

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

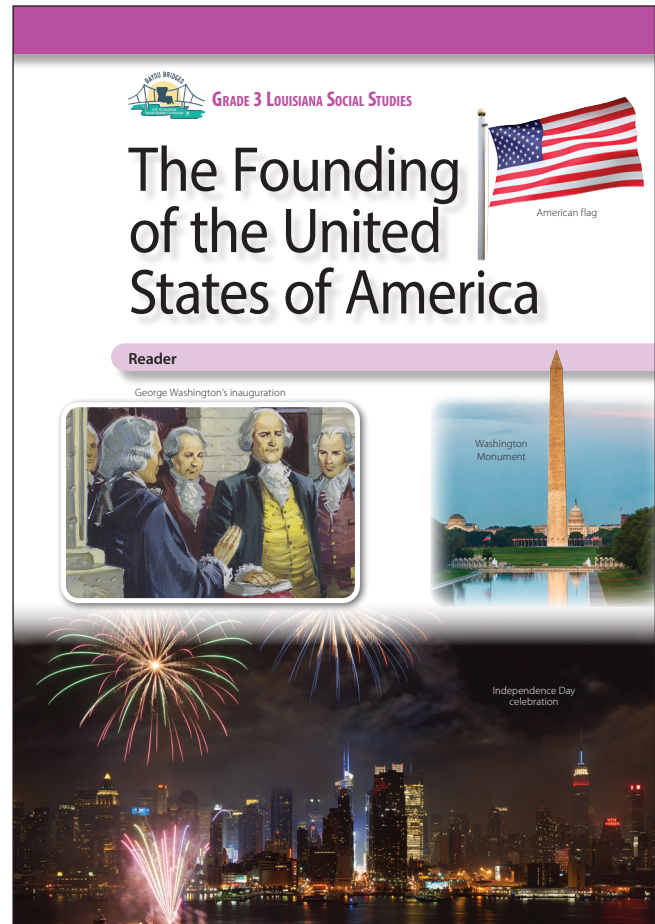
Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the founding and early years of the United States, from approximately 1763 to 1797. Their focus of study will be the Revolutionary Era through George Washington's presidency.

In this unit, students will learn about the events that led up to the American colonies' decision to break away from Great Britain and the subsequent American Revolution. They will listen in on the Constitutional Convention to see how it produced the document our government is still based on today. Finally, they will examine the precedents set by George Washington's presidency and learn how Americans honor his legacy today.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its purpose, message, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Name _____ Date _____

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SOURCE:

Name _____

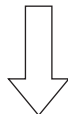
Date _____

Activity Page 1.3

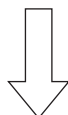
Use with Chapter 1 and Performance Task Activity

Claims and Evidence

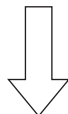
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

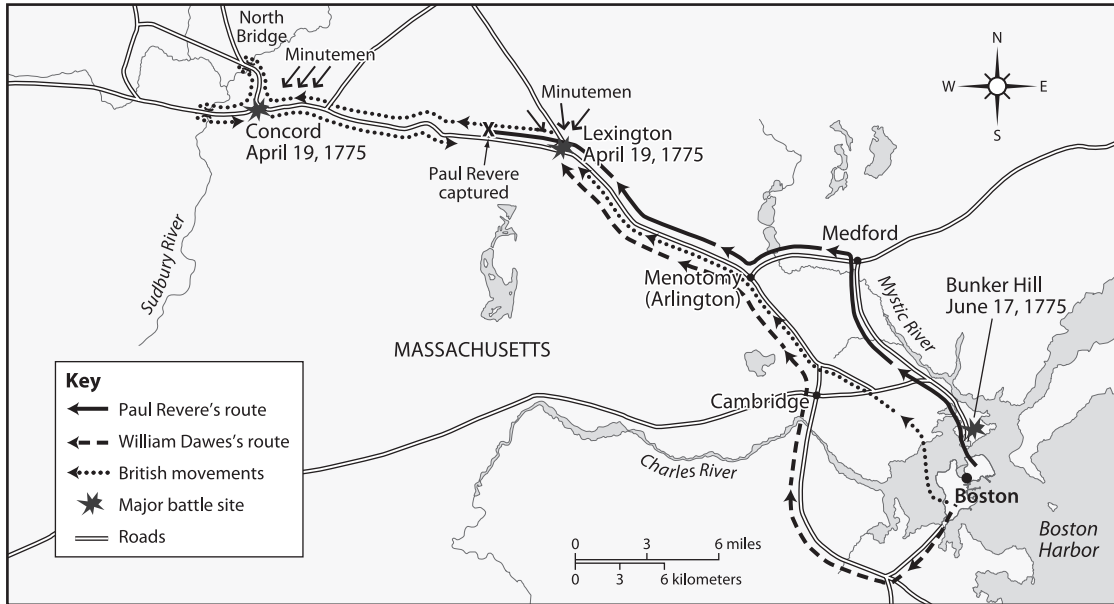
Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

The Fighting Around Boston



1. How many battle sites does the map show?

2. Where did the last of these battles occur?

3. When did the Battles of Lexington and Concord occur?

4. What were the volunteer soldiers who fought the British called?

5. Using map scale, estimate the distances of Revere's and Dawes's routes.

6. Why would a hill be strategically important as a position of power?

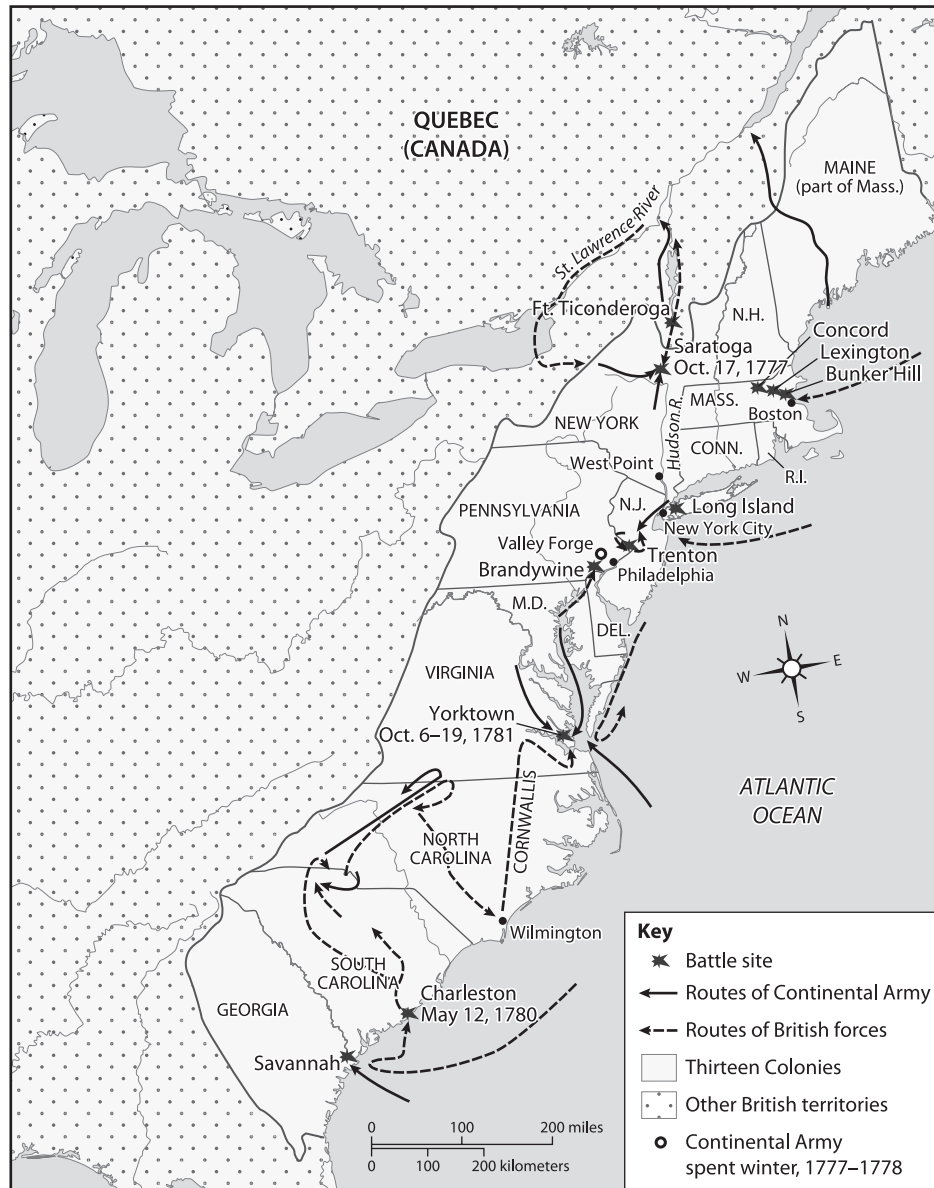
Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Major Sites of the Revolutionary War



1. Where were the sites from the three major battles that took place near Boston, Massachusetts, at the beginning of the Revolutionary War?

2. When did the Battle of Saratoga take place?

Name _____

Date _____

Activity Page 1.5 (continued)

Use with Chapter 1

3. In what small town northwest of Philadelphia did the Continental Army spend the winter of 1777–78?

4. What map symbol is used to indicate the routes taken by British forces?

5. About how many miles (as the crow flies) did Cornwallis’s troops have to cover when they marched north from Wilmington, North Carolina, to the outskirts of Yorktown, Virginia?

6. What feature on the map helps you figure out the distance between two or more points?

7. Which two cities did the Continental Army approach via the water?

8. Where did the last major battle of the Revolutionary War take place from October 6 through 19, 1781?

Name _____

Date _____

Activity Page 1.6

Use with Chapter 1

Domain Vocabulary: Chapter 1

Choose words from the box to complete the sentences.

colony	declaration	delegate	immigrant	militia
monarchy	pamphlet	parliament	petition	policy
republic	revolution	self-government	tax	

1. King George III was the head of the British _____.
2. The colonists objected to the Stamp Act's _____ on paper goods.
3. A _____ is a representative body similar to the United States Congress.
4. George Washington was a _____ to the First and Second Continental Congresses.
5. Before the Continental Army existed, each _____ defended itself with its own _____.
6. Delegates knew they were starting a _____ by signing the Declaration of Independence.
7. The Second Continental Congress sent King George III a _____ that asked for more colonial rights.
8. The king ignored the colonists' _____ of loyalty.
9. Thomas Paine wrote a _____ called *Common Sense*.
10. In the United States, any _____ can take part in the system of _____ if they become a citizen.
11. In a(n) _____, the people elect others to represent them in government.
12. Colonists objected to the _____ that made them pay taxes to support British wars.

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Classroom Constitutional Convention

Fill in the following chart to come up with your own classroom government.

Leader(s)	How many?	How are they selected?	Powers and responsibilities	How are responsibilities divided?
Checks	Who checks the leaders' power?		How are checkers selected?	
Students	Who can be in government?	Who can be a leader?	Student rights	Does everyone have the same rights?

Name _____

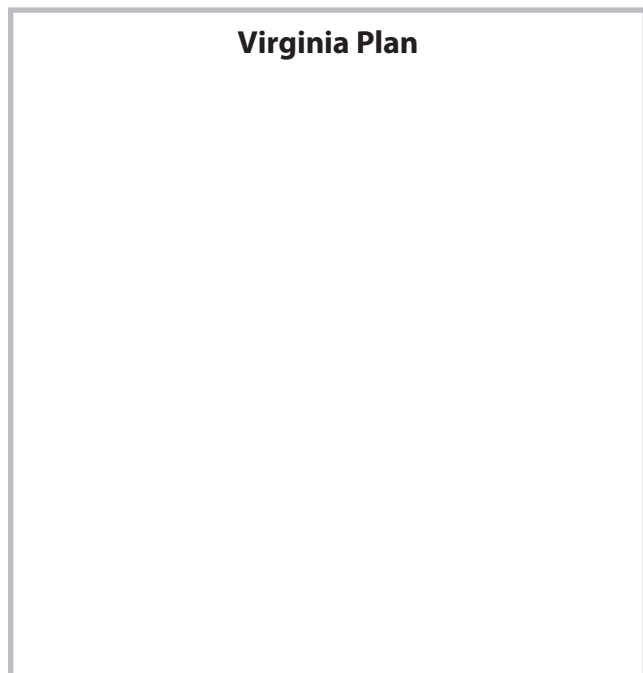
Date _____

Activity Page 2.2

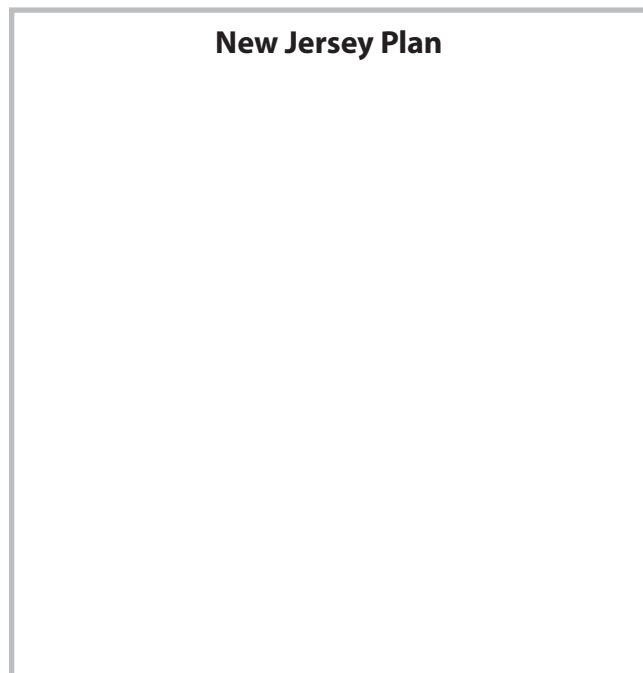
Use with Chapter 2

Comparing the Plans

Virginia Plan



New Jersey Plan



The Great Compromise



Name _____

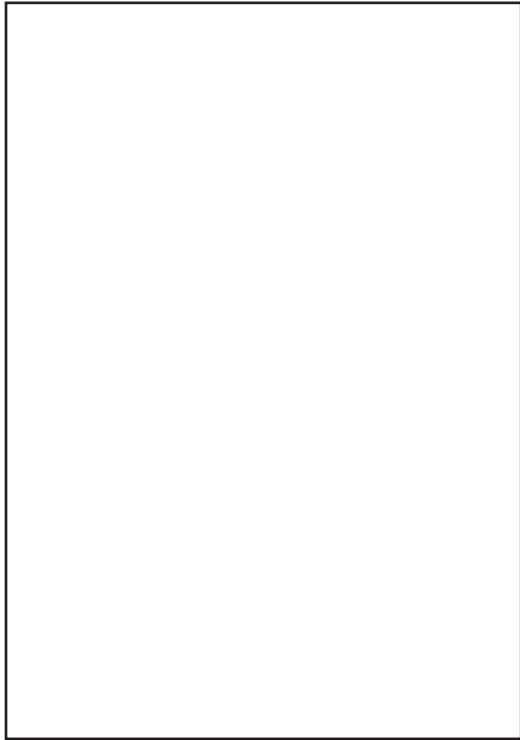
Date _____

Activity Page 3.1

Use with Chapter 3

The Father of Our Country

George Washington is considered the “Father of Our Country” for many reasons. Create a baseball card for George Washington that details all of the “stats” that helped make him the “Father of Our Country.” Include details about Washington’s character and personality, as well as his major accomplishments before and during the American Revolution. Draw an illustration of George Washington in the box provided.



George Washington

Birthday: February 22, 1732

Home Colony: _____

Character:

Achievements Before the American Revolution:

Achievements During the American Revolution:

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 2–3

For each word, write the letter of the definition.

- | | | |
|-------|-------------------|--|
| _____ | 1. unalienable | a) a group of states joined together by a formal agreement |
| _____ | 2. right | b) relating to a system of government in which the national government shares power with other levels of government, such as states; can also refer to national government |
| _____ | 3. confederation | c) freedom |
| _____ | 4. neutral | d) the act of stepping down from or leaving a job |
| _____ | 5. compromise | e) an example for future actions or decisions |
| _____ | 6. oath of office | f) a pillar carved from a single piece of stone with a square base and a pyramidal top |
| _____ | 7. obelisk | g) unable to be taken away or denied |
| _____ | 8. resignation | h) a promise made by a government official to obey the law and fulfill the responsibilities of the job |
| _____ | 9. precedent | i) an agreement reached when each side gives up some of what they want to end a disagreement |
| _____ | 10. federal | j) approval or agreement |
| _____ | 11. inauguration | k) not helping either side in a conflict |
| _____ | 12. liberty | l) a formal ceremony at the start of a term of office |
| _____ | 13. consent | m) a legal promise |

Assessment: Chapter 1—*The Declaration of Independence and the American Revolution*

A. On your own paper, write the letter(s) that provide the best answer.

1. Which event in 1773 led to the Intolerable Acts? **(3.1)**
 - a) Battle of Trenton
 - b) Boston Tea Party
 - c) Battles of Lexington and Concord
 - d) First Continental Congress meets

2. Which statement best explains a reason why Parliament passed the Stamp Act? **(3.1)**
 - a) to help the United States pay off war debt
 - b) to lower the cost of sending letters
 - c) to help start the American Revolution
 - d) to raise the cost of sending letters

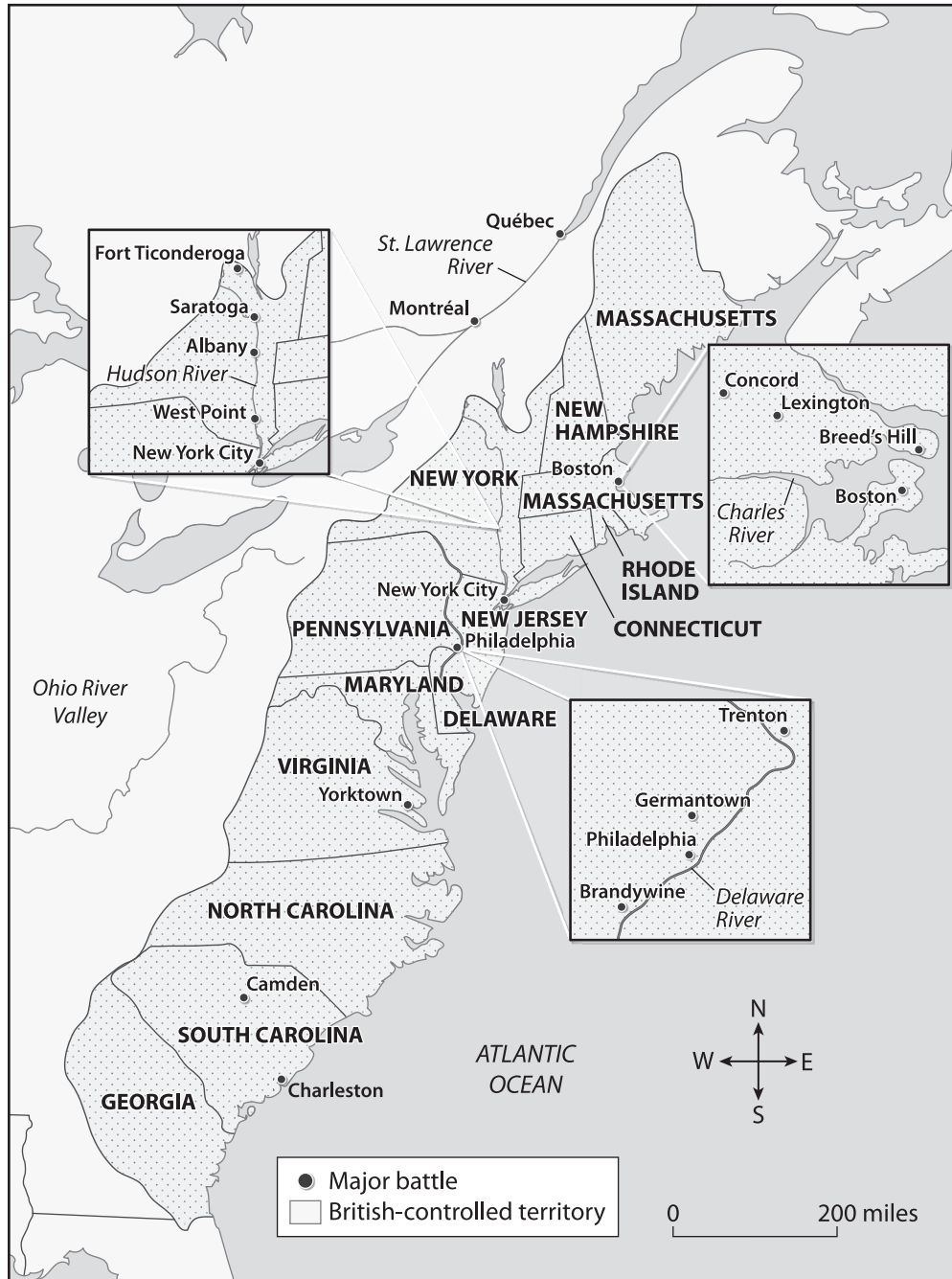
Use the image to answer questions 3 and 4.



- 3.** Why did American colonists decide to take the action shown in the image? **(3.2)**
- a)** They did not like British tea.
 - b)** They were angry about taxes.
 - c)** They thought the boxes held weapons.
 - d)** They wanted to punish British ship captains.
- 4.** How did Parliament respond to these actions? **(3.2)**
- a)** It increased taxes on British tea.
 - b)** It agreed to some of the colonists' demands.
 - c)** It passed laws that punished the people of Boston.
 - d)** It fired British ship captains for losing British property.
- 5.** What is the main way George Washington helped the Revolution? **(3.6.a)**
- a)** He led the Continental Army.
 - b)** He founded Washington, D.C.
 - c)** He fought at the Battles of Lexington and Concord.
 - d)** He wrote the Declaration of Independence.
- 6.** Why is July 4 celebrated in the United States? **(3.6.b)**
- a)** It is the day that Thomas Paine published *Common Sense*.
 - b)** It is the day that the British surrendered to the Continental Army.
 - c)** It is the day that the First Continental Congress met in Philadelphia.
 - d)** It is the day that the colonies adopted a declaration of independence from Britain.

Use the map to answer questions 7 and 8.

Major Battles of the American Revolution



7. After which battle shown on the map did the American colonies form an alliance with France? (3.2)
- a) Trenton
 - b) Concord
 - c) Saratoga
 - d) Yorktown

8. During which battle did the British surrender and end the war? (3.7)

- a) Boston
- b) Yorktown
- c) Philadelphia
- d) Lexington

9. Use the image to answer the question.



What do the stripes of the American flag represent? (3.6.c)

- a) each of the thirteen original colonies
- b) the lives lost during the American Revolution
- c) the men who wrote the Declaration of Independence
- d) the United States' former relationship with Great Britain

10. Use the following passage from the Declaration of Independence to answer the question.

We hold these truths to be self-evident [easily seen], that all men are created equal, that they are endowed [given] by their Creator with certain unalienable Rights [rights that cannot be taken away], that among these are Life, Liberty and the pursuit of Happiness. —That to secure [protect] these rights, Governments are instituted among Men, deriving [getting] their just powers from the consent [approval or agreement] of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter [change] or to abolish [get rid of] it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect [bring about] their Safety and Happiness.

According to the Declaration of Independence, what does every person have a right to? Select the **three** correct answers. (3.3.a, 3.11)

- a) life
- b) peace
- c) liberty
- d) money
- e) government
- f) pursuit of happiness

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Explain two different causes of the American Revolution. (3.4, 3.4.a, 3.4.b, 3.4.c)

Assessment: Chapter 2—The Constitutional Convention

A. On your own paper, write the letter that provides the best answer.

1. Which document organized the first version of the United States government? (3.7)
 - a) Constitution
 - b) Bill of Rights
 - c) Articles of Confederation
 - d) Declaration of Independence

2. According to James Madison, what was the main flaw with the original U.S. central government? (3.10)
 - a) It did not protect people's rights.
 - b) Congress did not have enough power.
 - c) It could not protect the country from outsiders.
 - d) The states could not make their own decisions.

3. What document is James Madison given most credit for? (3.2)
 - a) Constitution
 - b) Bill of Rights
 - c) Articles of Confederation
 - d) Declaration of Independence

4. What did the Virginia Plan propose? Select the **three** correct answers. (3.10, 3.11)
 - a) The new constitution should include a bill of rights.
 - b) States should be responsible for funding the military.
 - c) The central government should provide for the people's welfare.
 - d) The central government should protect against foreign enemies.
 - e) The central government's powers should be divided among three branches.
 - f) The central government should have more power than under the Articles of Confederation.

5. Which describes a federal system of government? (3.10.c)
 - a) Power is divided between the central government and the states.
 - b) Power is held by the voting public and government leaders.
 - c) Power is held only by the central government.
 - d) Power is held only by individual states.

6. Which are specified by the Constitution drafted at the Constitutional Convention? Select the **two** correct answers. (3.10, 3.11)
- a) the process of electing leaders
 - b) that all people are created equal
 - c) the structure of the state governments
 - d) the structure of the central government
 - e) the rights held by citizens of the United States
7. Use the image to answer the question.



Which amendment gives you the right to say what you think without the government interfering? (3.3.a, 3.10.e, 3.11)

- a) Fifth Amendment
- b) First Amendment
- c) Eighth Amendment
- d) Tenth Amendment

8. Why does the Constitution call for separation of powers? (3.10, 3.11)
- a) to balance work evenly among branches of government
 - b) to keep government leaders from staying in their positions too long
 - c) to prevent a single branch of the government from becoming too powerful
 - d) to keep state governments and the central government from sharing duties
9. What happens if a state law disagrees with the Constitution? (3.10.c, 3.11)
- a) A new law is created.
 - b) The state law is followed.
 - c) The Constitution is followed.
 - d) The Constitution is amended.

10. Use the following passage from the preamble to the Constitution to answer the question.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility [peace], provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity [descendants], do ordain and establish this Constitution for the United States of America.

Which phrase from the preamble tells the reader that the government gets its power to make laws from the people? (3.10.d, 3.11)

- a) "provide for the common defense"
- b) "We the People of the United States"
- c) "in Order to form a more perfect Union"
- d) "do ordain and establish this Constitution"

- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Evaluate the claim that the Founders of the United States set the standard for civic duty that still guides Americans today. Provide evidence from Chapter 2 that supports the claim or proves the claim wrong. (3.2, 3.4, 3.4.a, 3.4.b, 3.5, 3.13)

Assessment: Chapter 3—The First President

A. On your own paper, write the letter that provides the best answer.

1. In what year did George Washington become president? (3.6.a)
 - a) 1776
 - b) 1781
 - c) 1787
 - d) 1789
2. Where did Washington first serve his presidency? (3.6.a)
 - a) Washington, D.C.
 - b) Mount Vernon, Virginia
 - c) New York City, New York
 - d) Philadelphia, Pennsylvania
3. Who was George Washington's vice president? (3.6.a)
 - a) John Adams
 - b) James Madison
 - c) Thomas Jefferson
 - d) Alexander Hamilton

Use the image to answer questions 4 and 5.



4. Which statement describes the role of George Washington? (3.3.a)
- a) He led the U.S. Navy for a lifetime term.
 - b) He argued against the Bill of Rights.
 - c) He wrote the Bill of Rights.
 - d) He was the first president of the United States.
5. What is the purpose of the president's cabinet? (3.6.a)
- a) to represent the interests of individual states
 - b) to take notes for the president during meetings
 - c) to write laws that the president can present to Congress
 - d) to advise the president on matters of national importance
6. Which precedents did Washington set while in office? Select the **three** correct answers. (3.6.a)
- a) vetoing new tax laws
 - b) enforcing federal laws
 - c) refusing to run for a third term
 - d) being called "Your Excellency"
 - e) making presidential decisions alone
 - f) creating the first cabinet
7. Why did Washington leave the presidency in 1797? (3.6.a, 3.10.d)
- a) He was following the rules of the Constitution.
 - b) He did not want to be viewed as a monarch.
 - c) He lost the 1797 election to John Adams.
 - d) He died while still serving as president.

Use the image to answer questions 8 and 9.



8. What is this structure called? (3.6.d)

- a) Washington Monument
- b) Jefferson Memorial
- c) Independence Hall
- d) National Mall

9. Why was the Washington Monument built? (3.6.d)

- a) to honor the first president of the United States
- b) to celebrate the ratification of the U.S. constitution
- c) to celebrate the United States's 100-year anniversary
- d) to celebrate the end of the Articles of Confederation

10. Use the following passage from President Washington's Farewell Address to answer the question. (3.3.a)

Citizens by birth or choice, of a common country, that country deserves your affections. The name of American, which belongs to you, must always respect the just pride of patriotism more than any label that reflects local connections.

With slight shades of difference, you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together. The independence and liberty you possess are the work of joint councils and joint efforts—of common dangers, sufferings, and successes.

What issue might George Washington have been addressing with this speech?

- a) the division of Americans into political parties
- b) the election of the next United States president
- c) the calls for the United States to join foreign wars
- d) the colonies' decision to separate from Great Britain

B. On your own paper, write a well-organized paragraph in response to the following prompt.

State a reasonable claim about how George Washington's actions during his presidency still affect American government today. Then support or refute your claim with evidence from Chapter 3.

(3.2, 3.4, 3.4.a, 3.4.c, 3.5, 3.6.a)