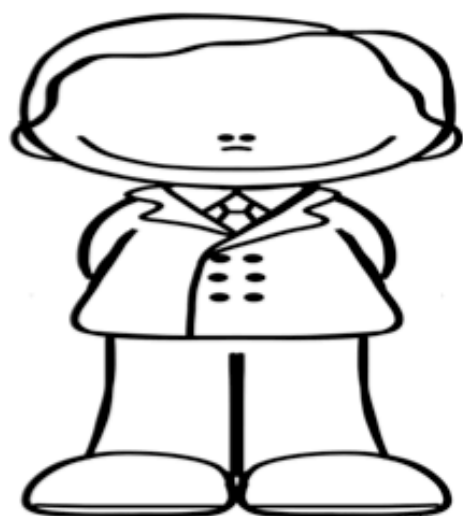
The Wright Brothers



George Washington Carver



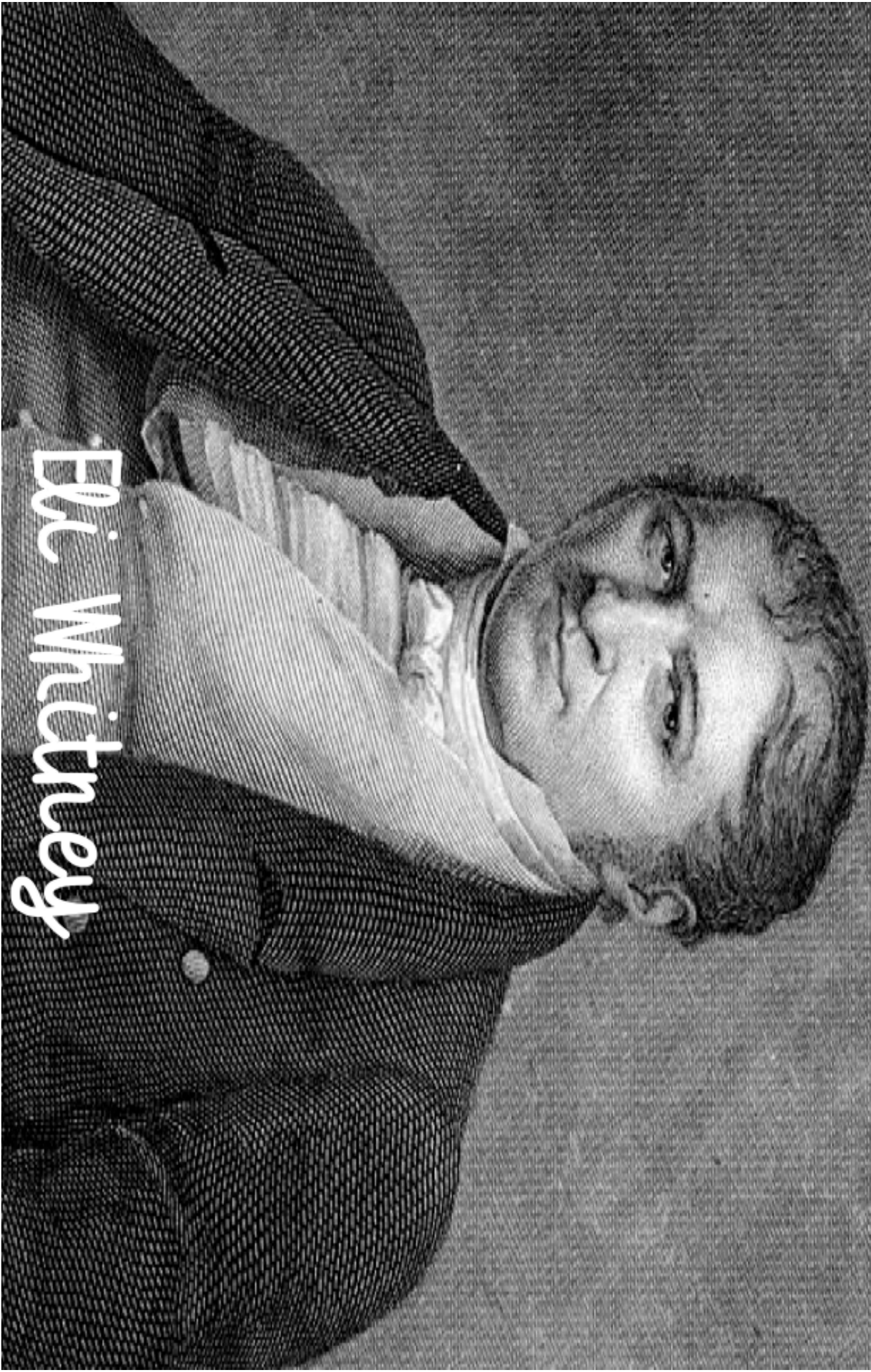
Henry Ford



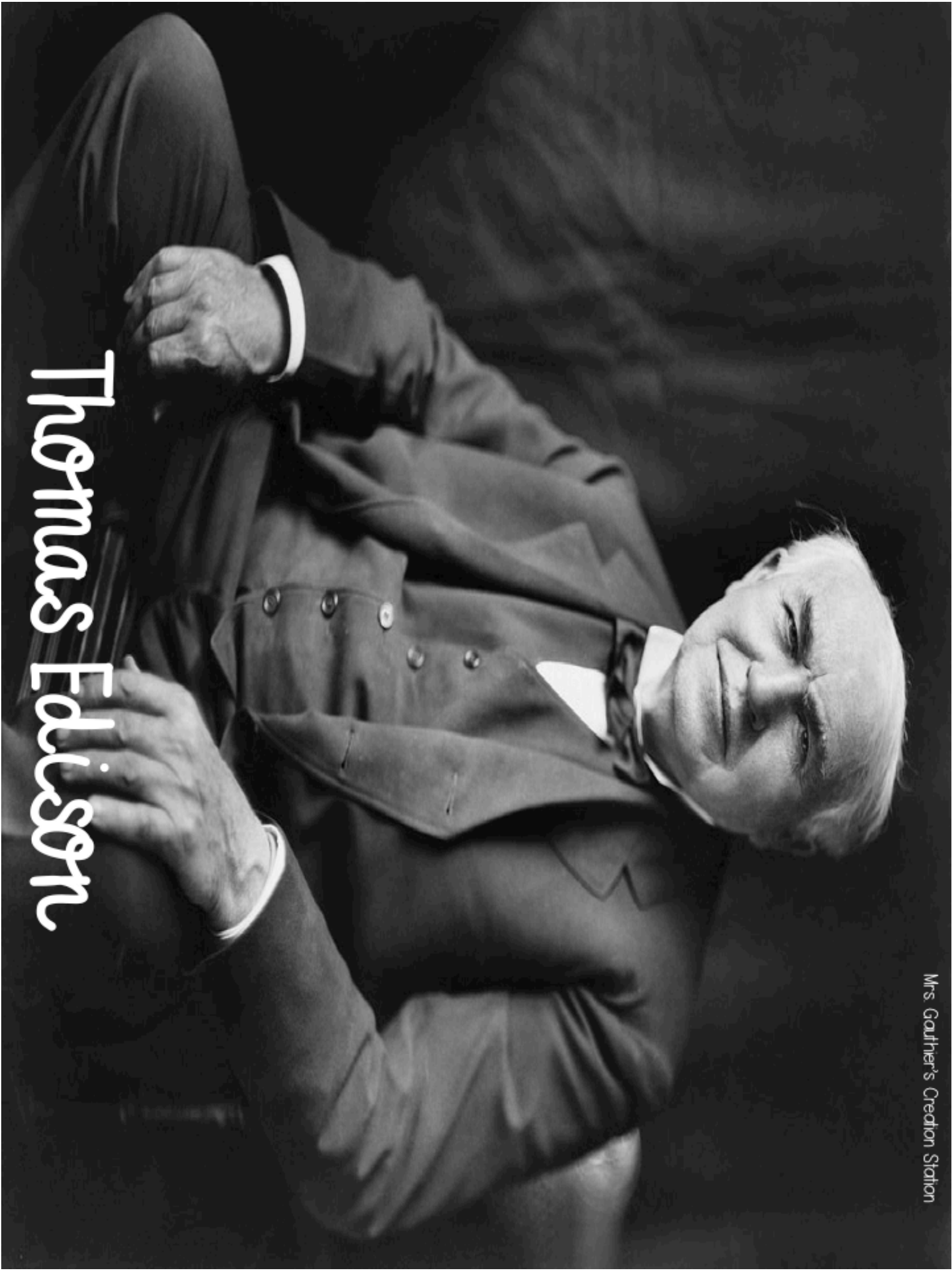
Steve Jobs



Eli Whitney



Thomas Edison





Samuel F. B. Morse



The Wright Brothers



George Washington Carver

Henry Ford



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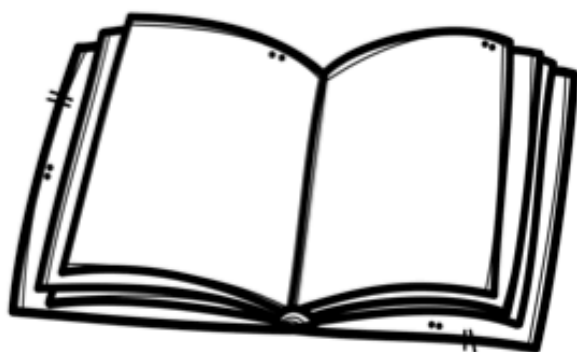
Steve Jobs

The Civil Rights Movement was a more than century-long fight for equal rights for all people. The flaps below include major actions and events involved in the movement. Research the events below using the internet or an appropriate text in order to complete this activity.

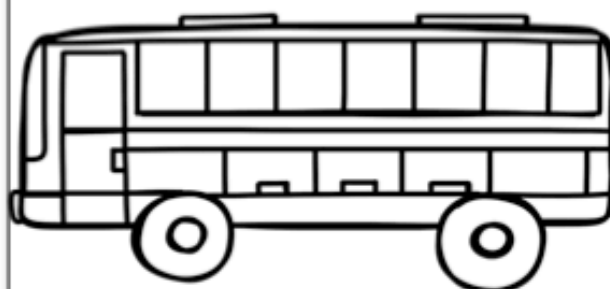
Cut out the figures. Apply glue to the back of the word boxes, and press into interactive notebook or on blank paper to create flaps. Under each flap, write a description of each event. Cut out the "The Civil Rights Movement" box and glue it to the top of the page as a heading. Color the pictures.

The Civil Rights Movement

Jim Crow Laws



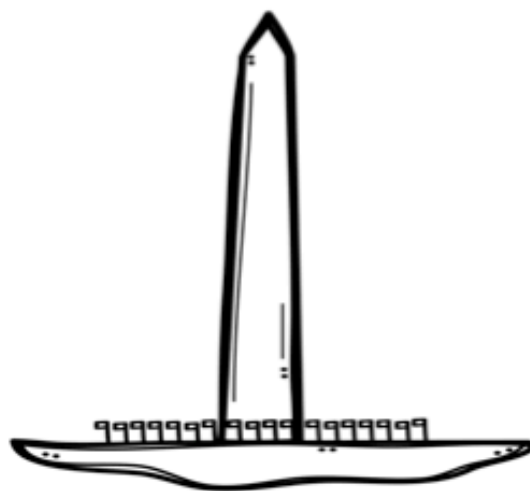
Montgomery Bus Boycott



Brown v. Board of Education



March on Washington



The Civil Rights Movement - continued

The Civil Rights Act of
1964



The Voting Rights Act of
1965



To many, Dr. Martin Luther King Jr. was the face of the Civil Rights Movement. His work led to important changes in the life of black and other minority Americans. Research Dr. King using the internet or an appropriate text in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write a summary of the information that you learned about each category in the life of Dr. King.

Dr. Martin Luther King Jr.

Early Life



Working for Civil Rights



Death and Legacy

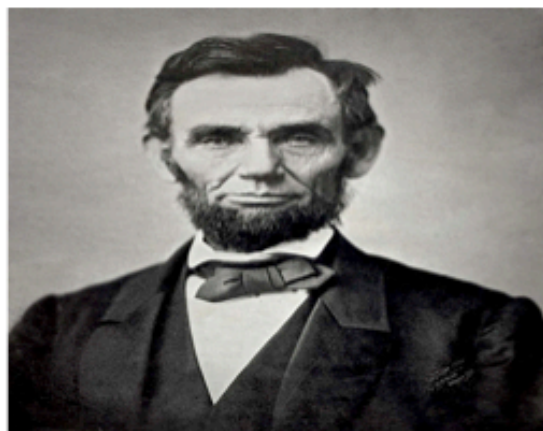


There were many involved in the fight for equality throughout the decades. The people pictured on the flaps are many of the greatest contributors to civil rights in America. Research each of the people using the internet or an appropriate text in order to complete this activity.

Cut out the figures. Apply glue to the back of the word boxes, and press into interactive notebook or on blank paper to create flaps. Under each flap, write a brief description of each person's role in accomplishing civil rights. Cut out the "Civil Rights Leaders" box and glue it to the top of the page as a heading.

Civil Rights Leaders

Abraham Lincoln



Harriet Tubman



Sojourner Truth



Ida B. Wells



Civil Rights Leaders - continued

Hiram Revels



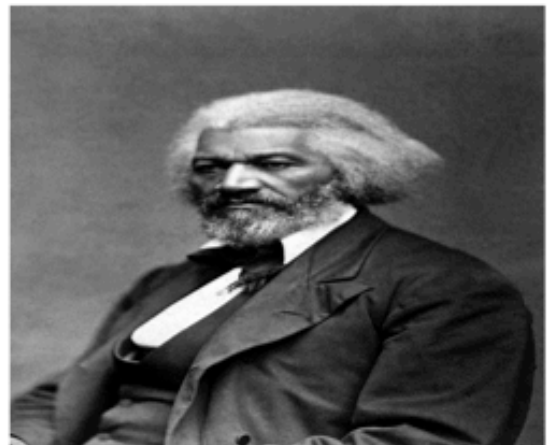
Joseph Rainey



Booker T. Washington



Frederick Douglass



Rosa Parks



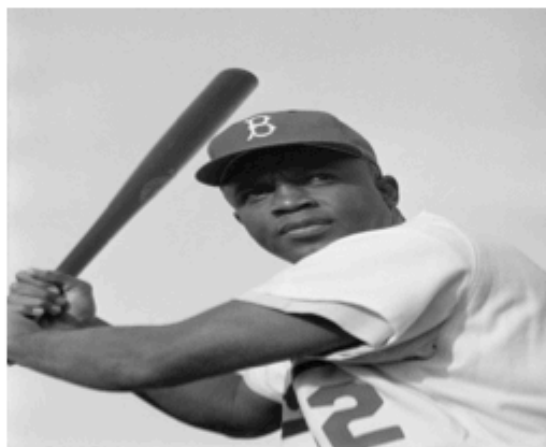
Ruby Bridges



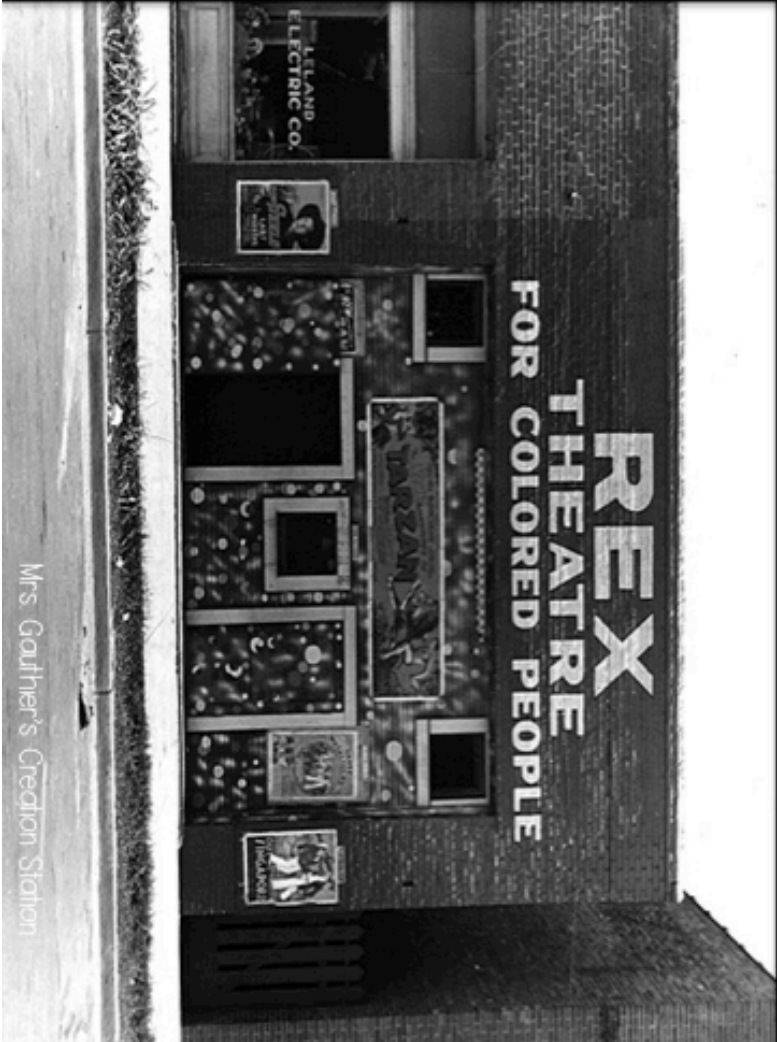
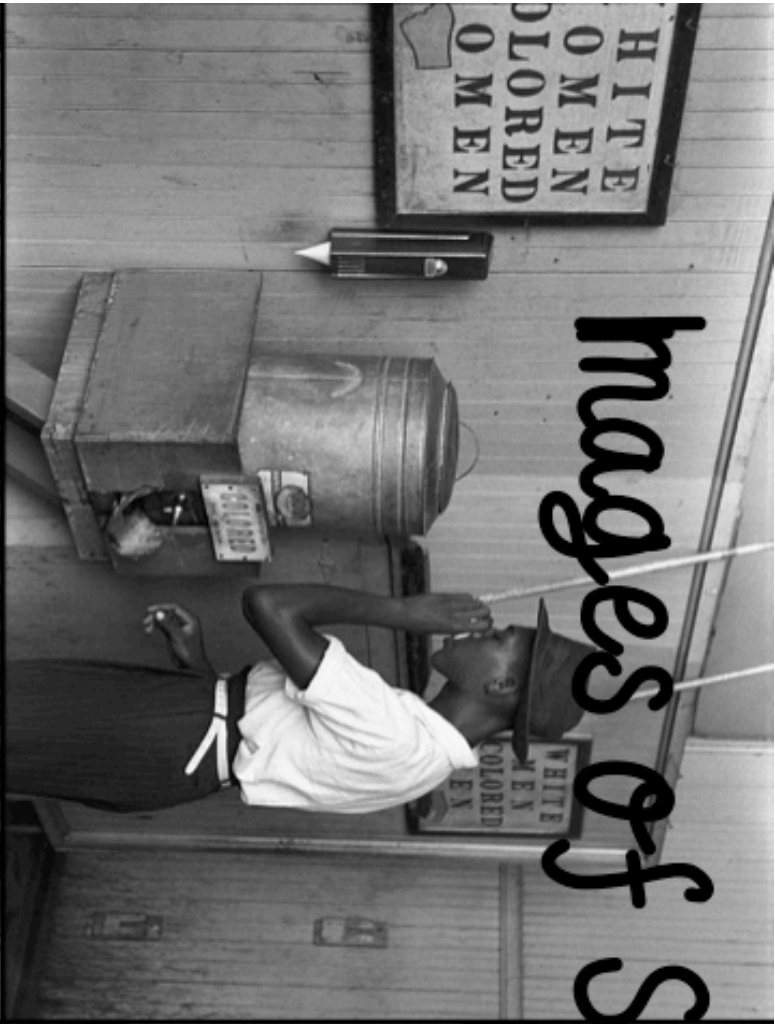
Thurgood Marshall



Jackie Robinson



Images of Segregation



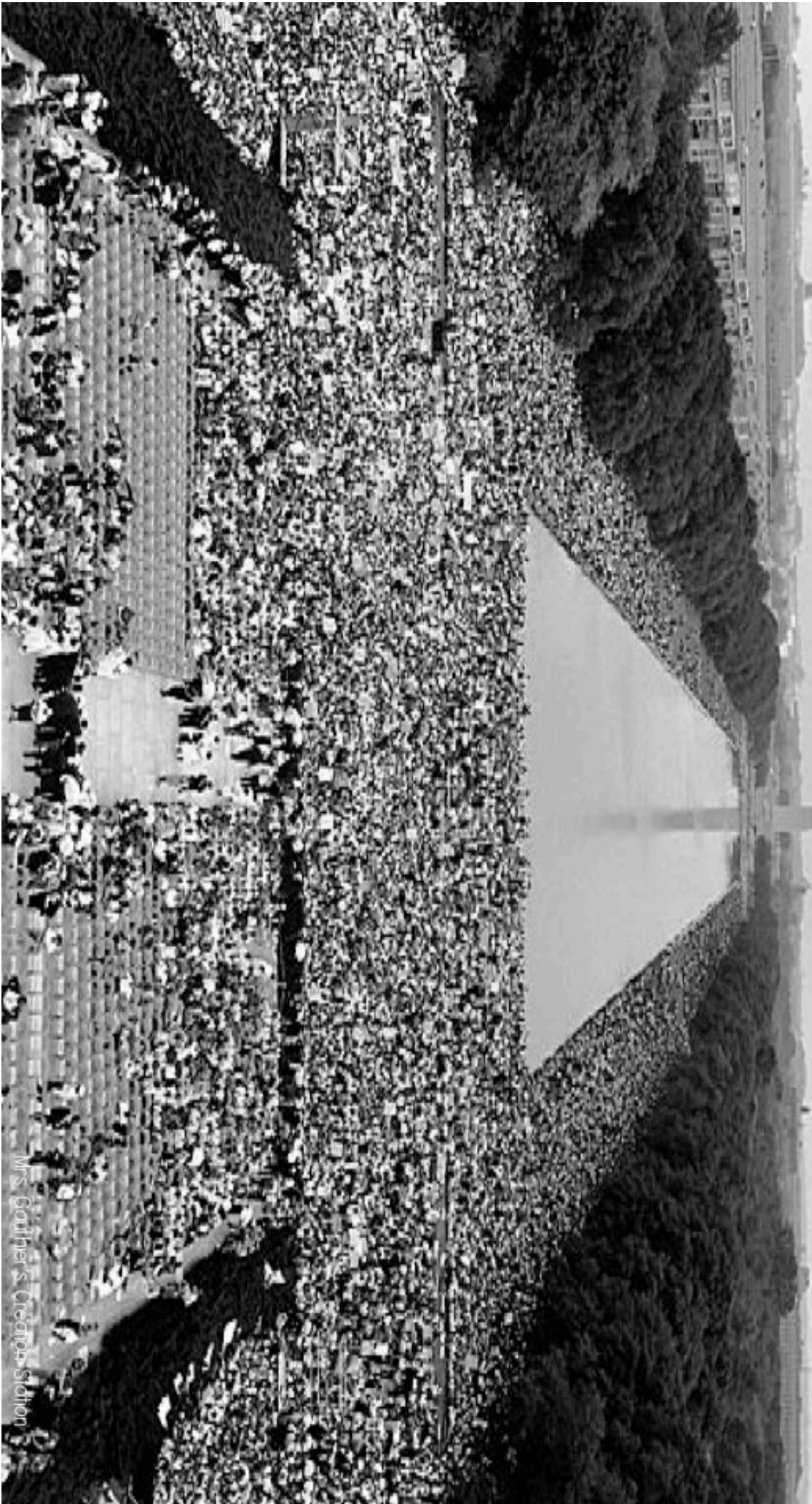
Ku Klux Klan – Hiding the Faces of Hatred



Dr. Martin Luther King Jr.



The March on Washington



Mrs. Goughier's Creighton School

The Signing of the Voting Rights Act of '65

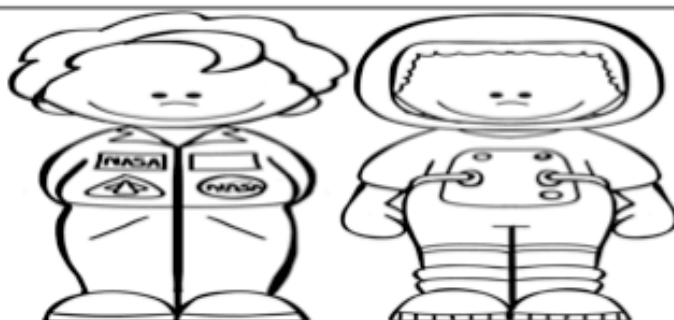


The United States is a pioneer in space exploration. Use the internet or an appropriate text to research the Space Race and early space program in order to complete this activity.

Cut out and glue into interactive notebook or on blank paper to create a flipbook. Under each flap, write the information that you learned about each category. Color the pictures.

The U.S. Space Program

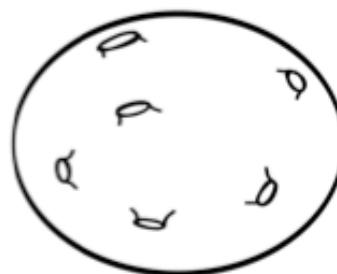
The Space Race



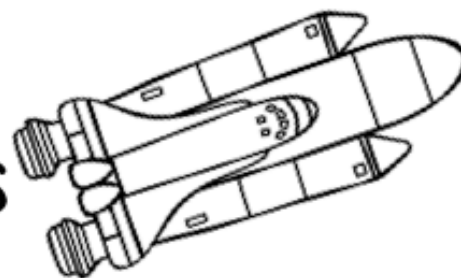
Orbiting Earth



Landing on The Moon



The Apollo and Gemini Programs



NASA Today





John Glenn Prepares to Orbit Earth



JFK: "We choose to go to the Moon"



Apollo 11 crew

Mrs. Gauthier's Creation Station



Buzz Aldrin – First Moon Walk

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