

 **POWER BASICS**<sup>®</sup>

# United States History

**Teacher's Guide**

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# Unit 2: Development of the Nation I

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This unit presents the development of the United States from the early 1800s through the post-Civil War years. Lesson 5 examines the causes, events, and results of the nation's westward expansion. Lesson 6 examines the causes, events, and results of the Civil War, including the postwar Reconstruction era.

## Lesson 5—Westward Expansion

**Goal:** To identify the causes, events, and results of the westward expansion of the United States

### WORDS TO KNOW

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Alamo	Lone Star Republic	nomadic
annex	Louisiana Purchase	Northwest Territory
California Gold Rush	Manifest Destiny	Oregon Country
Canal Era	merchant vessels	prospector
Forty-niners	Mexican Cession	reservation
free state	migration	Seward's Folly
frontier	Missouri Compromise	territory
Gadsden Purchase	Monroe Doctrine	Treaty of Ghent
Homestead Act	nationalism	War of 1812
homesteader	neutral	westward expansion

## Lesson 6—The Civil War and Reconstruction

**Goal:** To identify the causes, events, and results of the U.S. Civil War

### WORDS TO KNOW

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abolitionists	Civil War	Fifteenth Amendment
agricultural	Confederate States of America	Fourteenth Amendment
black codes	economy	Freedmen's Bureau
blockade	Emancipation Proclamation	Gettysburg Address

impeach	Radicals	sovereignty
industrial	Reconstruction	stalemate
invasion	Republican Party	suffrage
Ku Klux Klan	secede	tariffs
nullify	servitude	Thirteenth Amendment
plantations	siege	Yankees

### Notes on Application Activities in Student Text

Activity	Skills Applied	Product(s)
These Honored Dead	applying information, preparing a written presentation	speech
On the Trail	preparing a written presentation	letter
Point of View	working with others, gathering information, preparing a written presentation	role-play, written analysis

### Additional Activity Suggestions

- Ask students to recite the words of the “Star Spangled Banner.” Write the words down on the board, or hand out copies of the lyrics to the class. Explain that the song was written by Francis Scott Key during the War of 1812. Help students understand what the words mean and how they reflect the spirit of the United States.
- One of the most courageous regiments of the Civil War was the Massachusetts 54th, a regiment of African American soldiers led by Robert Gould Shaw. The movie *Glory* is based on the experiences of the 54th. If you have access to a VCR or a DVD player, show this movie to your class. Then have students discuss the challenges that faced African American soldiers during the Civil War.
- Invite students to take turns “orating” the Gettysburg Address by Abraham Lincoln. Then ask them to paraphrase the address to show that they understand its meaning. Ask them why this address stands out so dramatically as a symbol of the Civil War.



### Differentiation

- Learners with an interest in music will discover that many traditional (as well as commercial) songs can be used to form a record of American history. Suggest that they refer to songbooks from various periods and prepare a written program of songs from the Civil War period. Two sources students might use are *Rise Up Singing* (Sing Out Corporation, Bethlehem, PA) and the *Fireside Book of Folk Songs* (Simon and Schuster).

# Cause-and-Effect Map

Write one cause in each oval. Write its effects in the rectangle that is connected to the oval.

**Cause**

**Effect**

