

TEACHER
RESOURCE
COMPANION

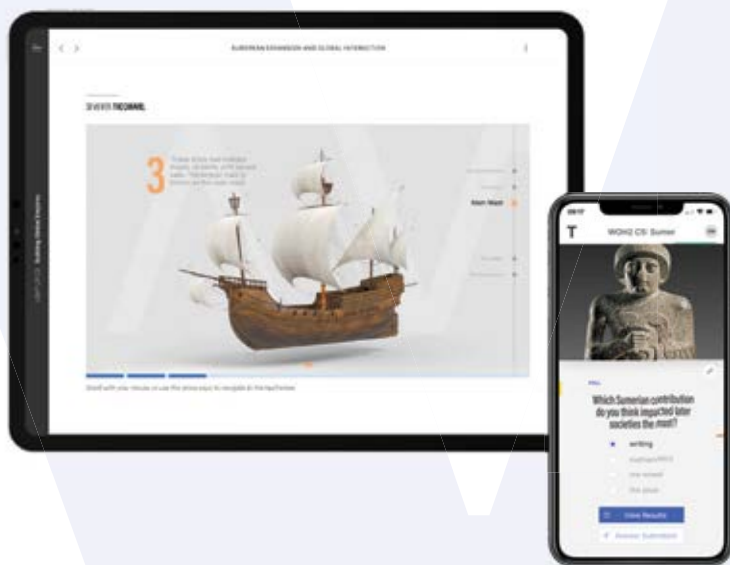
U.S. HISTORY

Beginnings to the Civil War



WELCOME TO TRAVERSE

Driven by inquiry and powered by media, Traverse cultivates a dynamic digital learning experience for students of all backgrounds and learning styles.



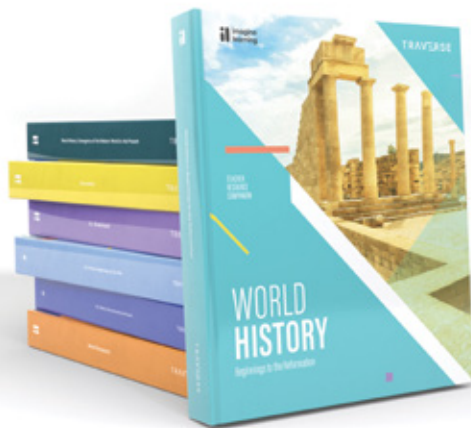
Traverse is a standards-driven social studies curriculum that enlivens learning with a rich online experience.

Students investigate primary and secondary sources, explore video and multimedia resources, and collaborate with online learning tools.

The digital teacher's edition (TE) provides teachers a wealth of classroom activities, discussion questions, and assessment options.

Print Materials to Support Your Classroom

The *Student Source and Skill Companion* emphasizes social studies skill development as students delve deeply into primary and secondary sources. The *Teacher Resource Companion* offers comprehensive supports as well as recommendations for pacing and differentiation to suit your students' needs.



Courses

- U.S. History: Beginnings to the Civil War
- U.S. History: Reconstruction to the Present
- World History: Beginnings to the Reformation
- World History: Emergence of the Modern World to the Present
- U.S. Government
- World Geography
- Economics

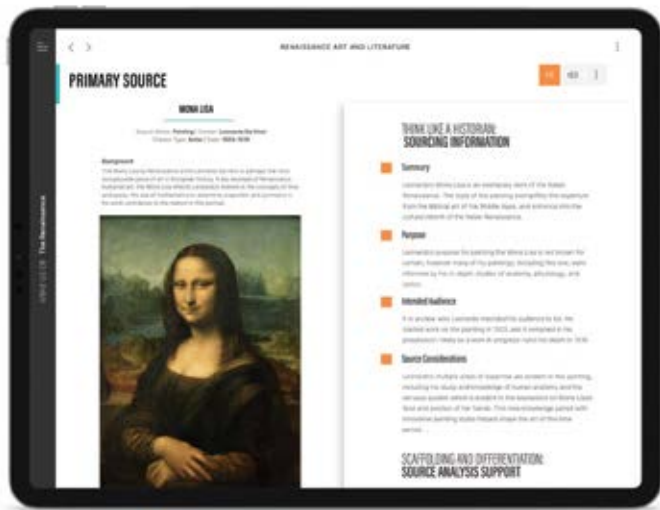
Program Advisors

Dr. Kathy Swan served as the director of the C3 Framework for inquiry and created the C3 Teachers network and the Making Inquiry Possible documentary series. Her expertise in inquiry-based learning and work with educators nationwide have been instrumental in developing the inquiry questions and tasks found within Traverse.

Dr. Sam Wineburg founded the Stanford History Education Group (SHEG), now Digital Inquiry Group (DIG). His research and work with SHEG have played a key role in developing the inquiry-driven approach used in the Traverse U.S. History and World History courses.



WHY TRAVERSE



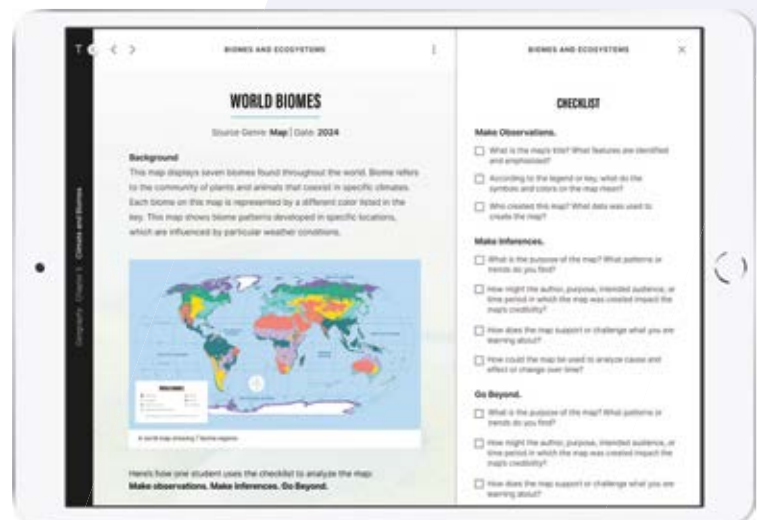
1 BALANCED AND EFFECTIVE SOCIAL STUDIES INSTRUCTION

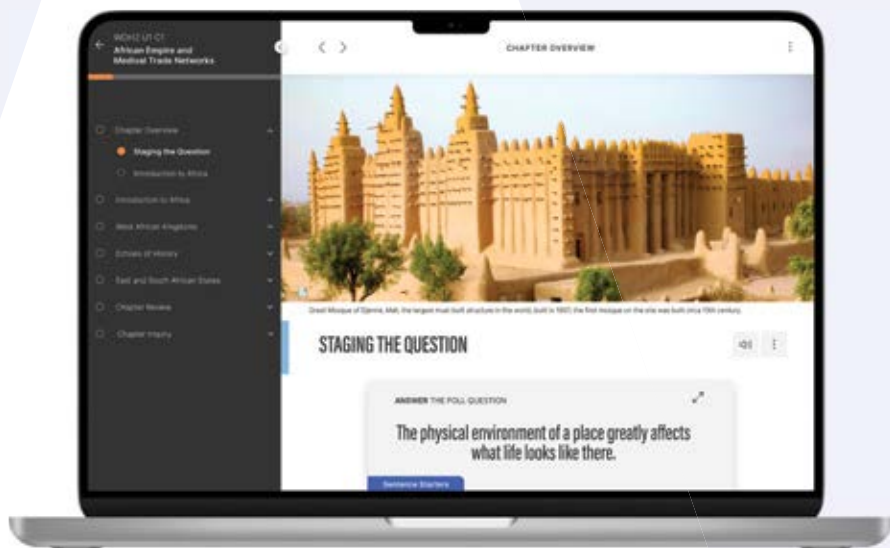
Traverse balances content, inquiry, and social studies skills to provide a learning experience focused on the standards teachers need to cover. The one-stop curriculum with customizable materials maximizes student learning and allows teachers to approach instruction with confidence.

2 INQUIRY-DRIVEN INSTRUCTION WITH ROBUST SKILL DEVELOPMENT

Aligned to the C3 Framework, Traverse develops the social studies skills and knowledge students need for college, career, and civic life.

In Traverse's unique approach to skill-building, featured skill lessons are paired with content. Skills are then revisited in later chapters, reinforcing learning and promoting retention.





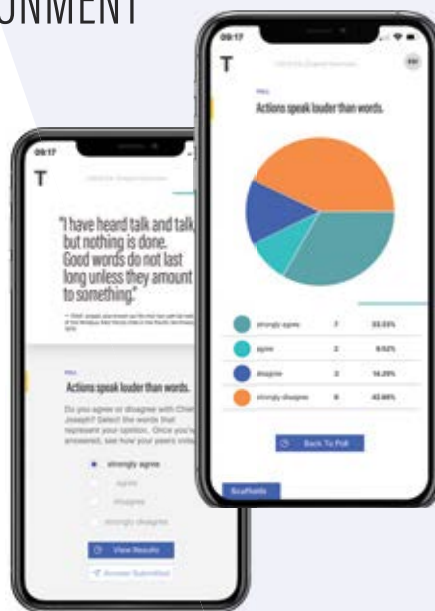
3 MEDIA-POWERED LEARNING TO ENGAGE INSTRUCTION

Traverse uses technology and multimedia to enhance instruction, creating digital learners out of digital natives. Students learn through a diverse range of interactive content, which drives peer-to-peer learning, from videos like The Beat to student activities like Share Your Perspective and Echoes.

4 DIFFERENTIATION AND ENGAGEMENT FOR AN EQUITABLE LEARNING ENVIRONMENT

Traverse features flexible implementation models and guidance to facilitate social learning and student collaboration.

Teachers can collect data and measure student learning outcomes through a variety of digital activities that engage students and assess their interpretation and analysis skills. Student-facing scaffolds create personalized learning experiences.



WHAT'S ONLINE

Traverse was built for online learning. Students and teachers can access all elements of the curriculum online.

CHAPTER NARRATIVE

The chapter narrative was created for this digital environment. It is modular and accessible on all devices, with content broken into manageable portions. Students can engage directly with the curriculum, leading to a student-centered, active learning experience.

Chapter Contents

Narratives provide complete standards coverage.

Images and Media

Each section showcases a variety of visual media that enhances student learning.

Assessment

Formative and summative assessments invite students to reflect on the content, share their perspectives, and display mastery of standards.



MEDIA-DRIVEN LEARNING

Student actors and presenters engage students in a variety of media formats, and carefully chosen topics reinforce and extend student learning.

THE VIEW



The View videos introduce each unit.

TRAVERSE 360



Presenters explore the impactful moments that make history.

QuickTalk



Quick Talks provide fast and fun insights into the content.

TimeTunnel



Time Tunnels are focused on events and key moments in history.

EXPLAINER VIDEO



These videos explain concepts, events, figures, and locations.

TheBeat



The Beat features a study group modeling inquiry and analysis skills.

3D OBJECT



3D object animations highlight details and examine artifacts from all angles.

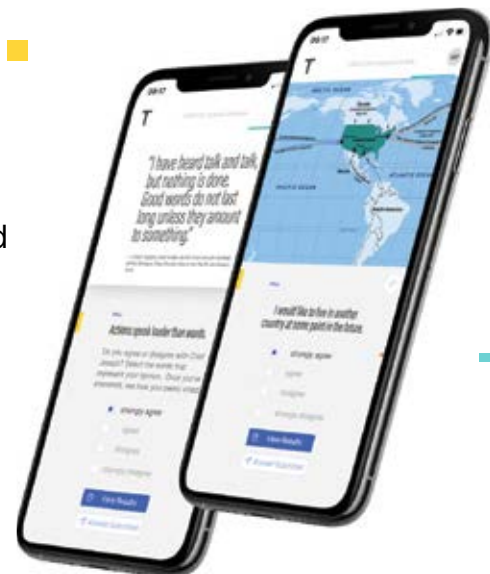
FLIPBOOK



Information about a person, place, or idea is presented in a story-like experience.

ONLINE STUDENT ACTIVITIES

Traverse integrates activities within narratives, sources, and inquiries to engage students and assess their progress. Teachers can collect data and remediate content in real time. These built-in tools create an interactive and personalized learning environment.



WHAT'S IN PRINT

From exploring sources to mastering essential skills, the *Student Source and Skill Companion* empowers students to actively engage with content.

SOURCES

STUDENT Source and Skill Companion

Tabbing System

Identify the source's location within the chapter with the section and inquiry tabs.

Sourcing Information and Background

Set context for students with relevant source details.

Social Studies Skill Practice

Practice source-analysis skills with questions for every source. These questions are also available online.

The screenshot shows a digital interface for a source titled "APOLLO 11 MOON LANDING". At the top, there are navigation tabs: "THE SPACE RACE" (selected), "FOREIGN POLICY AND CUBA", "FOREIGN POLICY AND GERMANY", and "INQUIRY". Below the tabs, the source title is displayed. A "SOURCING INFORMATION" section lists: Genre: Video, Director: NASA, Date: 1969. A "BACKGROUND" section provides context: "This video clip from the National Aeronautics and Space Administration (NASA) documents the American landing on the moon on July 20, 1969. The video and radio feed describe the opening of the capsule and the descent by Apollo 11 astronaut Neil Armstrong and lunar module pilot Edwin 'Buzz' Aldrin Jr. Armstrong was the first person to walk on the moon." To the right of the background text is a video player with a play button and a "Log in to your digital student account to watch this video." button. Below the video player, there are two skill practice sections. The first is "HISTORICAL READING SKILL | Analyzing Auditory and Video Sources" with a matching exercise: "Match each media element with the correct example. Then explain the significance of the element." The media elements are: 1. motion, 2. overview shot, 3. voice-over, 4. eyewitness account. The examples are: A. video of astronaut Neil Armstrong descending a ladder, B. narrative audio confirmation that the video is working, C. image of many people working at monitors in Houston, D. report from the moon's surface. The second skill practice section is "INQUIRY AND RESEARCH SKILL | Exploring Evolving Interpretations" with the question: "How might the events in the video have influenced public opinion about the Space Race?". At the bottom right of the interface, it says "PRIMARY AND SECONDARY SOURCES" and "567".



All sources appear in the digital curriculum as well as print.

TEACHER Resource Companion

THE SPACE RACE	FOREIGN POLICY AND CUBA	FOREIGN POLICY AND GERMANY	INQUIRY
PRIMARY SOURCE APOLLO 11 MOON LANDING			
THINK LIKE A HISTORIAN: SOURCING INFORMATION			
Summary: The video shows the 1969 moon landing by Apollo 11 astronauts. In this excerpt, Buzz Aldrin and Neil Armstrong describe what they see and experience when descending to the moon's surface.		audience was also the viewing public in the United States and the world.	
Purpose: The purpose of the video was to document Apollo 11's lunar landing.		Source Considerations: The Apollo 11 spaceflight that landed the first two people on the moon was broadcast live. Because of how the video was converted, some images and audio are distorted and might seem crude by today's standards of high-resolution technology. This source helps students answer the Compelling Question because it shows one of the victories the United States had in the Space Race: the first lunar landing.	
Intended Audience: The intended audience was primarily NASA. However, since the video was also broadcast on TV, the			
SOURCE ANALYSIS SUPPORT			
Media: Explain to students that the video was viewed live by more than half a billion people, perhaps the largest-ever TV audience. Special equipment and technology were developed and considered state-of-the-art at the time, allowing the event to be seen from 239,000 miles away.		Style: Explain that the source is an actual transmission and conversation between the astronauts and mission command at NASA. It is not necessarily entertaining, like today's documentaries, but was meant to capture a momentous event as it occurred.	

ANALYZE AND DISCUSS

- What details do you observe in the video? *Answers will vary but might include Neil Armstrong describing his first steps on the moon.*
- How do these details connect to information you learned in the chapter about the Space Race? *Answers will vary but may discuss how this event proved America's space program was more advanced than the Soviets', pushing the United States further ahead in the Space Race.*

Online option THE SPACE RACE

HISTORICAL READING SKILL | Analyzing Auditory and Video Sources

Match each media element with the correct example. Then explain the significance of the element.

1. motion
A. Explanation: *This was the first human contact with the moon.*
2. overview shot
C. Explanation: *This mission was a large team effort.*
3. voice-over
B. Explanation: *This was broadcast to television viewers who needed context for what was happening.*
4. eyewitness account
D. Explanation: *This was the first close-up eyewitness account of the moon, including tactile description of the moon's surface.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Think Like a Historian

Develop expertise with in-depth sourcing information.

Source Analysis Support

Enrich student comprehension and analysis with additional discussion of a source's genre, style, organization, and more.

Analyze and Discuss

Encourage student reflection and discussion with questions for each source.

Social Studies Skill Practice

Answer keys provide clarification and information for you, even when students complete questions online.

CHAPTER OVERVIEW

Access all information in the point-of-use teacher edition next to the student-facing curriculum.



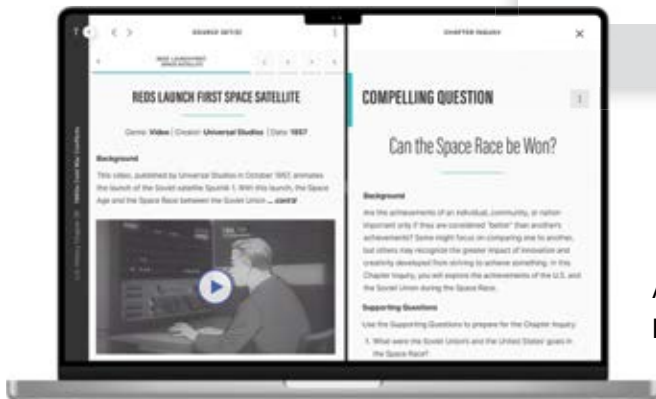
CHAPTER INQUIRY

Compelling Question

Introduce each inquiry with the Compelling Question, Supporting Questions, and background information.

Source Set

Use the source pages to complete the inquiry.



CHAPTER INQUIRY

COMPELLING QUESTION
Could the Space Race be won?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

Are the achievements of an individual, community, or nation important only if they are considered “better” than another’s achievements? Some might focus on comparing one to another, but others may recognize the greater impact of innovation and creativity developed from striving to achieve something. In this Chapter Inquiry, you will explore the achievements of the United States and the Soviet Union during the Space Race.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- What were the Soviet Union’s and the United States’ goals in the Space Race?
- What did the Soviet Union accomplish during the Space Race?
- What did the United States accomplish during the Space Race?
- How could a winner be determined?

As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER

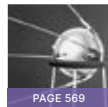
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Possible Answer to Compelling Question	Evidence
<i>Reds Launch First Space Satellite</i>		

INQUIRY PROMPT

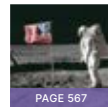
Adapt an Argument: Work with a partner to create a podcast in which you respond to the Compelling Question. Be sure to reference information from multiple sources representing how ideas have developed over time. Include a claim, evidence for your claim, and a counterclaim in your podcast. Be sure to explain the strengths and limitations of your claim and explanation, as well as the strengths and limitations of the counterclaim, as you make the case for your position.

2 | SOURCE SET



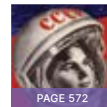
REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
Creator: Universal Studios
Date: 1957

PAGE 569



APOLLO 11 MOON LANDING
Genre: Video
Director: NASA
Date: 1969

PAGE 567



HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY
Genre: Article
Author: Sophie Pinkham
Date: 2019

PAGE 572



IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION
Genre: Document
Author: USIA Office of Research Analysis
Date: 1959

PAGE 570



EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, and Michael Neufeld
Date: 2008

PAGE 571

All elements in the Chapter Inquiry are available online.

CHAPTER INQUIRY

? **COMPELLING QUESTION**
Could the Space Race be won?

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind students that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect students to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Reds Launch First Space Satellite
- Apollo 11 Moon Landing
- Explorer 1, America's Answer to Sputnik
- How the Soviets Won the Space Race for Equality

SCAFFOLDING AND DIFFERENTIATION

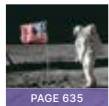
- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Have students research another nation's views of the Space Race and include an additional source from that research in their response to the Compelling Question.

2 | SOURCE SET



REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
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Date: 1957

PAGE 639



APOLLO 11 MOON LANDING
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PAGE 635



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Date: 2019

PAGE 641



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Author: USIA Office of Research Analysis
Date: 1959

PAGE 640



EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, and Michael Neufeld
Date: 2008

PAGE 640

Facilitating Inquiries

Determine your path through the inquiry, with options for how to cut back on the number of sources students will analyze to complete the inquiry task.

Scaffolding and Differentiation

Provide targeted inquiry support for beyond-grade-level students, English language learners, and approaching-grade-level students.

CHAPTER INQUIRY

In the digital environment, sources follow the Compelling Question in a convenient tabbed view. These tabs allow students to navigate quickly between sources, while the teacher edition provides essential information for instruction with each source.



SKILLS

The Beat

Go online to watch episodes of The Beat, which follows a study group over one school year. Students will see social studies skills being modeled using the same sources and inquiry prompts that they are completing.

Checklist

Every skill lesson is accompanied by a checklist that students can use to apply the skill to a variety of sources.

3

INQUIRY AND RESEARCH SKILL

EVALUATING SECONDARY SOURCES



Examine the “Evaluating Secondary Sources” episode of The Beat to understand how one group of students approaches the process of evaluating secondary sources. Then read the definition and checklist that students discuss in the video.

What does it mean to evaluate secondary sources?
Secondary sources are works that interpret a historical topic for a particular audience, often through the use of primary sources. Like primary sources, all secondary sources have limitations. A secondary source might have limited reliability, it might omit perspectives important for answering the Compelling Question, or its information may be too broad to answer the Compelling Question. Before using a secondary source to answer the Compelling Question, it is important to identify the source’s strengths and limitations.


Why is it important to evaluate secondary sources?
There are usually multiple secondary sources on a topic, and the makers of those sources often come to different conclusions, even if they all use the same primary source evidence. Analyzing and comparing each secondary source’s interpretation or central argument and evaluating their strengths and weaknesses will help you determine how to effectively use the source to build an argument or explanation.

1. CHECKLIST HOW DO YOU EVALUATE SECONDARY SOURCES?

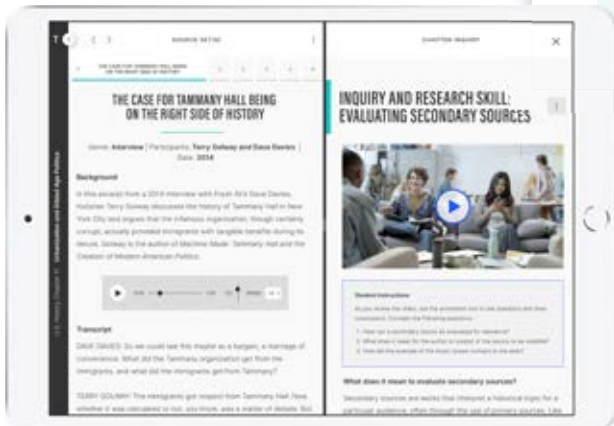
- ✓ **Analyze the source’s relevance as evidence to answer your Compelling Question.**
 - What is the source’s maker’s interpretation or central argument?
 - How does this interpretation or central argument connect to the Compelling Question?
- ✓ **Analyze the source’s credibility as evidence to answer your Compelling Question.**
 - Is the information in the source historically accurate? Do other sources contain similar information?
 - Is the maker of this source credible and qualified to discuss the topic?
 - How might the maker’s perspective shape their interpretation or argument?
 - Does the maker support the interpretation or argument in the source with logical reasoning and strong evidence?
- ✓ **Evaluate the source’s strengths and limitations for use in your Inquiry Prompt response.**
 - Strengths: What makes this source a strong fit for your Inquiry Prompt response? Its credibility? Its relevance? Both?
 - Limitations: After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

2. SOURCE

Now it’s time to practice evaluating secondary sources with **THE CASE FOR TAMMANY HALL BEING ON THE RIGHT SIDE OF HISTORY**, the first item in your source set. Use the checklist for Evaluating Secondary Sources to read and analyze the source and fill in your graphic organizer. Then you’ll examine a second episode of The Beat showing how the students used the checklist to analyze the same source.



PAGE 166



Skill lessons are also available online. Students can use digital tools to split their screen and view two items side by side for easy application of a checklist.

3



INQUIRY AND RESEARCH SKILL
EVALUATING SECONDARY SOURCES

Introduce students to the skill definition and checklist for Evaluating Secondary Sources. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class. Use the discussion questions to gauge students' understanding.

- How can a secondary source be evaluated for relevance? *Does the source directly address the topic or Compelling Question?*
- What does it mean for the author or creator of the source to be credible? *The author or creator is credible if they have expertise in the subject they are writing about.*
- How did the example of the music review connect to the skills? *The students evaluated the relevance of the reviews, examined the credibility of the authors, and acknowledged the limitations of their sources.*

Explain to students that this Chapter Inquiry focuses on the skill of Evaluating Secondary Sources. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

ACADEMIC VOCABULARY

- Draw attention to the following academic vocabulary words in the skill:
- **address:** to apply oneself to something; direct one's efforts toward something, such as a question, issue, or problem
 - **interpret:** to make sense of and assign a meaning to
 - **topic:** the subject matter of a written work, discussion, or conversation

Call on students to share definitions in their own words. Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

SKILL MODEL

Project The Beat episode and use the following questions to prompt discussion. Allow students to use the annotation tool to answer the questions before you discuss them as a class. Encourage students to use the annotation tool to note places where the students are using elements of the checklist in their conversation.

- What conclusions do the students come to about the relevance of the podcast on Tammany Hall? *The students decide that the podcast is relevant to the Compelling Question because it talks about the benefits of Tammany Hall, but they acknowledge that the podcast has a smaller focus than the Compelling Question.*
- What limitations do the students identify with the credibility of the source? *The students acknowledge that the source comes from a historian but notice that he doesn't cite any primary sources.*
- How do the students plan to address the limitations of the source? *The students plan to use a primary source and to look at sources that talk about other political machines.*

COMMON MISCONCEPTIONS

Students may think that because secondary sources include encyclopedias, scholarly articles, and published books that the interpretations, arguments, and information in them can be taken at face value.

- It is best practice for secondary-source authors to fact-check their work, provide citations for information used, and address competing arguments to convey a balanced perspective. But authors do not always take these measures.
- All sources have limitations. Even secondary sources written by experts and scholars need to be carefully scrutinized and evaluated for credibility.
- A secondary source may contain inaccurate information, bias, omissions, and missing perspectives.

Academic Vocabulary

Introduce academic terms together with inquiry skills to provide context and a better understanding.

Skill Model

Integrate media into your classroom with discussion prompts for The Beat skill-modeling videos.

Teacher Notes

Teacher notes offer information and questions that empower teachers to go beyond the content in the chapter.

The teacher edition for each skill lesson provides materials to inform and engage students both online and in print.



TABLE OF CONTENTS

UNIT 1

Early Migrations and Exploration

CHAPTER 1

Early Civilizations

| What do we know about the early cultures and people of the Americas?

pg. 12

⚙️ **Historical Reading Skill:** Analyzing Artifacts

Inquiry Compelling Question: Why have migration theories changed over time?

⚙️ **Inquiry and Research Skill:** Exploring Evolving Interpretations

CHAPTER 2

Indigenous Americans

| How did physical geography impact the lives of early Indigenous people?

pg. 24

⚙️ **Historical Reading Skills:** Analyzing Secondary Sources; Analyzing Primary Sources

Inquiry Compelling Question: What can oral traditions tell us about early Indigenous people?

CHAPTER 3

Building Global Empires

| What motivated European powers to explore and colonize North America?

pg. 39

Inquiry Compelling Question: How did Indigenous communities change as a result of colonial settlement during the 15th and 16th centuries?

⚙️ **Inquiry and Research Skill:** Evaluating Primary Sources

CHAPTER 4

Conquest and Colonization

| How did relations develop between Indigenous people and Europeans during the conquest of North America?

pg. 51

⚙️ **Historical Reading Skill:** Analyzing Time Lines

Inquiry Compelling Question: What motivated the French and Dutch to explore new lands?

A Little Sioux Village by George Catlin, circa 1861–1869.



UNIT 2

Colonial Life

CHAPTER 5
pg. 74


Southern Colonies | How did the government and economy of the Southern Colonies function?

Inquiry Compelling Question: How did enslaved Africans shape the culture of the American South?

CHAPTER 6
pg. 87

New England Colonies | How did religious beliefs impact the development of the New England Colonies?

Inquiry Compelling Question: Why were the Massachusetts colonies founded?

 **Inquiry and Research Skill:** Gathering Evidence to Develop Claims

CHAPTER 7
pg. 102

Middle Colonies | Why did diverse groups of people settle in the Middle Colonies?

Inquiry Compelling Question: Was life in the colony of Pennsylvania peaceful?

 **Inquiry and Research Skill:** Evaluating Secondary Sources

CHAPTER 8
pg. 117

Life in the Colonies | What was daily life like in the New England, Middle, and Southern Colonies?

 **Historical Reading Skill:** Analyzing Maps

Inquiry Compelling Question: What was life like for youths in the colonies?

CHAPTER 9
pg. 134

The French and Indian War | What was the impact of the French and Indian War?

Inquiry Compelling Question: How and why did various Indigenous nations choose sides in the French and Indian War?

 **Inquiry and Research Skill:** Analyzing Historical Perspectives

UNIT 3

The American Revolution

CHAPTER 10

pg. 158

Colonial Resistance

| Why did some colonists resist British policies?

 **Historical Reading Skill:** Analyzing Propaganda

Inquiry Compelling Question: How effective was colonial resistance before 1776?

CHAPTER 11

pg. 174

Colonial Unity and Action

| What events led to the Revolutionary War?

Inquiry Compelling Question: Why did the colonies form the First Continental Congress?

 **Inquiry and Research Skill:** Analyzing Cause and Effect

CHAPTER 12

pg. 187

The Declaration of Independence

| Why did revolutionaries declare independence from Great Britain?

Inquiry Compelling Question: What word or phrase from the Declaration of Independence is most significant?

 **Inquiry and Research Skill:** Determining Helpful Sources

CHAPTER 13

pg. 204

Taking Sides

| What motivated Loyalists, Patriots, and Neutralists during the Revolutionary War?

Inquiry Compelling Question: Were Loyalists united around a shared goal?

 **Inquiry and Research Skill:** Constructing Explanations

CHAPTER 14

pg. 217

The Revolution Expands

| How did the American and British approaches to warfare impact the outcomes of battles?

Inquiry Compelling Question: How did people's experiences during the American Revolution differ based on economic, political, social, geographic, and historical factors?

 **Inquiry and Research Skill:** Identifying and Applying Disciplinary Lenses

CHAPTER 15

pg. 231

Victory and Independence

| How did American Patriots win the Revolutionary War?

Inquiry Compelling Question: How did Americans with different perspectives portray the experiences of Patriot forces?

UNIT 4

A New Government

CHAPTER 16
pg. 256

Articles of Confederation | What were the strengths and weaknesses of the Articles of Confederation?


Inquiry Compelling Question: What is the most important lesson we can learn from the failure of the Articles of Confederation?

 **Inquiry and Research Skill:** Using Case Studies to Analyze Outcomes

CHAPTER 17
pg. 270

The Constitution | How did the U.S. Constitution define our system of government?

Inquiry Compelling Question: Is the Constitution a living document?

 **Inquiry and Research Skill:** Analyzing Relationships between Sources

CHAPTER 18
pg. 284

Ratification and the Bill of Rights | How does the Bill of Rights define the rights and responsibilities of citizens?

Inquiry Compelling Question: What rights or freedoms protected in the Bill of Rights are most important today?

CHAPTER 19
pg. 296

George Washington's Presidency | How did George Washington help define the presidency?

Inquiry Compelling Question: How do presidents say farewell?

 **Inquiry and Research Skill:** Reading Laterally

CHAPTER 20
pg. 309

John Adams's Presidency | How did John Adams and the Federalists envision the role of the federal government?

Inquiry Compelling Question: Did the United States need a strong central government at the turn of the 19th century?

 **Inquiry and Research Skill:** Addressing Counterclaims

UNIT 5

A Growing Nation

CHAPTER 21

Thomas Jefferson's Presidency

How did Thomas Jefferson change the role of the federal government?

pg. 332

Inquiry Compelling Question: Did the *Marbury v. Madison* ruling change the amount of power the Supreme Court had?

CHAPTER 22

The Louisiana Purchase

In what ways did the Louisiana Purchase change the United States?

pg. 344

Inquiry Compelling Question: Why was the Lewis and Clark Expedition historically significant?

Inquiry and Research Skill: Analyzing Historical Significance

CHAPTER 23

War of 1812

How did the War of 1812 impact the United States?

pg. 357

Historical Reading Skill: Analyzing Auditory and Video Sources

Inquiry Compelling Question: According to these three American citizens, is the War of 1812 worth the risk?

CHAPTER 24

An Evolving National Identity

How did governmental policies during the Era of Good Feelings impact the country and the people living in the United States?

pg. 370

Historical Reading Skill: Analyzing Photographs and Artwork

Inquiry Compelling Question: How can online research deepen our understanding of a source?

Inquiry and Research Skill: Searching Effectively Online

CHAPTER 25

The Age of Jackson

How did Andrew Jackson's presidency change politics in the United States?

pg. 381

Inquiry Compelling Question: When should a president use the veto?

CHAPTER 26

Removal, Relocation, and Resistance

How did Indigenous groups respond to forced relocation?

pg. 394

Inquiry Compelling Question: How were Indigenous families impacted by the Trail of Tears?

UNIT 6

Westward Expansion and the Industrial Revolution


CHAPTER 27

pg. 418

Industrial Revolution and Rise of the Cotton Economy

How did the Industrial Revolution shape the United States?

Inquiry Compelling Question: Were Americans in the North better off after the Industrial Revolution?

 **Inquiry and Research Skill:** Analyzing Change and Continuity

CHAPTER 28

pg. 433

Transportation Boom

How did the transportation and communication revolutions transform the United States?

Inquiry Compelling Question: Which matters more, the long-term or short-term impacts of a public works project?

 **Inquiry and Research Skill:** Writing a Historical Argument

CHAPTER 29


pg. 451

Immigration and Urbanization

How did new patterns of immigration shape the United States during the mid-19th century?

 **Historical Reading Skill:** Analyzing Data in Graphs and Charts

Inquiry Compelling Question: How can images generate curiosity in history?

 **Inquiry and Research Skill:** Constructing Compelling and Supporting Questions

CHAPTER 30

pg. 469

Coast to Coast

What challenges did Americans face when establishing settlements in Oregon and Texas?

 **Historical Reading Skill:** Analyzing Political Cartoons

Inquiry Compelling Question: How did mountain men shape the idea of the West?

CHAPTER 31

pg. 485

War with Mexico

How did the Mexican-American War change the United States?

Inquiry Compelling Question: In what ways does vaquero culture still exist today?

CHAPTER 32

pg. 499

Life in the West

What opportunities and hardships did westward expansion present in California and Utah?

Inquiry Compelling Question: What could women expect from moving to the West during the 19th century?

UNIT 7

Sectionalism

CHAPTER 33

Social Reform | How did the Second Great Awakening lead to social reforms?

pg. 524

Inquiry Compelling Question: How can leaders from the past inspire us today?

 **Inquiry and Research Skill:** Assessing Options for Action

CHAPTER 34

Resistance and the Abolitionist Movement | What methods did abolitionists use to resist slavery in the United States?

pg. 538

Inquiry Compelling Question: How did different people view abolition?

CHAPTER 35

Rights for Women | Why did some Americans want more rights for women in the 19th century, and what were their demands?

pg. 553

Inquiry Compelling Question: What did the Seneca Falls Convention accomplish?

CHAPTER 36

The Politics of Slavery | Why did political tensions escalate in the United States in the 1840s and 1850s?

pg. 569

Inquiry Compelling Question: How did fleeing to Canada impact the lives of formerly enslaved Black Americans?

 **Inquiry and Research Skill:** Communicating Conclusions

CHAPTER 37

Sectional Crisis | How did the U.S. government try to prevent civil war?

pg. 582

Inquiry Compelling Question: What type of action had a greater impact on the nation in the 1850s: individual action, collective action, or government action?

CHAPTER 38

Secession | How did the actions of individual states contribute to the outbreak of the Civil War?

pg. 596

Inquiry Compelling Question: Do states have a constitutional right to secede?

 **Inquiry and Research Skill:** Critiquing and Improving Arguments

UNIT 8

The Civil War and Reconstruction

CHAPTER 39

pg. 620

The Civil War Begins

| How did the Civil War impact the lives of people in the North and South?

Inquiry Compelling Question: Did the Union or the Confederacy have the advantage at the beginning of the Civil War?

CHAPTER 40

pg. 631

Civil War and Emancipation

| What was the impact of the Emancipation Proclamation?

Inquiry Compelling Question: To what extent was the Emancipation Proclamation a turning point for Black Americans?

CHAPTER 41

pg. 647

The Civil War Ends

| What were the major turning points in the Civil War?

Inquiry Compelling Question: Why do the words in Lincoln's second inaugural address matter?

CHAPTER 42

pg. 662

Rebuilding

| How did the federal government attempt to reconstruct the United States after the Civil War?

Inquiry Compelling Question: What does Hiram Rhodes Revels's story tell us about Reconstruction?

CHAPTER 43

pg. 667

The Legacy of Reconstruction

| How did Reconstruction impact life for Black Americans in the South?

Inquiry Compelling Question: How do the enduring themes connect to Reconstruction?

PRIMARY AND SECONDARY SOURCES LIST

Unit 1

Early Migrations and Exploration

N Source appears in Chapter Narrative

I Source appears in Chapter Inquiry

CHAPTER 1

EARLY CIVILIZATIONS

Kohta Circus Petroglyphs N	
Unknown (Engraving, Unknown).....	16
Cave Full of Untouched Maya Artifacts Found at Chichén Itzá N	
Jason Daley (Article, 2019).....	18
Archaeological Sites in North and South America I	
Traverse (Map, 2023).....	19
Origin: A Genetic History of the Americas I	
Jennifer Raff (Book Excerpt, 2022)	20

CHAPTER 2

INDIGENOUS AMERICANS

Potlatch N	
Christian Roy (Reference Material, 2005).....	28
Haudenosaunee Constitution N	
Dekanawida (Document, Unknown).....	29
Sun Dance Ceremony Scene N	
Cante'-Wani'ca (Painting, Unknown).....	31
The White Dawn of the Hopi I	
Unknown (retold and translated by H. R. Voth) (Folktale, Unknown)	33
Haudenosaunee Thanksgiving Address: Greetings to the Natural World I	
Unknown (translated by John Stokes) (Address, Unknown).....	34
Lakota Emergence Story I	
Wilmer Mesteth, Sina Bear Eagle (Folktale, Unknown)	35

CHAPTER 3

BUILDING GLOBAL EMPIRES

Letter to King Ferdinand and Queen Isabella of Spain N I	
Christopher Columbus (Correspondence, 1493)	42
Probanza N I	
Juan Garrido (translated by Traverse) (Document, 1538).....	44
The Broken Spears: The Aztec Account of the Conquest of Mexico I	
Miguel León-Portilla (Book Excerpt, 1959)	46
A Brief Account of the Destruction of the Indies I	
Bartolomé de Las Casas (Book Excerpt, 1542)	47

CHAPTER 4

CONQUEST AND COLONIZATION

Instructions for Willem Verhulst, Director of New Netherland N	
Dutch West India Company (translated by A. J. F. van Laer) (Correspondence, 1625).....	55
History of the Jamestown Colony N	
Traverse (Time Line, 2023)	56
The Voyages and Explorations of Samuel de Champlain I	
Samuel de Champlain (translated by Annie Nettleton Bourne) (Book Excerpt, 1632)	58
Charter of Freedoms and Exemptions, Patroons, New Netherland I	
Dutch West India Company (translated by A. J. F. van Laer) (Document, 1629).....	59
Proposed Coat of Arms for New Amsterdam I	
Unknown (Illustration, circa 1630)	59

Unit 2

Colonial Life

CHAPTER 5

SOUTHERN COLONIES

Declaration in the Name of the People of Virginia N	
Nathaniel Bacon (Document, 1676).....	77
Prosperity Starts With a Pea N I	
Jessica Harris (Article, 2010)	79
For this 89-year-old Gullah Geechee Chef, Cooking Is about Heart I	
Emily Meggett and Anastasia Tsioulcas (Newscast, 2022)	81

Gullah Language I	
Sunn m'Cheaux (Video, 2022).....	81
The Gullah: Rice, Slavery, and the Sierra Leone-American Connection I	
Joseph A. Opala (Book Excerpt, 1987).....	82
Shout Because You're Free: The African American Ring Shout Tradition in Coastal Georgia I	
Art Rosenbaum (Book Excerpt, 1998)	83
Watch That Star I	
McIntosh County Shouters (Song, 1984).....	84

CHAPTER 6

NEW ENGLAND COLONIES

Mayflower Compact **N** **I**
 William Brewster (Document, 1620) 90

Anne Hutchinson, quoted in *Antinomianism in the Colony of Massachusetts Bay* **N**
 Charles Francis Adams (Excerpt, 1894) 92

Our Beloved Kin **N**
 Lisa Brooks (Book Excerpt, 2018) 93

Massachusetts Bay Colony Seal, 1629 **I**
 Unknown (Artwork, 1629) 95

A Dialogue Between Old England and New **I**
 Anne Bradstreet (Poem, 1650) 96

The Suppressed Speech **I**
 Wamsutta (Frank B.) James (Speech, 1970) 97

CHAPTER 7

MIDDLE COLONIES

Letter from William Kieft to Peter Minuit **N**
 William Kieft (Correspondence, 1638) 106

Letter from the Directors to Stuyvesant **N**
 Eduard Man (Correspondence, 1656) 107

Penn’s Treaty with the Indians **N** **I**
 Benjamin West (Painting, 1771) 108

Letter to the Committee of the Free Society of Traders, 1683 **I**
 William Penn (Correspondence, 1683) 110

The Life of William Penn **I**
 Samuel Mcpherson Janney (Excerpt, 1852) 111

Native American Massacre from Colonial PA History to Be Retold in Comic Book **I**
 WHYY, Peter Crimmins (Newscast, 2018) 112

CHAPTER 8

LIFE IN THE COLONIES

George Whitefield Preaching **N**
 John Collet (Painting, 1750) 121

A Brief Narrative of the Case and Tryal of John Peter Zenger **N**
 James Alexander, quoting Andrew Hamilton (Pamphlet, 1736) 122

Colonial Expansion **N**
 Traverse (Map, 2023) 123

The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African **N**
 Olaudah Equiano (Book Excerpt, 1789) 125

Boston Latin School **I**
 Unknown (Illustration, Unknown) 127

Old Deluder Satan Act of 1647 **I**
 Massachusetts Legislature (Law/Legislation, 1647) 128

The Autobiography of Benjamin Franklin **I**
 Benjamin Franklin (Autobiography, 1791) 128

“Improved” and “Very Promising Children”: Growing Up Rich in Eighteenth-Century South Carolina **I**
 Darcy R. Fryer (Book Excerpt, 2006) 129

CHAPTER 9

THE FRENCH AND INDIAN WAR

Join or Die **N**
 Benjamin Franklin (Political Cartoon, 1754) 137

Treaty of Paris (1763) **N**
 Britain, France, and Spain (Document, 1763) 139

Chief Canassatego’s Address on Property Rights of Iroquois Confederacy **I**
 Cadwallader Colden (Book Excerpt, 1747) 141

Account of Shingas and General Braddock **I**
 Charles Stuart (Document, 1755) 142

Iroquois Confederacy Leaders Confer with General Johnson **I**
 William Johnson (Book Excerpt, 1756) 142

Unit 3

The American Revolution

CHAPTER 10

COLONIAL RESISTANCE

A Report on Reaction to the Stamp Act **N**
 Archibald Hinshelwood (Correspondence, 1765) 162

The Bloody Massacre **N**
 Paul Revere (Artwork, 1770) 164

The Rights of the British Colonies, Asserted and Proved **I**
 James Otis (Pamphlet, 1764) 166

No Stamp Act Teapot **I**
 Unknown (Artwork, 1770) 167

The Declaratory Act of 1766 **I**
 British Parliament (Legislation, 1766) 167

Magna Britannia: Her Colonies Reduced **I**
 Benjamin Franklin (Political Cartoon, 1767) 168

Death of Crispus Attucks at the Boston Massacre **I**
 William L. Champney (Illustration, 1856) 169

CHAPTER 11

COLONIAL UNITY AND ACTION

Tea, Destroyed by Indians N
Unknown (Poem, 1773) 177
Declaration and Resolves of the First Continental Congress N I
Members of the First Continental Congress (Document, 1774) 179
Virginia Resolves on the Stamp Act I
Patrick Henry (Document, 1765) 181
Testimony of Newton Prince I
Newton Prince (Interview, 1770) 182

CHAPTER 12

THE DECLARATION OF INDEPENDENCE

Olive Branch Petition N
Members of the Second Continental Congress (Document, 1775) 191
Declaration of Independence N I
Thomas Jefferson (Document, 1776) 192
Rough Draft of the Declaration of Independence (Grievances) N
Thomas Jefferson, ed. Julian Boyd (Document, 1776) 194
Rough Draft of the Declaration of Independence (Preamble) I
Thomas Jefferson, ed. Julian Boyd (Document, 1776) 196
Trumbull's Declaration of Independence I
John Trumbull (Painting, 1818) 197
Declaration I
Tracy K. Smith (Poem, 2017) 198
Letter to John Adams from Abigail Adams I
Abigail Adams (Correspondence, 1776) 199

CHAPTER 13

TAKING SIDES

His Excellency General Washington N
Phillis Wheatley (Poem, 1775) 208

Memoirs of the Life of Boston King, A Black Preacher N I

Boston King (Book Excerpt, 1798) 209
Speech to Lord George Germain I
Joseph Brant (Speech, 1776) 211
The Bostonians Paying the Excise-man, or Tarring & Feathering I
Philip Dawe (Political Cartoon, 1774) 212

CHAPTER 14

THE REVOLUTION EXPANDS

Memoir of a Revolutionary Soldier: The Narrative of Joseph Plumb Martin N I
Joseph Plumb Martin (Book Excerpt, 1830) 220
Washington Crossing the Delaware N
Emanuel Leutze (Painting, 1851) 223
What America Was Really Like in 1776 I
Thomas Fleming (Book Excerpt, 2012) 224
The American Crisis (No. 1) I
Thomas Paine (Pamphlet, 1776) 225
Journal of Margaret Morris I
Margaret Morris (Journal, 1777) 225
Nancy Hart Capturing the British Soldiers I
Unknown (Illustration, Unknown) 226

CHAPTER 15

VICTORY AND INDEPENDENCE

Letter to George Clinton from George Washington N I
George Washington (Correspondence, 1778) 234
Letter to Adrienne de Lafayette N
Marquis de Lafayette (Correspondence, 1778) 236
The Horse America, Throwing His Master N
Unknown (Political Cartoon, 1779) 237
Diary of Anna Rawle N I
Anna Rawle (Correspondence, 1781) 239
Diary of Ezra Tilden I
Ezra Tilden (Journal, 1776-1777) 241
Surrender of Lord Cornwallis I
John Trumbull (Painting, 1826) 242

Unit 4

A New Government

CHAPTER 16

ARTICLES OF CONFEDERATION

Articles of Confederation (Articles I & II) N
Second Continental Congress (Law, 1777) 259
Northwest Ordinance N
Rufus King and Nathan Dane (Law, 1787) 261
Articles of Confederation (Articles VIII & XII) N
Second Continental Congress (Law, 1777) 262

Shays's Mob in Possession of a Courthouse, 1786 I

Howard Pyle (Illustration, 1884) 264
Articles of Confederation (Articles I, II, VIII, & XII) I
Second Continental Congress (Law, 1777) 265
Letter to Henry Knox from George Washington I
George Washington (Correspondence, 1787) 266

CHAPTER 17

THE CONSTITUTION

Letter to Thomas Jefferson from Benjamin Banneker **N**
 Benjamin Banneker (Correspondence, 1791) 274

Constitution of the United States (Article I, Section 7) **N**
 James Madison et al. (Law, 1787) 275

Constitution of the United States (Article I, Section 2) **N**
 James Madison et al. (Law, 1787) 277

Constitution of the United States (Preamble, Article V) **I**
 James Madison et al. (Law, 1787) 278

Constitutional Interpretation the Old Fashioned Way **I**
 Antonin Scalia (Speech, 2005) 279

State of Missouri v. Holland **I**
 United States Supreme Court (Court Ruling, 1920) 280

CHAPTER 18

RATIFICATION AND THE BILL OF RIGHTS

The Federalist No. 10 **N**
 James Madison (Essay, 1787) 288

Letter to the Republican from the Federal Farmer **N**
 Federal Farmer (Correspondence, 1787) 289

Unit 5

A Growing Nation

CHAPTER 21

THOMAS JEFFERSON'S PRESIDENCY

Alexander Hamilton to Harrison Gray Otis **N**
 Alexander Hamilton (Correspondence, 1800) 335

Speaking in a Judicial Voice **N I**
 Ruth Bader Ginsburg (Address, 1992) 337

Kittens Kick the Giggly Blue Robot All Summer **I**
 Akhil Reed Amar, Linda Monk, Ari Savitsky, Jad Abumrad, Kelsey Padgett (Podcast, 2016) 339

Marbury v. Madison **I**
 United States Supreme Court (Court Ruling, 1803) 340

Why Marbury v. Madison Still Matters **I**
 Newsweek Staff (Article, 2009) 340

CHAPTER 22

THE LOUISIANA PURCHASE

Letter to Robert R. Livingston **N**
 Thomas Jefferson (Correspondence, 1802) 347

The Louisiana Purchase, 1803 **N**
 Traverse (Map, 2023) 349

Our People Have Always Been Here **N I**
 Roberta Conner (Book Excerpt, 2008) 350

Constitution of the United States **I**

James Madison et al. (Law, 1787) 291

CHAPTER 19

GEORGE WASHINGTON'S PRESIDENCY

Washington's First Inaugural Address **N**
 George Washington (Speech, 1789) 299

Congressional Pugilists **N**
 Unknown (Political Cartoon, 1798) 301

Letter to Vicente Manuel Zéspedes **N**
 Alexander McGillivray (Hoboi-Hili-Miko) (Correspondence, 1785) 302

Washington's Farewell Address **I**
 George Washington (Correspondence, 1796) 304

CHAPTER 20

JOHN ADAMS'S PRESIDENCY

Property Protected—à la Française **N**
 S. W. Fores (Political Cartoon, 1798) 313

Sedition Act **N I**
 United States Congress (Law, 1798) 315

Address to Congress on Naval Defense **I**
 John Adams (Address, 1797) 317

Letter to Thomas Jefferson, May 20, 1798 **I**
 Correspondence (James Madison, 1798) 318

Journals of the Lewis & Clark Expedition **I**

William Clark (Journal, 1804) 352

Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West **I**
 Stephen E. Ambrose (Book Excerpt, 1996) 353

CHAPTER 23

WAR OF 1812

Felix Grundy Address to Congress **N I**
 Felix Grundy (Speech, 1811) 361

The Star-Spangled Banner **N**
 Francis Scott Key, U.S. Army Band and Chorus (Song, 1814) 362

America Guided by Wisdom **N**
 John Barralet and Benjamin Tanner (Illustration, 1815) 364

Mr. Madison's War **I**
 John Lowell (Pamphlet, 1812) 366

Letter by Dolley Madison **I**
 Dolley Madison (Correspondence, 1814) 366

CHAPTER 24

AN EVOLVING NATIONAL IDENTITY

Map of the United States, 1818 [N]
John Melish (Map, 1818) 374
Three Seminole Scouts [N]
Noah Billie (Painting, 1991) 375
The Seminoles of Florida [I]
Minnie Moore-Willson (Book Excerpt, 1920)..... 377

CHAPTER 25

THE AGE OF JACKSON

Avenging the People: Andrew Jackson,
the Rule of Law, and the American Nation [N]
J. M. Opal (Book Excerpt, 2017)384
In Memoriam—Our Civil Service as It Was [N]
Thomas Nast (Political Cartoon, 1877).....386
General Jackson Slaying the Many
Headed Monster [N]
Henry R. Robinson (Political Cartoon, 1836).....387

The Veto [I]
Traverse (Article, 2022)389
Presidential Vetoes [I]
Traverse (Time Line, 2023)390

CHAPTER 26

REMOVAL, RELOCATION, AND RESISTANCE

Nation to Nation: Treaties Between the United States
and American Indian Nations [N]
Suzan Shown Harjo (Book Excerpt, 2014)398
Letter from Chief John Ross of the Cherokee,
Georgia, 1836 [N I]
John Ross (Correspondence, 1836)399
Trail of Tears: Our Removal [N I]
Linda Hogan (Poem, 2014) 401
Letter from Captain William Derrick [I]
William Derrick (Correspondence, 1838)403
My Ancestors Were Enslaved—But Their
Freedom Came at a Price for Others [I]
Alaina Roberts (Article, 2021)..... 404

Unit 6

Westward Expansion and the Industrial Revolution

CHAPTER 27

INDUSTRIAL REVOLUTION AND RISE OF THE COTTON ECONOMY

Blank Book Manufactory [N]
Augustus Kollner (Advertisement, 1850)422
Loom and Spindle [N I]
Harriet Robinson (Book Excerpt, 1898)423
Something New Starts Every Day [I]
Unknown (Song, 1837).....426
Major City Population Growth, 1830–1860 [I]
Traverse (Table, 2024).....426
An Address to the Working Men of New England [I]
Seth Luther (Book Excerpt, 1833)427
Factory Girls [I]
Harriet Jane Farley (Article, 1840).....428
Advertisement for the United States
Sewing Machine Company [I]
United States Family Sewing Machine
(Advertisement, 1869)429

Letter from Henry Van Patten to the Erie Canal Board [I]
Henry Van Patten (Correspondence, 1829)442
Lake Invaders: Invasive Species and the
Battle for the Future of the Great Lakes [I]
William Rapai (Book Excerpt, 2016) 443
Narrative of the Festivities Observed in Honor
of the Completion of the Grand Erie Canal [I]
William Stone (Book Excerpt, 1825)..... 443
200 Years on the Erie Canal [I]
CBS Sunday Morning (Newscast, 2017) 444
Economic Impacts of Non-Tourism Use
of the NYS Canal System [I]
Traverse (Table, 2023).....445

CHAPTER 28

TRANSPORTATION BOOM

The Monkey System [N]
Edward Williams Clay (Political Cartoon, 1831)436
Letter to the Erie Canal Board [N I]
Citizens of the Town of German Flatts
(Correspondence, 1829)438
United States' Railroads in Operation and Progress [N]
David McLellan (Map, 1854) 440

CHAPTER 29

IMMIGRATION AND URBANIZATION

Letter to John Curtis, April 21, 1847 [N]
Hannah Curtis (Correspondence, 1847)455
No Irish Need Apply [N]
John F. Poole (Song, Unknown)456
Major City Population Growth, 1830–1860 [N]
Traverse (Table, 2024).....457
German-American “Turner” Festival,
Cincinnati, Ohio 1865 [I]
Harper’s Weekly (Illustration, 1865)459
Ad for Anti-Immigrant Newspaper’s Debut [I]
The Editors of the American Patriot
(Advertisement, 1852)460
A Bishop’s Plea During the Bible Riots [I]
Bishop Francis Patrick Kenrick (Poster, 1844).....460

Bridget O’Donnel and Children I	
James Mahony (Illustration, 1849).....	461
Irish Emigrants Leaving Their Homes for America I	
Frank Leslie’s Illustrated Newspaper (Engraving, 1866)	462
Houston and Texas Central Railroad Immigration Poster I	
Unknown (Illustration, Unknown).....	463
Chinese Settlement in the Suburbs of San Francisco, California I	
F. Hickock (Illustration, 1856)	464

CHAPTER 30
COAST TO COAST

American Progress N	
John Gast (Painting, 1873)	472
Pioneer Life N	
Sara Wrenn, Sarah Byrd (Interview, 1939)	474
Santa Anna Surrenders to Houston N	
Henry R. Robinson (Political Cartoon, 1836).....	475
Jedediah Smith’s Journal: First Expedition to California I	
Jedediah Smith (Journal, 1826–1827)	477
The Expeditions of John C. Frémont I	
John C. Frémont (Journal, 1842–1844)	478
To Enterprising Young Men I	
William H. Ashley (Advertisement, 1822)	479
Map of the Territory West of the Rocky Mountains I	
Benjamin Bonneville (Map, 1837).....	479
A Journey to the Rocky Mountains in the Year 1839 I	
Friedrich Adolph Wislizenus (Book Excerpt, 1840)	480
Fort Bridger I	
Samuel C. Mills (Photograph, 1858)	481

Unit 7

Sectionalism

CHAPTER 33
SOCIAL REFORM

The Black Church: This Is Our Story, This Is Our Song N	
Henry Louis Gates Jr. (Book Excerpt, 2021)	528
Man the Reformer N	
Ralph Waldo Emerson (Speech, 1841).....	530
Petition to Boston Primary School Committee I	
George Putnam et al. (Document, 1846).....	531
Letter from Mary Lyon, November 1836 I	
Mary Lyon (Correspondence, 1836).....	532
William Cooper Nell: Smith Court Leader I	
Museum of African American History— Boston and Nantucket (Article, 2021)	532

CHAPTER 31
WAR WITH MEXICO

Een Waterplaats in Neder Californie N	
William Redmond Ryan (Illustration, 1850).....	489
Spot Resolutions N	
Abraham Lincoln (Document, 1847)	490
Vaqueros I	
Traverse (Article, 2022)	492
Not Their First Rodeo: How Black Riders Are Reclaiming Their Place in Cowboy Culture I	
Grace Widyatmadja (Article, 2022)	493
“The Boundaries Moved”: How the Spanish Vaquero Became the American Cowboy I	
Melodie Edwards, Andrew Abeyta, Aaron Abeyta, Jim Hoy (Podcast, 2021).....	494
Chicago’s Black American Cowboys I	
Alexandra Buxbaum (Photograph, 2022).....	494

CHAPTER 32
LIFE IN THE WEST

California Emigration Society Flyer N I	
California Emigration Society (Advertisement, 1849)	503
Mormon Pioneer National Historic Trail: Historic Resource Study N I	
Stanley B. Kimball (Book Excerpt, 1991).....	504
Constitution of California 1849 I	
Monterey Convention of 1849 (Document, 1849).....	507
Een Waterplaats in Neder Californie I	
William Redmond Ryan (Illustration, 1850).....	508
Letter to Selden Ballou I	
Mary Ballou (Correspondence, 1852).....	509
Maria Rita Valdez, the Afro-Latina and Granddaughter of Slaves Whose Land Is Now Beverly Hills I	
Beatriz García (Article, 2021)	510

Horace Mann I	
Unknown (Illustration, circa 1900)	533
American Asylum for Deaf I	
H. P. Arms (Illustration, 1881)	534

CHAPTER 34
RESISTANCE AND THE ABOLITIONIST MOVEMENT

What to the Slave Is the Fourth of July? N	
Frederick Douglass (Speech, 1852).....	542
Remembering the Legacy of Nat Turner’s Slave Rebellion N	
Kenneth S. Greenberg, Todd Zwillich (Podcast, 2016)	543
The Underground Railroad Records N	
William Still (Book Excerpt, 1872).....	545

The Colonization Scheme I	
Frederick Douglass (Article, 1852).....	546
A North-Side View of Slavery: Harriet Tubman I	
Harriet Tubman, Benjamin Drew (Book Excerpt, 1856).....	547
Slavery Brutalizes Man I	
Daniel A. Payne (Speech, 1839).....	548
Sarah Mapps Douglass Urges Support for the Antislavery Cause I	
Sarah Mapps Douglass (Speech, 1832).....	549

CHAPTER 35
RIGHTS FOR WOMEN

On the Equality of the Sexes N	
Judith Sargent Murray (Essay, 1790).....	556
Declaration of Sentiments N I	
Elizabeth Cady Stanton (Document, 1848).....	558
A Reading of Sojourner Truth’s “Ain’t I a Woman” Speech N	
Sojourner Truth, ST, Marius Robinson (Video, 2017).....	559
Commemorative Card from Seneca Falls Convention I	
Unknown (Pamphlet, 1908).....	561
The Rights of Women from <i>The North Star</i> I	
Frederick Douglass (Article, 1848).....	562
<i>The Daily Crescent</i> Reports on Seneca Falls Convention I	
<i>The Daily Crescent</i> (Article, 1848).....	563
Suffragists with Banners I	
Harris & Ewing (Photograph, 1917).....	564
The Myth of Seneca Falls I	
Lisa Tetrault (Book Excerpt, 2014).....	565

CHAPTER 36
THE POLITICS OF SLAVERY

Cotton Is King N	
James Henry Hammond (Speech, 1858).....	572
Letter to the Church of Jesus Christ in Fauquier County, Virginia N	
Anthony Burns (Correspondence, 1855–1856).....	574

A North-Side View of Slavery: St. Catharines I	
Benjamin Drew (Book Excerpt, 1856).....	576
The Life of Josiah Henson I	
Josiah Henson (Book Excerpt, 1849).....	577
Amherstburg 1797–1996 I	
Marsh Collection Society (Book Excerpt, 1997).....	578

CHAPTER 37
SECTIONAL CRISIS

Life and Times of Frederick Douglass N	
Frederick Douglass (Autobiography, 1881).....	586
Seventh Joint Debate: Lincoln’s Reply to Douglas N	
Abraham Lincoln (Speech, 1858).....	588
Caution!! Colored People of Boston America I	
Theodore Parker (Poster, 1851).....	589
James Monroe Whitfield (Poem, 1853).....	590
Kansas-Nebraska Act I	
James McConnell (Map, 1919).....	590
Fremont and Victory I	
Unknown (Song, 1856).....	591
Dred Scott v. Sandford I	
United States Supreme Court (Court Ruling, 1857).....	592
Harpers Ferry Insurrection I	
<i>Frank Leslie’s Illustrated Newspaper</i> (Illustration, 1859).....	593

CHAPTER 38
SECESSION

1860 Election Poster N	
W. H. Rease (Poster, 1860).....	599
Declaration of Secession N I	
South Carolina Congressional Delegation (Document, 1860).....	601
Can a State Constitutionally Secede? I	
The Editors of the <i>Dubuque Herald</i> (Article, 1860).....	604
Texas v. White I	
United States Supreme Court (Court Ruling, 1869).....	605

Unit 8

The Civil War and Reconstruction

CHAPTER 39
THE CIVIL WAR BEGINS

Scott’s Great Snake N	
J. B. Elliott (Political Cartoon, 1861).....	624
Letter to Edward H. Dickerman N	
Samuel Dickerman (Correspondence, 1861).....	625
Comparing Union and Confederacy at the Start of the Civil War I	
Traverse (Table, 2024).....	628

CHAPTER 40
CIVIL WAR AND EMANCIPATION

Emancipation Proclamation N	
Abraham Lincoln (Document, 1863).....	635
Gettysburg Address N	
Abraham Lincoln (Speech, 1863).....	637
Breaking That “Backbone” I	
Benjamin Henry Day (Political Cartoon, circa 1863).....	639

The Truth about Black Freedom I	
Daina Ramey Berry (Article, 2021).....	640
Emancipation: The Past and the Future I	
Thomas Nast (Illustration, 1863).....	640
Rather Die Freeman, Than Live to Be Slaves I	
David Bustill Bowser (Illustration, 1860–1870).....	641
Letter to Charles Adams from William H. Seward I	
William H. Seward (Correspondence, 1862).....	642

CHAPTER 41
THE CIVIL WAR ENDS

A Diary from Dixie N	
Mary Boykin Chesnut (Journal, 1864).....	651
Testimony on Black American Migration N	
Henry Adams (Speech, 1880).....	653
Lincoln’s Second Inaugural Address I	
Abraham Lincoln (Address, 1865).....	654
An Analysis of Lincoln’s Second Inaugural Address I	
National Park Service Staff (Article, Unknown).....	655
Abraham Lincoln: His Hand and His Pen I	
Doris Kearns Goodwin and Lillian Cunningham (Podcast, 2016).....	655
Broadsides of Lincoln’s Second Inaugural Address I	
Various (Image Set, 1865).....	656

CHAPTER 42
REBUILDING

Opinion on the Trial of Andrew Johnson N	
James W. Grimes (Document, 1868).....	666
The First Vote N	
Alfred R. Waud (Illustration, 1867).....	668
A Biography of Hiram Rhodes Revels I	
History, Art, and Archives: United States House of Representatives (Biography, Unknown).....	670

Hiram Revels Taking the Oath of Office I	
Frank Leslie’s Illustrated Newspaper (Illustration, 1870).....	671
Speech on the Readmission of Georgia I	
Hiram Rhodes Revels (Speech, 1870).....	672
The Legacy of the Reconstruction Era’s Black Political Leaders I	
Olivia B. Waxman (Article, 2022).....	673
Black American Senators I	
Traverse (Time Line, 2024).....	674

CHAPTER 43
THE LEGACY OF RECONSTRUCTION

Mississippi Black Code N	
Mississippi State Legislature (Legislation, 1865).....	680
The Man with the (Carpet) Bags N	
Thomas Nast (Political Cartoon, 1872).....	682
Songs of the Exodusters N	
Hester Hickman (Pamphlet, 1877).....	683
United States Constitution I	
United States Congress (Law, 1870).....	685
Historian Eric Foner on the “Unresolved Legacy of Reconstruction” I	
Eric Foner and Terry Gross (Radio Program, 2006).....	686
American Sketches: A Negro Congregation at Washington I	
<i>The Illustrated London News</i> (Illustration, 1876).....	687
Historically Black Colleges and Universities I	
Traverse (Time Line, 2024).....	688
40 Acres and a Mule: How the First Reparations for Slavery Ended in Betrayal I	
DeNeen L. Brown (Article, 2021).....	689

UNIT 3

The American Revolution

In Unit 3, students explore the American Revolution, including the tensions between the British and colonial governments, the colonists and the British soldiers, and the Loyalists and the Patriots. They will consider what groups supported independence from Britain, what groups remained loyal, and how people fought for their cause—either through armed resistance or civic participation. As students learn about the revolution, they will consider a range of primary documents, including the petitions and declarations that led to both the founding of the United States and war. The unit builds on the previous instruction on colonial life and sets the groundwork for students as they explore the development of the United States of America as it moved toward a government ruled by the people.



Washington Crossing the Delaware by Emanuel Leutze, 1851.



UNIT 1

Early Migrations and Exploration

2

UNIT 2

Colonial Life

64

UNIT 3

The American Revolution

148

CHAPTER 10 | Colonial Resistance

Why did some colonists resist British policies?

158

CHAPTER 11 | Colonial Unity and Action

What events led to the Revolutionary War?

174

CHAPTER 12 | The Declaration of Independence

Why did revolutionaries declare independence from Great Britain?

187

CHAPTER 13 | Taking Sides

What motivated Loyalists, Patriots, and Neutralists during the Revolutionary War?

204

CHAPTER 14 | The Revolution Expands

How did the American and British approaches to warfare impact the outcomes of battles?

217

CHAPTER 15 | Victory and Independence

How did American Patriots win the Revolutionary War?

231

UNIT 4

A New Government

246

UNIT 5

A Growing Nation

322

UNIT 6

Westward Expansion and the Industrial Revolution

408

UNIT 7

Sectionalism

514

UNIT 8

The Civil War and Reconstruction

610

UNIT PREVIEW

Before you explore the video and time line, ask students to list what they already know about the period of the American Revolution.

Online

UNIT OPENER

THE VIEW

SKILLS INSTRUCTION AND PRACTICE

FEATURED INSTRUCTIONAL SKILLS

HISTORICAL READING SKILLS

Chapter 10: Analyzing Propaganda

INQUIRY AND RESEARCH SKILLS

Chapter 11: Analyzing Cause and Effect

Chapter 12: Determining Helpful Sources

Chapter 13: Constructing Explanations

Chapter 14: Identifying and Applying Disciplinary Lenses

SPIRALED PRACTICE AND APPLICATION SKILLS

HISTORICAL READING SKILLS

- Analyzing Artifacts
- Analyzing Photographs and Artwork
- Analyzing Political Cartoons
- Analyzing Primary Sources
- Analyzing Secondary Sources

INQUIRY AND RESEARCH SKILLS

- Analyzing Historical Perspectives
- Communicating Conclusions
- Evaluating Primary Sources

1760

1765
Parliament passes the Quartering Act.

1765
The Stamp Act Congress meets.

1770
British soldiers shoot five people at the Boston Massacre.



1765

1766
The Declaratory Act clarifies that Britain has the absolute right to pass laws in the colonies.



1770



1773
Colonists gather in Boston Harbor and dump nearly 50 tons of tea into the water.

CAN'T MISS MOMENTS

CHAPTER 10 | Colonial Resistance

- 🕒 Time Tunnel: Daughters of Liberty

Primary Source: A Report on Reaction to the Stamp Act

CHAPTER 11 | Colonial Unity and Action

- 🕒 Explainer Video: The Intolerable Acts

Primary Source: Declaration and Resolves of the First Continental Congress

CHAPTER 12 | The Declaration of Independence

- 🕒 Explainer Video: Social Contract

Primary Source: Declaration of Independence

CHAPTER 13 | Taking Sides

- 🕒 Time Tunnel: Continental Army
- 🕒 Explainer Video: Black Robe Regiment

CHAPTER 14 | The Revolution Expands

- 🕒 Interactive Time Line: The American Revolution
- 🕒 Flipbook: John Trumbull

CHAPTER 15 | Victory and Independence

Primary Source: Letter to George Clinton from George Washington

- 🕒 Explainer Video: Battle of Yorktown

ENDURING THEMES

CIVICS AND CITIZENSHIP

What role has civic participation played in significant events?

Citizenship and civics, or the rights of citizens as well as their duties, were an important part of the American Revolution. In the Declaration of Independence, the Founders argued that the American colonists weren't being treated as citizens with full rights, and that it was their "duty" to overthrow the British government. In what ways did Patriots engage in civic participation as they worked toward independence? How did the British government oppose the revolutionary actions of the colonists?

GOVERNMENT

What is political legitimacy, and how is it determined?

During the American Revolution, colonists created a new national government, known as the First Continental Congress. As you learn about the American Revolution, consider what qualifies as a government. What were the parts and key features of the first American government, and what was its reason for existence? Why did Britain consider the act of forming a separate government to be an act of treason? How did the laws and policies of the British and American governments lead to war?

DIPLOMACY AND CONFLICT

How have the actions of other countries impacted the development of the United States?

Before the Patriot leaders declared independence, they extended offers of loyalty and peace to the King of England. The First and Second Continental Congresses also took diplomatic actions to avoid further armed conflict. How did these early American governments try to keep the peace? Which Patriot leaders worked toward ending the conflict between the colonies and Britain, and which wanted to encourage the conflict? How did the king and British Parliament respond to the various actions of the colonists?

CONNECTIONS

Townshend Acts and Growing Opposition

Delegates Find Their Voice

Thomas Paine's *Common Sense*

CONNECTIONS

Governing by the Continental Congress

Drafting the Declaration

The Treaty of Paris

CONNECTIONS

The Battle of Saratoga

French Allies

Other European Allies

1774

Parliament passes the Coercive, or Intolerable, Acts.

1774

The First Continental Congress meets in Philadelphia.

1776

The Second Continental Congress approves the Declaration of Independence.

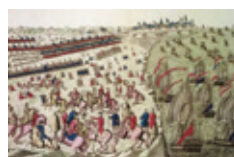
1775

British troops and colonial militia members fight the Battles of Lexington and Concord.

1775

The Second Continental Congress begins to serve as a national government for the colonies.

1780



1781

British General Cornwallis surrenders at Yorktown.

1785

CHAPTERS AT A GLANCE

CHAPTER 10 | Colonial Resistance

Why did some colonists resist British policies?

- Causes of the American Revolution
- British Policy and Colonial Resistance
- The Boston Massacre

Inquiry Compelling Question

How effective was colonial resistance before 1776?

Historical Reading Skills Instruction:
Analyzing Propaganda



CHAPTER 13 | Taking Sides

What motivated Loyalists, Patriots, and Neutralists during the Revolutionary War?

- Patriots
- Loyalists
- Neutralists

Inquiry Compelling Question

Were Loyalists united around a shared goal?

Inquiry and Research Skills Instruction:
Constructing Explanations



CHAPTER 11 | Colonial Unity and Action

What events led to the Revolutionary War?

- Boston Fights Back
- The First Continental Congress
- Early Battles

Inquiry Compelling Question

Why did the colonies form the First Continental Congress?

Inquiry and Research Skills Instruction:
Analyzing Cause and Effect



CHAPTER 14 | The Revolution Expands

How did the American and British approaches to warfare impact the outcomes of battles?

- American and British Armies
- British Victories
- Turning Points for the United States

Inquiry Compelling Question

How did people's experiences during the American Revolution differ based on economic, political, social, geographic, and historical factors?

Inquiry and Research Skills Instruction:
Identifying and Applying Disciplinary Lenses



CHAPTER 12 | The Declaration of Independence

Why did revolutionaries declare independence from Great Britain?

- The Second Continental Congress
- Drafting the Declaration of Independence
- Declaring Independence

Inquiry Compelling Question

What word or phrase from the Declaration of Independence is most significant?

Inquiry and Research Skills Instruction:
Determining Helpful Sources



CHAPTER 15 | Victory and Independence

How did American Patriots win the Revolutionary War?

- Challenges for America
- America's First Allies
- The Fighting Shifts
- The War Is Won

Inquiry Compelling Question

How did Americans with different perspectives portray the experiences of Patriot forces?

Inquiry and Research Skills Focus:
Constructing Explanations



UNIT PACING OPTIONS

■ Chapter Narrative
 ■ Chapter Summary
 ■ Chapter Inquiry

	Narrative or inquiry based on skills placement	All narratives; inquiries with skills	All narratives; all inquiries
SECTION	15 DAYS	20 DAYS	25 DAYS
UNIT INTRODUCTION	1	1	1
CHAPTER 10: COLONIAL RESISTANCE Chapter Narrative <ul style="list-style-type: none"> Causes of the American Revolution, Historical Reading Skill: Analyzing Propaganda British Policy and Colonial Resistance The Boston Massacre Chapter Inquiry and Simulation	2-3	2-3	2-3
	4	4	4-5
CHAPTER 11: COLONIAL UNITY AND ACTION Chapter Narrative <ul style="list-style-type: none"> Boston Fights Back The First Continental Congress Early Battles Chapter Inquiry and Research Skill: Analyzing Cause and Effect	5	5-6	6-7
	6		
		7	8
CHAPTER 12: THE DECLARATION OF INDEPENDENCE Chapter Narrative <ul style="list-style-type: none"> The Second Continental Congress Drafting the Declaration of Independence Declaring Independence Chapter Inquiry and Research Skill: Determining Helpful Sources	7	8-9	9-10
	8		
		10	11-12
CHAPTER 13: TAKING SIDES Chapter Narrative <ul style="list-style-type: none"> Patriots Loyalists Neutralists Chapter Inquiry and Research Skill: Constructing Explanations	9	11-12	13-14
	10		
		13	15-16
CHAPTER 14: THE REVOLUTION EXPANDS Chapter Narrative <ul style="list-style-type: none"> American and British Armies British Victories Turning Points for the United States Chapter Inquiry and Research Skill: Identifying and Applying Disciplinary Lenses	11	14-15	17-18
	12		
		16	19-20
CHAPTER 15: VICTORY AND INDEPENDENCE Chapter Narrative <ul style="list-style-type: none"> Challenges for America America's First Allies The Fighting Shifts The War Is Won Chapter Inquiry	13-14	17-18	21-22
			23
UNIT REVIEW AND ASSESSMENT	15	19-20	24-25

SCAFFOLDING AND DIFFERENTIATION

Scaffolds and differentiation provide targeted support for three levels of English language learners—beginning, intermediate, and advanced—as well as approaching- and beyond-grade-level readers. Instruction and scaffolds are differentiated based on these levels.

ENGLISH LANGUAGE LEARNERS AND APPROACHING-GRADE-LEVEL READERS

English language learners and approaching-grade-level readers receive scaffolds for every chapter, in both the narrative and Chapter Inquiry. Specific scaffolds are intentionally designed to support the needs of these learners in the social studies classroom, while other scaffolds exist as part of the many standard features in the Traverse digital platform and can be strategically utilized to support students' comprehension and engagement.

LESSON-SPECIFIC SCAFFOLDS	TECH-ENHANCED SCAFFOLDS	TEACHER-PROVIDED SCAFFOLDS
<ul style="list-style-type: none"> Paragraph frames Sentence frames Sentence starters 	<ul style="list-style-type: none"> Speaking frames Word banks 	<ul style="list-style-type: none"> Leveled text Audio with variable speed
		<ul style="list-style-type: none"> Reading comprehension strategies Reading comprehension support

BEYOND-GRADE-LEVEL STUDENTS

Differentiation for beyond-grade-level students balances the need for additional enrichment without simply providing extra assignments. Each Chapter Inquiry provides an option for teachers to increase the rigor of the Inquiry Prompt for these students.

CHAPTER	CHAPTER INQUIRY TASK	ENRICHMENT FOR BEYOND-GRADE-LEVEL STUDENTS
10	Create a visual representation.	Have students conduct research and find an additional image depicting a different method or example of colonial resistance, and include an explanation of how this image informs their answer to the Compelling Question.
11	Create an outline.	Have students locate and review one additional source written by a different revolutionary during the time leading up to the First Continental Congress to include in their outline. Examples might include: <ul style="list-style-type: none"> Samuel Adams's <i>The Rights of the Colonists</i> from 1772 Fairfax Resolves by George Washington and George Mason Suffolk Resolves by leaders in Massachusetts
12	Write two paragraphs.	Have students research to find podcast episodes that have been produced on the Declaration of Independence and consider how what they learn in these podcasts supports their answers to the Compelling Question.
13	Write and deliver a speech.	Have students provide evidence from an additional source from either the Traverse library or their own research.
14	Create a multimedia presentation.	Encourage students to choose two specific sources from the Chapter Inquiry that represent different disciplinary lenses and identify points of agreement and disagreement between those sources.
15	Complete a Venn diagram.	Ask students to choose three sources to complete the Inquiry Prompt, creating a three-part Venn diagram instead of a two-part one.

ASSESSMENT

Assessment in Traverse builds upon a repeated process that includes instruction, assessment, and review. Teachers regularly assess student progress through formative and summative measures and use the individualized data from those assessments to guide choices about instruction, review, remediation, and enrichment for all students.



1 | INSTRUCTION AND FORMATIVE ASSESSMENT

Students have repeated and consistent opportunities for formative assessment throughout each chapter.

- ✓ Vocabulary and Content Knowledge
- ✓ Primary and Secondary Source Analysis
- ✓ Historical Reading, Thinking, and Inquiry and Research Skills
- ✓ Collaborative Learning

2 | REVIEW

Use student response data from formative assessment to monitor progress and identify areas for reteaching.

- ✓ Student-Led Review
- ✓ Recursive Vocabulary Practice
- ✓ Chapter Recap
- ✓ Unit Review

3 | RETEACH

Opportunities for review appear throughout each chapter and at the end of each unit, with opportunities for student- and teacher-directed review.

TRAVERSE GRADEBOOK

Mastery of skills and standards is tracked via the gradebook, which can be sorted and viewed by assignment, standards, or key terms.

CHAPTER VOCABULARY

Vocabulary terms provide coverage of all unit standards. Students can self-assess mastery of terms in their digital accounts.

ASSESSMENT

4 | UNIT ASSESSMENT

The unit assessment can be found in the Unit Review inside your digital teacher account. From there, the digital version can be assigned to students, or a paper-based version can be printed. Have students complete the assessment digitally and use the data to monitor standards mastery and overall student progress.

PART 1

VOCABULARY AND UNITED STATES HISTORY KNOWLEDGE

QUESTIONS: 10

FORMAT: Multiple Choice

CONTENT FOCUS:

- Samuel Adams and the Sons of Liberty
- Events leading to the American Revolution
- First Continental Congress
- Battle of Bunker Hill
- Effects of issuing the Declaration of Independence
- Influence of the Enlightenment on the American Revolution
- Black Americans during the American Revolution
- The Continental Army
- Battle of Yorktown and the end of the American Revolution
- Friedrich von Steuben, Marquis de Lafayette, and European support for the American Revolution

PART 2

PRIMARY AND SECONDARY SOURCE ANALYSIS

QUESTIONS: 5

FORMAT: Multiple Choice

SOURCE SET



The Stamp Act,
Pennsylvania Journal
(1765)

CONTENT FOCUS:
The Stamp Act

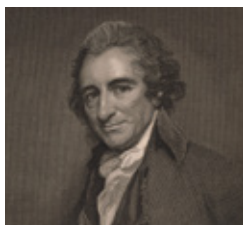
SKILL FOCUS:
Analyzing Propaganda



The Boston
Massacre, Paul
Revere (1770)

CONTENT FOCUS:
The Boston
Massacre

SKILL FOCUS:
Analyzing
Propaganda



Common Sense,
Thomas Paine
(1776)

CONTENT FOCUS:
Loyalists

SKILL FOCUS:
Analyzing Primary
Sources



Letter from Abigail
Adams to John
Adams before the
Second Continental
Congress, Abigail
Adams (1776)

CONTENT FOCUS:
Women in the
American Revolution

SKILL FOCUS:
Analyzing Primary
Sources



Boston Massacre
Oration, John
Hancock (1774)

CONTENT FOCUS:
The Boston Massacre

SKILL FOCUS:
Analyzing Primary
Sources

PART 3

HISTORICAL READING AND THINKING

QUESTIONS: 5

FORMAT: Tech-enhanced item types: Chart (Drag and Drop), Group and Sort, Cloze

CONTENT FOCUS:

- Causes of the American Revolution
- Boston Tea Party
- Second Continental Congress and the Olive Branch Petition

- Declaration of Independence
- Patriots and Loyalists

PART 4

DOCUMENT-BASED QUESTIONS

QUESTIONS: 5 + 1 (optional)

FORMAT: Multiple Choice, Multiselect, Short Answer, Group and Sort; Essay (optional)

CONTENT FOCUS: Causes of the Colonists' Victory in the American Revolution

SKILL FOCUS: Analyzing Primary Sources, Analyzing Cause and Effect

PROMPT: What events or actions caused the colonists to achieve such a stunning victory?

SOURCE SET



Washington on Valley Forge, George Washington (1778)



Christopher Marshall on Valley Forge, Christopher Marshall (1778)



Treaty of Alliance with France (1778)



Soldiers in Uniform, Jean Baptiste Antoine de Verge (1781)

WHAT'S NEXT?

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

RETEACH chapter content or skills that students have not yet mastered.

REVISE your teaching plan to provide more or less explicit instruction into a skill, topic, or source.

REGROUP students and levels of scaffolding based on progress.

12

The Declaration of Independence



Delegates voting on the Declaration of Independence, 1776.

CHAPTER OVERVIEW

CHAPTER OBJECTIVES

1. Identify the role the Second Continental Congress had in shaping the decision to pursue independence from Great Britain.
2. Describe the reasons for writing the Declaration of Independence and examine its structure.
3. Analyze the significance and consequences of the Declaration of Independence.
4. Write two paragraphs on significant language from the Declaration of Independence by identifying helpful sources.



SKILL INSTRUCTION AND PRACTICE

Chapter 12 Instructional Skill

Determining Helpful Sources

Practice and Application Skills

Analyzing Artwork
Analyzing Cause and Effect
Analyzing Historical Significance
Analyzing Primary Sources
Constructing Explanations
Evaluating Primary Sources



CHAPTER QUESTION

Why did revolutionaries declare independence from Great Britain?

CHAPTER CONTENTS

CHAPTER OVERVIEW

Chapter Narrative Instructional Resources pg. 190

PRIMARY AND SECONDARY SOURCES

Olive Branch Petition pg. 191
Declaration of Independence pg. 192
Rough Draft of the Declaration of Independence (Grievances) pg. 194
Rough Draft of the Declaration of Independence (Preamble) pg. 196
Trumbull's Declaration of Independence pg. 197
Declaration pg. 198
Letter to John Adams from Abigail Adams pg. 199

CHAPTER INQUIRY

pg. 200

CHAPTER PLANNING AND PACING

CHAPTER PACING OPTIONS

OPTION A Balanced Approach **OPTION B** Inquiry-Focused Approach **OPTION C** Narrative-Focused Approach

Suggested Grouping

WG Whole Group
SG Small Group
IND Individual

SECTION	FEATURES	OPTION A	OPTION B	OPTION C
CHAPTER NARRATIVE	Chapter Overview	DAY 1	Homework	DAY 1
	The Second Continental Congress			
	Drafting the Declaration of Independence			
	Declaring Independence	DAY 2		
	Echoes of History			
	Chapter Review	DAY 3		
CHAPTER INQUIRY	Compelling Question	DAY 3	DAY 1	DAY 3
	Skill: Determining Helpful Sources			
	Source Set	DAY 2		
	Communicating Conclusions: Construct an Argument	DAY 4	DAY 3	Homework

SCAFFOLDING AND DIFFERENTIATION



These icons identify differentiation strategies and scaffolded support for a variety of students. See the digital lesson plan for additional differentiation strategies and scaffolds.

ENGLISH LANGUAGE LEARNERS

APPROACHING GRADE LEVEL

BEYOND GRADE LEVEL

Online

A summary, audio recording, and proficiency-leveled version of this chapter are available digitally.

ENDURING THEMES



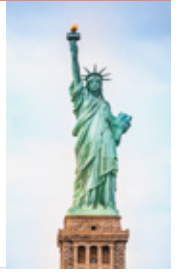
GOVERNMENT

- To what degree are established political ideas and systems fixed? In what ways are they still evolving?
- How have the founding documents and their interpretations changed over time?



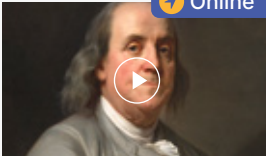
WE THE PEOPLE

- Who is the We in “We the people”?
- How has that idea changed over time?



CHAPTER MEDIA

Online



Time Tunnel
Benjamin Franklin

Online



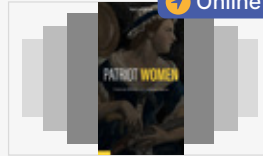
Interactive Time Line
Leading Up to the Declaration of Independence

Online



Explainer Video
Social Contract

Online



Flipbook
Patriot Women

CHAPTER SUMMARY

BACKGROUND

- The delegates to the First Continental Congress in 1774 agreed to meet again in 1775 for a Second Continental Congress.
- Many delegates were already on their way to Philadelphia for the Second Continental Congress when war broke out in Massachusetts on April 19, 1775.
- This chapter explores what happened at the Second Continental Congress and how the delegates' actions shaped what would become the United States of America.

for independence in the minds of colonists and colonial leaders. In the summer of 1776, Richard Henry Lee of Virginia proposed to the Second Continental Congress that the colonies should unite into a new nation and declare independence.

Before voting on Lee's proposal, the Congress established a committee to draft their ideas on independence. The committee was made up of five members, including **Benjamin Franklin** and **Thomas Jefferson**. Jefferson authored their document, which became the **Declaration of Independence**.

The committee drew from **Enlightenment** philosophers who had examined the basic purpose of a government. One inspiration was Thomas Hobbes, who believed in a **social contract** in which individuals enter into an agreement where the government protects them.

In 1775, colonial delegates met at the **Second Continental Congress** to address the escalating tensions with the British government. Some delegates, like **Patrick Henry**, pushed for full **independence** from Britain. But in a last attempt at peace, the Congress created the **Olive Branch Petition**. The document emphasized the colonists' loyalty to Britain and also expressed their unhappiness with the way they were being governed. The petition asked **King George III** to repeal the Tea Act, the Intolerable Acts, and other laws that had led to “open hostilities.” The Congress also voted to create the **Continental Army**. Ultimately, the king refused to read the **petition**. He hired mercenaries from Germany and prepared for war.

As opposition to Great Britain grew, campaigns sprung up to persuade more colonists to support independence. The widely read pamphlet **Common Sense** by **Thomas Paine** made the case

John Locke's ideas on “**natural rights**” also shaped the document. Other principles in the Declaration of Independence, such as the idea of **limited government**, were inspired by English laws, including the **Magna Carta** and the English Bill of Rights. The Declaration also emphasized that the people have a right to approve how their government works, an idea known as **consent of the governed**.

The Second Continental Congress voted to approve the Declaration of Independence on July 4, 1776, a date now known as **Independence Day**. The signing of the Declaration of Independence officially established the colonies as unified states. The Congress named their new country the United States of America. Colonial leaders knew that sending the document to the king would likely result in war with one of the most powerful militaries in the world.

CHAPTER NARRATIVE INSTRUCTIONAL RESOURCES

 Online

Additional resources and activities are available in your digital teacher edition.

The Second Continental Congress | What were the goals of the Second Continental Congress?



Subsection Topics

- Governing by the Continental Congress
- Congress Extends an Olive Branch

Section Vocabulary

Benjamin Franklin, Continental Army, independence, John Adams, John Hancock, King George III, Olive Branch Petition, Patrick Henry, petition, Samuel Adams, Second Continental Congress, Thomas Jefferson

DISCUSSION QUESTIONS

INTERACTIVE TIME LINE: LEADING UP TO THE DECLARATION OF INDEPENDENCE

- Why do you think the colonists sent the Olive Branch Petition? How does learning about the petition change your understanding of the American Revolution? *Answers will vary but may include that the colonists did not want to fight a powerful country like Great Britain or that they had mixed feelings about rebellion.*
- Why would the colonists send the Olive Branch Petition while also writing the Declaration of the Causes and Necessity of Taking Up Arms? *Answers will vary but may include that the writers wanted to avoid war with Britain, but they did not think the king was likely to accept the Olive Branch Petition.*
- What events were key to the United States declaring independence? *Forming the Second Continental Congress led to the debate over independence. The Olive Branch Petition was key because it was the last attempt at peace with Great Britain.*



COMMON MISCONCEPTIONS

Students sometimes assume that the Battles of Lexington and Concord represent a turning point leading straight to war.

- However, colonists tried to reconcile with King George III. Colonial leaders understood that many colonists did not want war with Britain. The British Army and Navy were more powerful than colonial militias, and Britain would have the advantage in a war. The Olive Branch Petition shows that the American Revolution was not inevitable and that there were a number of decisions that led to the Revolutionary War.
- **Extend Thinking:** How does knowledge of colonial attempts to avoid war impact your understanding of American independence?

PRIMARY SOURCE

OLIVE BRANCH PETITION

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: The Olive Branch Petition was a direct appeal to King George III, asking him to resolve the crisis between Great Britain and the colonies without further violence. It expressed the colonists' unhappiness with the administration of the colonies and asked the king to use his royal authority to repeal the statutes that had led to "open hostilities."

Purpose: The Olive Branch Petition was a final effort to prevent a war with Great Britain and appease the king.

Intended Audience: The immediate audience was King George III.

Source Considerations: This excerpt shows the willingness of the colonists to remain loyal to Britain if the king would interpose on their behalf, but the general statements do not provide detailed information about the "fears and jealousies" of the colonists or the statutes that they wanted repealed.

READING COMPREHENSION SUPPORT

ELL

Genre: Remind students that this is a petition. Explain that a petition is a written request that is signed by many people, and though we don't see the names of the individuals who signed this petition, it was signed by delegates from 12 of the colonies.

Organization: This text is a short excerpt. Students may need to be reminded that this excerpt allows them to focus on a specific section of the text, but information that might appear to be missing may exist in the complete petition.

READ, COMPREHEND, AND DISCUSS

- When and where was the document created? *It was created in July 1775 at the Second Continental Congress in Philadelphia.*
- What type of source is this? *It is a petition.*
- Why was this source written? *It was written to ask King George III to restore the relationship between Britain and the colonies and avoid further violence.*

Online option



HISTORICAL READING SKILL | Analyzing Primary Sources

What was the desired outcome of the Olive Branch Petition?

A. Correct. *An olive branch is a peace offering, and the desired outcome was to avoid war.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Drafting the Declaration of Independence | Why was the Declaration of Independence written?



Subsection Topics

- Thomas Paine's *Common Sense*
- Drafting the Declaration

Section Vocabulary

Common Sense, consent of the governed, Declaration of Independence, Enlightenment, John Locke, limited government, Magna Carta, natural right, social contract, Thomas Paine

DISCUSSION QUESTIONS

EXPLAINER VIDEO: SOCIAL CONTRACT

- What is a social contract? *Answers will vary but may include that a social contract is a kind of agreement between individuals in a society, or between a society and its leaders, that defines the rights and duties of each and includes both laws and traditions.*



Online

- How do social contracts impact daily life? *Answers will vary but may include that people need to obey the law, or that students have implicit social contracts with teachers, fellow students, family members, and other people in their community.*
- What can happen when people do not follow social contracts? *Answers will vary but may include that people who do not follow explicit social contracts, such as laws, are breaking the law and might face legal consequences, or that leaders and governments who do not protect people's rights might face rebellion.*



GOVERNMENT

- The concept of “natural rights” was part of the Enlightenment worldview, which held that nature was governed by a system of reason and order. Enlightenment thinkers, including Thomas Jefferson and other colonial leaders, used this concept to structure a government that respects the natural rights of its people.
- After the turmoil of World War II, global powers promised to protect the basic rights of individuals by signing the Universal Declaration of Human Rights in 1948. The concept of rights that are granted to humans at birth is now most commonly referred to as “human rights.”
- **Discussion Question:** How has the interpretation of natural rights reflected in the Declaration of Independence changed over time?



THE SECOND CONTINENTAL CONGRESS

DRAFTING THE DECLARATION OF INDEPENDENCE

DECLARING INDEPENDENCE

INQUIRY

PRIMARY SOURCE

DECLARATION OF INDEPENDENCE

The full text of the Declaration of Independence appears in the Student Source and Skill Companion and in the chapter narrative in your digital account. Students should focus on the Preamble as they complete the Chapter Inquiry. Two sets of Read, Comprehend, and Discuss questions appear below to facilitate these two uses.

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: The Declaration of Independence was approved by the Continental Congress on July 4, 1776. It announced the separation of the 13 colonies from Great Britain and outlined the reasons why.

Purpose: The Declaration of Independence explains the ideals of a democratic government, lists the reasons for the colonists’ decision to separate from Great Britain, and formally declares the colonies an independent nation.

Intended Audience: The immediate audience for the Declaration of Independence was King George III, colonists, and the international community.

Source Considerations: This foundational document of the United States outlines the ideals of a democratic government and lists the reasons why the 13 colonies declared independence.

READING COMPREHENSION SUPPORT

ELL

Style: The Declaration uses long, complex sentences that students may find difficult to understand. Encourage students to pause frequently and read the provided annotations.

Organization: Students may not recognize that the Declaration has three parts. Point out the preamble, the list of grievances, and the conclusion in which the colonists formally declare independence.

READ, COMPREHEND, AND DISCUSS

Full Text (Narrative)

- Who wrote this source? *Thomas Jefferson was the primary author, and other delegates revised the document.*
- Why was it written? *It was written to declare independence from Great Britain.*
- How does the authors' purpose shape the content of the source? *The source declares independence and provides justification for the act of declaring independence.*

Preamble (Inquiry)

- What are some words, phrases, or sentences that stand out from this excerpt? *Answers will vary but may include, "all men are created equal"; "Life, Liberty and the pursuit of Happiness"; "under absolute Despotism, it is their right, it is their duty, to throw off such Government."*
- Which of these words, phrases, or sentences do you think are the most significant?
- What is it about these words, phrases, or sentences that you think make them the most significant ones in the document? *Answers will vary but may include that these words or phrases have become well-known and frequently quoted today, or that they are the most powerful words or phrases.*

Online option DRAFTING THE DECLARATION OF INDEPENDENCE



HISTORICAL READING SKILL | Analyzing Primary Sources

Identify the ideals (I) and grievances (G) presented in the Declaration of Independence.

- G** 1. The king taxed the colonists without their consent.
- I** 2. People have the right to life, liberty, and the pursuit of happiness.
- I** 3. A government rules with the consent of the people.
- G** 4. The king suspended colonial legislatures.
- I** 5. All men are created equal.
- G** 6. British soldiers lived in the colonies during times of peace.

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Online option INQUIRY



HISTORICAL READING SKILL | Analyzing Primary Sources

Paraphrase each quote.

1. ". . . they are endowed by their Creator with certain unalienable Rights . . ." *All people have rights that cannot be taken away.*
2. "Governments are instituted among Men, deriving their just powers from the consent of the governed . . ." *Governments have power only because the people governed allow them to have that power.*
3. ". . . whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it . . ." *When a government doesn't protect peoples' rights, the people have the right to form a new one.*
4. "The history of the present King of Great Britain is a history of repeated injuries and usurpations . . ." *The current king of Britain has done much to harm the people he rules.*

Declaring Independence | What was the impact of colonists declaring independence?



Subsection Topics

- Significance of Declaring Independence

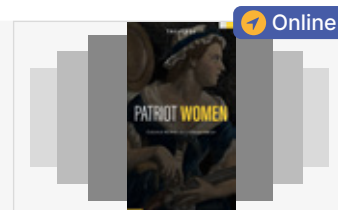
Section Vocabulary

Independence Day

DISCUSSION QUESTIONS

FLIPBOOK: PATRIOT WOMEN

- How did women play an active role in working toward independence? *Answers will vary but may include that women served as nurses, writers, soldiers, cooks, laundry workers, and activists.*
- **Inquiry Connection:** Why did Abigail Adams encourage her husband, John Adams, and other colonial leaders to “remember the ladies” as the colonies pursued independence? *Answers will vary but may include that women did not have many rights under the British government, and Abigail Adams saw independence as an opportunity to give women more power.*
- How might figures such as Abigail Adams, Sybil Ludington, and Esther de Berdt Reed inspire future generations? *Answers will vary but may include that they could inspire future generations to advocate for themselves and for others and show that women could participate in politics and the military.*



CONTEMPORARY CONNECTIONS

Much like they did during the American Revolution, women today play important roles in activist movements. For many young women, age is not a barrier to creating social change.

- In 2014, at the age of 17, Pakistani activist Malala Yousafzai became the youngest-ever recipient of a Nobel Peace Prize. Yousafzai was recognized for her efforts to expand education for girls. At 22, Amanda Gorman became the youngest inaugural poet when she performed at the presidential inauguration in 2021.
- **Extend Thinking:** What methods have women used to create social change over time?

THE SECOND CONTINENTAL CONGRESS

DRAFTING THE DECLARATION OF INDEPENDENCE

DECLARING INDEPENDENCE

INQUIRY

PRIMARY SOURCE

ROUGH DRAFT OF THE DECLARATION OF INDEPENDENCE (GRIEVANCES)

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This section from a draft of the Declaration of Independence condemns King George III for the practice of slavery in the colonies. This excerpt comes from a reconstruction of Jefferson’s rough draft put together by Julian P. Boyd in 1950.

Purpose: Jefferson wanted the African slave trade to be among the list of grievances against King George III.

Intended Audience: Jefferson’s immediate audience was the Committee of Five and the delegates at the Second Continental Congress.

Source Considerations: This source likely reflects Jefferson’s view of slavery, but more research is necessary to understand why it was not included in the final draft of the Declaration.

READING COMPREHENSION SUPPORT

Genre: Remind students that this text is a rough draft. Explain that the original is a handwritten manuscript that was reconstructed, edited, and published by a historian.

Style: Jefferson uses long sentences and dense language that students may find difficult to understand. Encourage them to use the annotation tool to practice the reading comprehension strategy of summarizing as they read.

ELL

READ, COMPREHEND, AND DISCUSS

- Whose actions does Thomas Jefferson describe in this excerpt? *He describes the actions of King George III.*
- What claims does the author make in this excerpt? *Jefferson argues that King George is responsible for the horrors of slavery in North America and that the king has encouraged enslaved people to rise up against the colonists.*
- How does the document's language indicate the author's perspective? *Answers will vary but may include that the author's words show he is strongly condemning the king's actions, or his language reveals that he believes slavery to be an immoral and degrading practice.*

🔗 Online option



HISTORICAL READING SKILL | Analyzing Primary Sources

Read this quotation from the source.

He has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating & carrying them into slavery in another hemisphere or to incur miserable death in their transportation thither.

What is the main idea of this quotation?

C. Correct. *The passage blames the king for the practice of slavery.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

SYNTHESIZING INFORMATION

- Did the delegates to the Second Continental Congress share a common goal? *The delegates, like the colonists they represented, did not share a common goal; some were eager for a war leading to independence, and others hoped to avoid war and remain British subjects.*
- What goals did the delegates hope to accomplish by sending the Olive Branch Petition? How did their goals change after sending the Olive Branch Petition? *The Second Continental Congress hoped to prevent war by sending the Olive Branch Petition. After King George refused to read the petition, the Congress prepared the army and navy for war.*
- **Inquiry Connection:** Which of the three sections of the Declaration of Independence do you think is most significant? Why? *Answers will vary but may include that the grievances section is most significant because it blames the British government for the actions that are leading the colonists to seek independence; or the third section is most significant because it states a formal declaration of independence, which is the main purpose of the document.*
- How did writing the Declaration of Independence solve a problem for the colonies? How did it create a new problem? *Answers will vary but may include that it solved a political problem by formally uniting the colonies with a common objective, and it created a new problem because the Declaration of Independence was also a declaration of war against what was perhaps the most powerful nation in the world at that time.*
- How did the text of the Declaration of Independence reflect the ideals and the grievances shared by colonists who favored independence from Britain? *Answers will vary but may include that the Declaration of Independence discussed the ideas of a social contract, natural rights, and limited government. It also listed the colonists' grievances with Britain, such as unfair taxation.*
- What do you think might be the biggest challenges facing colonists after the colonies declared independence? *Answers will vary but may include that colonists would have to prepare for war against a stronger opponent, or that those colonists who did not want war would have to choose whether to fight and whom to fight for.*

PRIMARY AND SECONDARY SOURCES

THE SECOND CONTINENTAL CONGRESS

DRAFTING THE DECLARATION OF INDEPENDENCE

DECLARING INDEPENDENCE

INQUIRY

PRIMARY SOURCE

ROUGH DRAFT OF THE DECLARATION OF INDEPENDENCE (PREAMBLE)

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This source is Jefferson's rough draft of the preamble, the final version of which is Asset 1. This excerpt comes from a reconstruction of Jefferson's rough draft put together by Julian P. Boyd in 1950.

Purpose: Jefferson outlines the ideals of a democratic government.

Intended Audience: Jefferson's immediate audience was the Committee of Five and the delegates at the Second Continental Congress.

Source Considerations: Jefferson's rough draft conveys similar ideas but uses different wording than the final draft of the Declaration. For example, Jefferson's opening reads, "We hold these truths to be sacred & undeniable; that all men are created equal & independant, that from that equal creation they derive right inherent & inalienable, among which are the preservation of life, & liberty, & the pursuit of happiness." The final opening of the Declaration reads, "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."

READING COMPREHENSION SUPPORT

ELL

Genre: Remind students that this text is a rough draft. Explain that the original is a handwritten manuscript that was reconstructed, edited, and published by a historian.

Style: Jefferson uses long sentences and dense language that students may find difficult to understand. Encourage them to use the annotation tool to practice the reading comprehension strategy of summarizing as they read.

READ, COMPREHEND, AND DISCUSS

- What is the author's perspective on the role of government? *Jefferson's perspective is that governments derive their power from people's consent, so the power rests with the people, not the government.*
- How did the circumstances in which the document was created affect its content? *Answers will vary but may include that some groups were left out, including women, enslaved people, and Indigenous people, and how this omission reflected historical perspectives of that era; or that the tense relationship with England had existed for many years, and that circumstance drove the document's purpose and content.*

🔗 Online option INQUIRY



HISTORICAL READING SKILL | Analyzing Primary Sources

Match the quote with the correct meaning.

- C. 1. "all men are created equal & independant"
- A. 2. "expunge their former systems of government."
- B. 3. "the truth of which we pledge a faith yet unsullied by falsehood."

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

SECONDARY SOURCE

TRUMBULL'S DECLARATION OF INDEPENDENCE

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This painting depicts the moment on June 28, 1776, when the first draft of the Declaration of Independence was given to the Second Continental Congress. In the central group, Jefferson gives the Declaration to John Hancock, the president of the Second Continental Congress, with the other members of the Committee of Five near him.

Purpose: Trumbull painted this scene to reflect an important moment in U.S. history. The painting was one of four Revolutionary-era scenes Trumbull created for the U.S. Congress.

Intended Audience: This painting was commissioned for display in the U.S. Capitol rotunda. Trumbull's immediate audience was senators, representatives, and visitors to the U.S. Capitol.

Source Considerations: This painting was created more than 40 years after the signing of the Declaration of Independence. Trumbull did not create a true rendering of the event. He included only images of men for whom he had an existing image to use as a basis for their likeness or who could sit for their portrait to be painted. He included some people who were not at the event because he had access to accurate images of them.

SOURCE ANALYSIS SUPPORT

ELL

Genre: In a painting, like in other forms of visual media, the artist chooses what to include in the frame. Remind students that paintings can reveal the opinions and beliefs of their creators, and that painting styles change over time.

Style: Remind students that this was painted long after the event. Encourage students to reflect on the artist's stylistic choices and how these details convey meaning.

ANALYZE AND DISCUSS

- What details do you observe in the image? *Answers will vary but may include the large crowd of people, the group in the front, and the stack of papers.*
- How do these details show the message the artist is trying to convey in the image? *Answers will vary but may discuss how the group in the back seems to be paying close attention, showing their interest in the document, or the number of people who were there, showing the importance of the event.*

🔗 Online option



HISTORICAL READING SKILL | Analyzing Photographs and Artwork

How does Trumbull portray the delivery of the Declaration of Independence in this image?

Trumbull paints an organized and united group of people receiving the Declaration of Independence. A detail from the painting that supports this is the large group in the back seated in rows watching the delivery. This tells me that they approved of the document and were eager to hear its message.

SCAFFOLDING AND DIFFERENTIATION

ELL

A word bank, sentence frame, and sentence starters for this activity are available digitally for English language learners.

SECONDARY SOURCE DECLARATION

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: “Declaration” erases text from the Declaration of Independence to create a poem. This provides a new perspective on the document and can also serve to highlight different words, phrases, or sentences.

Purpose: In a 2020 interview with *Vox* magazine, Tracy K. Smith explained, “I set out to read the Declaration of Independence and see what it might teach me about who America was and who it is.” This poem provides a different perspective on the Declaration.

Intended Audience: Smith’s immediate audience was readers of her 2018 collection of poetry, *Wade in the Water*, and anyone who read a reprint of the poem or heard it being read aloud.

Source Considerations: This poem is based on the text of the Declaration of Independence and focuses on the grievances section. This is an artistic interpretation that was created more than two centuries after the signing of the Declaration of Independence.

READING COMPREHENSION SUPPORT

ELL

Genre: Remind students that this is an example of erasure poetry. Smith created this poem by keeping only certain words, phrases, and lines from the grievances section of the Declaration.

Style: Have students focus on the poem’s use of pronouns. Explain that the poem’s message is based on the referents of this poem’s pronouns compared to the Declaration’s referents.

READ, COMPREHEND, AND DISCUSS

- What are some words, phrases, or sentences that stand out in the poem? *Answers will vary but may include* harass, plunder, destroyed, Oppressions, *and* taken Captive.
- How do these words, phrases, or sentences compare to the ones you selected when reading the excerpt from the Declaration of Independence?
- What is it about these words, phrases, or sentences that you think make them the most significant ones in the document? *Answers will vary but may include that these words or phrases are powerful and tell the story of how people felt at this time.*

Online option



HISTORICAL READING SKILL | Analyzing Primary Sources

How might this source be helpful in answering the Compelling Question?

D. Correct. *The poet’s choice of which words to keep from the Declaration reveal a modern perspective on the original document.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

PRIMARY SOURCE

LETTER TO JOHN ADAMS FROM ABIGAIL ADAMS

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: In this excerpt from a letter Abigail Adams wrote to John Adams, Abigail explains that she “longs to hear” that the Second Continental Congress has “declared” independence and reminds John to “Remember the Ladies” in the development of any new laws.

Purpose: Adams’s purpose in this letter was to communicate with her husband and advocate on behalf of women.

Intended Audience: Adams’s immediate audience was her husband, John Adams, who was a leading member of the Second Continental Congress.

Source Considerations: Abigail Adams was a strong believer in women’s rights and regularly wrote to her husband during his time in the First and Second Continental Congresses. While Thomas Jefferson is credited with writing the Declaration of Independence, John Adams was a member of the Committee of Five responsible for drafting the final version of the Declaration.

READING COMPREHENSION SUPPORT

ELL

Genre: Remind students that this is a personal letter. Abigail Adams most likely did not intend the letter to be read by anyone other than John Adams.

Vocabulary: Students are most likely unfamiliar with the word *foment*. Encourage them to use an online dictionary or thesaurus to find a synonym, such as *provoke*.

READ, COMPREHEND, AND DISCUSS

- Why did Abigail Adams write this letter to her husband? *Abigail Adams wrote this letter to her husband to encourage him to consider women’s representation in the Declaration of Independence.*
- What is a detail in the source that shows her purpose for writing? *One detail that shows this purpose is the line, “. . . it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors.”*
- How does this detail help you identify an important word or phrase in the Declaration of Independence? *Accept all reasonable answers.*

🔗 Online option



INQUIRY AND RESEARCH SKILL | Evaluating Primary Sources

Read the quotes from Abigail Adams’s letter, and match it with the right she describes.

- C.** 1. “Remember the Ladies, and be more generous and favourable to them than your ancestors.”
- B.** 2. “. . . will not hold ourselves bound by any Laws in which we have no voice, or Representation.”
- A.** 3. “If perticular care and attention is not paid to the Laidies we are determined to foment a Rebellion . . .”

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

? COMPELLING QUESTION

What word or phrase from the Declaration of Independence is most significant?

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind them that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- The Declaration of Independence
- Rough Draft of the Declaration of Independence
- Letter to John Adams from Abigail Adams

SCAFFOLDING AND DIFFERENTIATION

B

- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the Sourcing Information for examples.
- Have students research to find podcast episodes that have been produced on the Declaration of Independence and consider how what they learn in these podcasts supports their answers to the Compelling Question.

2 | SOURCE SET



DECLARATION OF INDEPENDENCE (PREAMBLE)

Genre: Document
Author: Thomas Jefferson
Date: 1776

PAGE 192



TRUMBULL'S DECLARATION OF INDEPENDENCE

Genre: Painting
Artist: John Trumbull
Date: 1818

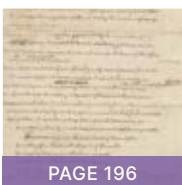
PAGE 197



LETTER TO JOHN ADAMS FROM ABIGAIL ADAMS

Genre: Correspondence
Author: Abigail Adams
Date: 1776

PAGE 199



ROUGH DRAFT OF THE DECLARATION OF INDEPENDENCE (PREAMBLE)

Genre: Document
Author: Thomas Jefferson, ed. Julian Boyd
Date: 1776

PAGE 196



DECLARATION

Genre: Poem
Author: Tracy K. Smith
Date: 2017

PAGE 198



Introduce students to the skill definition and checklist for Determining Helpful Sources by watching the first episode of *The Beat*. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class.

Use the discussion questions to gauge students' understanding.

- How do the students analyze a source for its point of view? *They look at who created the source and how their point of view connects to the Compelling Question.*
- How do you determine how a source impacts your answer to the Compelling Question? *Ask how the source affects your answer and what you still need to know.*
- How did the example of the English paper connect to the skill? *The students evaluated the point of view of multiple sources and considered their relevance to the question to determine a useful source. Then they analyzed how the source would impact the student's answer to the question.*

Explain to students that this Chapter Inquiry focuses on the skill of determining useful sources. They will get a chance to practice this skill before applying it to the Inquiry Prompt. They will also revisit the skill with a second episode of *The Beat* where the same students will model applying the skill.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in this skill:

- curious:** eager to investigate and learn or learn more
- ensure:** to make certain of
- sufficient:** describing a quantity that can fulfill a need without being abundant

Ask students to select one of the words and then use that word in a description of a historical moment.

Example:

Rebecca carefully reviewed her outline to make sure she used sufficient evidence to back her claim.

SKILL MODEL

Project *The Beat* episode and use the following questions to prompt discussion. Allow students to use the annotation tool to answer the questions before you discuss them as a class. Encourage students to use the annotation tool to note places where the students are using elements of the checklist in their conversation.

- How do the students use the point of view in the Trumbull painting to answer the Compelling Question? *The students discuss how the painting shows multiple people working together in order to create the Declaration of Independence. Therefore, the answer to the Compelling Question is We.*
- How do the students use the draft of the Declaration of Independence to answer the Compelling Question? *Since the phrase "Deriving their just powers from the consent of the governed" is in both the draft and the final document, the students conclude that it must have been an important phrase to the writers.*
- According to the students, what points of view are missing from the Declaration of Independence? *The students ask who were the behind-the-scenes people not present. This would include women and people of color.*

COMMON MISCONCEPTIONS

One misconception students may have is assuming they always need to use a specific number of sources in their response to the Inquiry Prompt.

- In general, students should use at least two different sources to ensure multiple points of view. Otherwise, the number of sources they use to support their response to an Inquiry Prompt often depends on the scope and complexity of the argument or explanation. For example, Alexia determined two sources were helpful in supporting her argument that the Declaration of Independence was written for men and not for women.

CONSTRUCT AN ARGUMENT

Remind students that effective communicators gather evidence to construct arguments. Have students use the Review and Discuss, Plan, and Respond steps to construct their argument to meet the needs of this specific assignment.

Have students use the bulleted outline as needed to create their paragraphs. Depending on the needs of your classroom, consider grouping students to provide peer feedback on their paragraphs or working with a small group who could benefit from additional support. Use these guiding questions to support students in generating ideas for their paragraphs:

- Which of the sources helped you think about the Declaration of Independence in a new way? Why?
- What is a word or phrase from the Declaration of Independence that stands out to you after analyzing that source?
- Why is that word or phrase important?

SAMPLE CLAIMS AND SUPPORTING SOURCES

Argument Stem 1	Argument Stem 2	Argument Stem 3	Argument Stem 4
<p>We is the most important word in the Declaration of Independence. The Trumbull painting shows that it was not just one person that wrote it, but instead that the Declaration of Independence was authored and signed by a group of people.</p> <ul style="list-style-type: none"> • Declaration of Independence (Preamble) • Declaration of Independence (Trumbull) 	<p>. . . <i>deriving their just powers from the consent of the governed</i> is the most significant phrase. The founders kept these words about the power of the people from the rough draft.</p> <ul style="list-style-type: none"> • Declaration of Independence (Preamble) • Rough Draft of the Declaration of Independence 	<p><i>All men are created equal</i> is the most important phrase in the Declaration of Independence. The Abigail Adams letter shows how even people that weren't in the room to sign the Declaration of Independence were part of the conversation about what it should include.</p> <ul style="list-style-type: none"> • Declaration of Independence (Preamble) • Letter to John Adams from Abigail Adams 	<p>The most important word in the Declaration of Independence is <i>repeated</i> because it captures how the document must live up to its promises today.</p> <ul style="list-style-type: none"> • Declaration of Independence (Preamble) • Declaration

SAMPLE STUDENT RESPONSE

We is the most important word in the Declaration of Independence. The Trumbull painting shows that it was not just one person that wrote it, but instead that the Declaration of Independence was authored and signed by a group of people. The Declaration itself uses the word we to argue what the most important truths are. This shows that the idea of coming together and reaching an agreement was something the authors of the Declaration cared about. In the Trumbull painting, a room filled with people is shown to express that the Declaration of Independence was truly a group effort.

In defending my claim, I found the Trumbull painting most helpful. Being able to see just how many people were in the room showed me that working together was something that mattered to the authors of the Declaration of Independence. It must have been difficult to make all of their ideas come together in one document.

