Social Studies 5 A

In this course, the student will trace United States history from the pre-Columbian (before 1492) period to the War of 1812. This course takes both a thematic and chronological approach to U.S. history. The course begins by describing the geography and culture of the United States. The course emphasizes the struggles and triumphs in our nation’s history. Biographies, short stories, primary sources, and songs highlight the roles that individuals have played in the economic, social, and political growth of our nation. The course textbook is Scott Foresman’s *The United States*. Textbook features such as Citizen Heroes, Issues and Viewpoints, Then and Now, and Here and There help build skills of historical analysis. Multimedia resources, including Teachlet® tutorials, videos, and interactive websites, enhance and support the content. The student will learn geographic concepts such as place, location, and human interaction with the environment. Geography skills lessons are incorporated throughout the course.

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Course Directions and Tips

Textbook Reading tips
Students have different needs for reading and understanding social studies content. Independent readers may rely on less guidance for reading assignments, while other readers need more structured reading and discussion activities. Please choose from the following reading strategies that best support your student’s needs.

- You may want to have your student read specific passages of a section out loud to help build fluency.
- Auditory learners may benefit from having sections read to them.
- Remind students to pay attention to the highlighted words (vocabulary) and subheadings.
- Ask student to explain how the pictures and/or diagrams connect to the reading.
- If students have trouble putting together the big picture or main idea, review the Quick Summary of the section in the Teach and Discuss section of the Lesson Guide.

Workbook Activities
The Workbook provides review activities for students. These activities are never graded. Completed workbook activities may be used as review guides for quizzes and unit tests.

Extension Activities
There are a variety of optional extension activities. Choose the activities that best support your student’s individual needs. Review assignments help to build skills and comprehension. Enrichment activities provide opportunities for students who need additional challenges to research topics in greater depth. For additional enrichment opportunities use the Write About History section in each Chapter Review.

Activities
The Learning Coach documents feature Teach and Discuss review questions for most textbook reading assignments. These questions support essential skills such as identifying main ideas, applying knowledge, making predictions, and analyzing information. Depending on your student’s needs you may want to use some or all of the questions.

Portfolios
Each unit requires your student to complete one portfolio assessment to demonstrate learning. Portfolio assessments highlight creative expression and writing skills. It is recommended that you review the requirements prior to the day it is due. Some portfolio assessments are completed over more than one lesson. Look for the lessons with the portfolio icons to prepare for the assessments.

Note: Due to the dynamic nature of the online learning environment, changes may occur within a course. The online version represents the most current content for each course.

Constitution Day (L)
Objectives:
- Explain the role of Independence Hall in United States history
- Explain the importance of the Declaration of Independence and the Constitution

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview To activate prior knowledge, ask your student what he knows about the Constitution of the United States. Tell him that the brochure shown on pp. E14–E15 highlights the building where the Constitution and other important documents were signed.

Ask your student what was so remarkable about the men who signed the Declaration of Independence. Have him suggest reasons why the meeting in Philadelphia was risky.

Key Words
Constitution
documents
republic

Instruction
You may want to view the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. **What is a constitution?** a written guide for a government
2. **What was the purpose of the Constitutional Convention?** to revise the Articles of Confederation because they were not serving their purpose
3. **What problems with the Articles of Confederation did James Madison mention in the movie?** The Articles were too weak. They did not contain the political principles to govern a country.
4. **What problems with the Articles of Confederation did Alexander Hamilton mention in the movie?** Congress has no power. There is no central court system. There is no central leader.

Activity
Your student will read pp. E14–E15. You may wish to use all or some of the following Teach and Discuss questions to guide his reading.

Teach and Discuss

Map Study Have your student use the maps on p. E15 to locate Pennsylvania and Philadelphia.

*What is the Declaration of Independence and when was it signed?* The document in which the American colonies declared themselves free from British rule; 1776

*Why do you think Independence Hall is called the birthplace of the United States?* Possible answers: The government of the new nation was created there; the American colonies first declared themselves free from British rule there; the Constitution was written and signed there.

*Why is the Constitution considered such an important document?* Possible answers: It explains the rules, rights, and responsibilities of the U.S. government and its people; it provides the foundation for the laws of our nation and helps protect the freedoms of its citizens.

*What is a republic?* A form of government in which people vote to choose their leaders

FYI Social Studies Background
Independence Hall
- The Pennsylvania State House came to be known as “Independence Hall” after the American Revolution.
- Independence Hall was home to the Liberty Bell for more than 200 years. After the bell cracked, it was on display in the foyer before being moved to its own building across the street.
- Signing the Declaration of Independence was considered treason by the British. At that time, treason against the British crown was punishable by death.

Review
Discuss the importance of the Declaration of Independence. How would our lives be different if the colonies had not declared their independence?

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:
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- this lesson and all prior lessons in this unit
- this unit
- the entire course

Unit 1: Early Life, East and West
In this unit, your student will learn about the migration of large groups of people many years ago. He will focus on how past Native American and European groups moved to and settled in different regions throughout the Americas. He will also understand those factors that encouraged Europeans to travel to unknown, distant places, far from Europe.

Objectives:
- Describe settlements in North America prior to European settlement
- Explain how Native American groups adapted to their environment
- Describe the cultural characteristics of Native American groups in North America
- Describe trade between Europe, Africa, and Asia
- Identify course of events that sparked European exploration

Lesson 1: Migration to the Americas
Objectives:
- Explain why and how early people migrated from Asia to the Americas
- Describe how the first Americans lived during the Ice Age
- Identify how the way of life of the first Americans changed as the climate became warmer

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Lesson Guide (Coaching Guide):
Getting Started

Introduce and Motivate
Preview
Ask you student what he thinks life would be like without the modern conveniences that he has today. Tell your student that he will learn what life was like for early people in the Americas as he reads the lesson.

Instruction
You may want to view the Discovery Education™ streaming movie about the Ice Age with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. How quickly did glaciers spread across Earth’s surface? Glaciers moved as much as 10 feet a day.
2. **What was one factor that contributed to the cooling of Earth’s surface?** The ice reflected much of the sun’s rays causing the heat to be reflected back into space and causing the temperatures to remain frigid.

You may want to view the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. **How did the Ice Man travel up mountains?** The Ice Man used an ax to penetrate the ice and help him climb mountains.

2. **Why is it difficult to trace the history of someone like the Ice Man?** It is difficult because of the lack of written records, cities, or systems of government.

3. **What items were found with the frozen 5,300-year-old skeleton? What do these items suggest about the lifestyle and experiences of the Ice Man?** Items included a copper ax, a bow and arrow, leather shoes, and goatskin leggings.

**Activity**

Your student will read pp. 54–57 of the textbook. You may wish to use all or some of the following **Teach and Discuss** section to guide his reading.

**Teach and Discuss**

**Moving to the Americas**

**Quick Summary** Scholars believe that during the Ice Age people and animals moved from Asia into North America by crossing a land bridge.

**Review:** What details explain how a land bridge might have made it possible for people to migrate to the Americas from Asia? The Bering Strait is narrow and became more shallow during the Ice Age. A land bridge was uncovered when the level of the oceans dropped.

**Ways of Life**

**Quick Summary** Early people used tools made from stones and bones to hunt animals for food, clothing, and shelter.

**Review:** Summarize how early Americans used the animals they killed. Early people used animals for food, shelter, clothing, and tools.

**Changing Way of Life**

**Quick Summary** When some Ice Age animals became extinct, people were forced to hunt for smaller animals and gather plants to eat.

**Review:** How did the way of life change when the climate became warmer? People had to find different food sources, such as smaller animals and plants.

Your student will complete p. 15, Migration to the Americas, in the workbook.

**Review**

Review the answers to the workbook activity with your student. Please refer to the Answer Key section of the Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
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- this unit
- the entire course
Assessment Tip: The portfolio assessment in Unit 1, Lesson 12 asks your student to write a paragraph comparing the invention of the printing press and the computer. You may wish to review the directions now, if you would like to prepare in advance for the assessment. You may want to have your student work on different parts of the assessment before Lesson 12.

**Compare and Contrast: The Printing Press and the Computer**

How did Johann Gutenberg's invention of the printing press affect the spread of ideas and knowledge in the 15th century? Your student will compare Gutenberg's invention and its effects with the computer (Internet, e-mail) and its effects on the ways we communicate today.

If your student needs additional information on either the printing press or the computer, links are included in Lesson 12. Reading information from the websites is optional. The student may also use the textbook to find supporting details for his paragraph.

It is recommended that your student take notes on the topic prior to writing the paragraph. You may wish to recommend that he use a Venn diagram, chart, or index cards to record the facts he will include in his paragraph.

Estimated time for completing the paragraph is 30 minutes.

**Hint:** If your student has trouble organizing information for a compare and contrast paragraph, remind him of clue words that help to show comparison relationships. For example, *similar to*, *as*, *alike*, and *both* signify a connection between two topics. The words *different from*, *unlike*, and *but* show a contrast between two topics. Encourage your student to incorporate clue words into his writing.

**Modification:** If your student has answered the question, but needs support writing his answer, you may wish to allow him to dictate a response.

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**Lesson 2: Chart and Graph Skills**

**Objectives:**
- Interpret information about the climate of a place
- Interpret information in a graph

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**Lesson Guide (Coaching Guide):**

**Getting Started**

**Introduce and Motivate**

**Preview** What is a climograph? Ask your student how future historians or geographers might use climate information to study our time. *(Possible answer: It might help historians learn how people lived in the past.)* Then have your student read the **What?** section of the text on p. 58 to help set the purpose of the lesson.

Why use climographs? Have your student read the **Why?** section of text on p. 58. Ask him what a climograph of his community might look like.

**Instruction**

Now watch the Discovery Education™ *streaming* movie with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. **When is it useful to use a pie graph or chart?** A pie graph can be used when...
comparing individual sections of something to the whole.

2. What type of graph has a horizontal axis and a vertical axis? **Bar graph**

3. What does a picture or icon on a symbol chart represent? **It represents a number or quantity.**

**Activity**

Your student will read pp. 58–59 in the textbook. Then he will complete the Think and Apply questions on p. 59. You may wish to use the following **Teach and Discuss** questions to guide his reading.

**Teach and Discuss**

1. **Which month is the coldest, on average, in Nome, Alaska? How do you know?** February; that point is the lowest temperature shown on the graph.

2. **The range is the difference between the largest and smallest numbers in a set of data. What is the range of average monthly temperatures in Nome, Alaska?** About 45°F.

3. **Does Nome, Alaska, receive more precipitation in the summer or winter? Explain.** In the summer, the precipitation figures for June, July, August, and September are one inch or more. The figures for December, January, February, and March are less than one inch.

4. **Which two months are the wettest in Holyoke, Colorado? How do you know?** May and June; the bars for these two months are taller than for any other months. They are over three inches.

**Review**

Now review the answers to the Think and Apply questions with your student.

**Think and Apply Answers**

1. Average temperature and precipitation
2. January, February, March, April, May, June, October, November, and December
3. August
4. Warmest: July; wettest: May

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

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- this unit
- the entire course

**Lesson 3: Early American Cultures**

**Objectives:**

- Explain why early people living east of the Mississippi River built mounds
- Explain how the Anasazi were able to farm in the desert
- Identify ways the Inuit adapted to life in the cold climate of the Arctic

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**Lesson Guide (Coaching Guide):**

**Getting Started**

**Preview** To activate prior knowledge, ask your student what he learned in Lesson 1 about the kinds of homes in which people of different ancient cultures lived. Tell your student that he will learn more about the ways of life of three different cultures as he reads today's lesson.
**Instruction**

You may want to view the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. **Why was Cape Dorset a good place for the Inuit to settle?** Because it is open to the sea, the people of Cape Dorset can fish all year.

2. **Toys had a special purpose for Inuit children. What was it?** Toys were used to teach children the skills they would need as adults, such as hunting for food.

You may want to view the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. **What led the Anasazi to abandon their traditional nomadic lifestyle?** The Anasazi decided that farming gave them a more dependable food source.

2. **Where did the Anasazi typically live?** The Anasazi lived in small villages and caves close to their farming areas.

3. **How did the change from a hunting and gathering culture to a farming culture change the role of women?** In addition to crushing fruits and berries, women devoted time to grinding flour and making baskets.

**Activity**

Your student will read pp. 60–64 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

**Teach and Discuss**

**Mound Builders**

**Quick Summary** More than 1,000 years ago, groups of Native Americans built mounds in different shapes and sizes for many reasons.

Review: **What do the mounds tell us about the culture of the people who built them?** The mounds tell us that the people were well organized and that they were involved in trade with other regions.

**The Anasazi**

**Quick Summary** The Anasazi were a farming group who constructed cliff dwellings at the tops of mesas in what is today the Southwest United States.

Review: **What is the possible cause for the disappearance of the Anasazi from the Four Corners region?** A drought may have forced the Anasazi to leave the area.

**The Inuit**

**Quick Summary** About 2,500 years ago, the Inuit traveled from Asia to Alaska. Today they live in northern North America and Greenland.

Review: **What do the Inuit have in common with the first Americans?** Both the Inuit and the first Americans traveled from Asia to North America.

Have your student complete p. 17, Early American Cultures, in of the workbook.

**Review**

Review the answers to the workbook activity. Please refer to the Answer Key section of this Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated...
Lesson 4: The Rise of Empires (two-day lesson)

Objectives:
- Identify the reasons for the development of the Mayan civilization
- Describe how the Aztec Empire grew
- Explain how roads helped unite the Incan Empire

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview To activate prior knowledge, remind your student of the cultures he learned about in Lesson 2. Ask your student what he thinks life was like in the ancient cultures of Mexico, Central America, and South America. Tell your student that he will learn about cultures that developed in these areas as he reads today's lesson.

Instruction

You may want to view the Discovery Education™ streaming movie about the Maya with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. How did religion benefit the Maya? The Maya's religious beliefs helped establish order in their lives and explained the forces of nature.

2. What were some of the most important achievements of the Mayan civilization? The Maya recorded astronomical data, created a hieroglyphic writing system, and used a complex system of mathematics.

You may want to view the Discovery Education™ streaming movie about the Aztec with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. What were some of the features of the Aztec capital city Tenochtitlan? Tenochtitlan was built on an island; causeways connected it to the mainland. Streets were laid out in grid pattern, and there were many canals.

2. What was the purpose of the Aztec pyramids? They were places of religious worship and sacrifice.

Activity

Your student will read pages 66–69. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

The Maya

Quick Summary Because they had farming surpluses, the Maya could specialize, which allowed them to achieve accomplishment in areas such as astronomy, mathematics, and writing.

Review: What effect did specialization have on Mayan civilization? Through
specialization, the Maya developed a complex civilization with achievements in many different areas.

The Aztec and the Inca
Quick Summary  The Aztecs built a powerful empire in Mexico at about the same time that the Incan Empire was growing in South America.

Review:  What did the Inca and Aztecs have in common?  Both the Inca and the Aztecs created empires through conquests.

Have your student complete p. 18, The Rise of Empires, in the workbook.

Review  Next review the answers to the workbook activity with your student. You may want to review the Chapter 1 workbook activities with your student to help prepare him for the Chapter 1 quiz. Please refer to the Answer Key section of this Course Guide.

Extension  Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:
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- this lesson and all prior lessons in this unit
- this unit
- the entire course

Assessment  Your student will complete the Chapter 1 quiz.

Lesson 5: The Eastern Woodlands

Objectives:
- Explain how decisions were made in the Iroquois League
- Describe how people of the Eastern Woodlands used forest resources
- Analyze the Iroquois relationship with nature
- Relate how some Iroquois customs are kept alive today

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Lesson Guide (Coaching Guide):
Getting Started

Introduce and Motivate

Preview  To activate prior knowledge, ask your student how Native American groups interacted in the past. Tell your student that he will learn how some Native Americans developed and lived in a community as he reads the lesson.

Instruction  You may want to view the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. What types of crops were grown by the Eastern Woodlands tribes?  Tobacco, squash, corn, and beans

2. What tools did the Eastern Woodlands tribes use to hunt?  Traps, bows and arrows, and spears

3. How did the Eastern Woodlands Indians cook their food?  They cooked their food over an open fire.
You may want to view the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. **What nickname was given to the Iroquois?** The Iroquois were also known as the People of the Longhouse.

2. **How did the Iroquois take pride in the symbol of the clan?** The symbol of the clan was often portrayed on items such as cooking utensils and combs.

3. **How was the inside of the longhouse arranged?** The longhouse was arranged into compartments that included areas for cooking and sleeping.

**Activity**

Your student will read pp. 76–80 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

**Teach and Discuss**

**The Iroquois**

**Quick Summary**  Five Eastern Woodlands tribes formed the Iroquois League. Representatives from each tribe worked together to make decisions for the League.

Review: **How did the tribes of the Iroquois League work together to govern themselves?** Representatives from each tribe met to make decisions.

**Living in the Woodlands**

**Quick Summary**  The Iroquois used the land and its resources for their food, shelter, clothing, and transportation needs.

Review: **Why do you think the Iroquois had so many different uses for trees? As forest dwellers, they had a large supply of trees.**

**Iroquois Beliefs and Customs**

**Quick Summary**  The Iroquois used ceremonies and symbols to honor nature and to mark important events.

Review: **How did the Iroquois show appreciation for nature’s resources?** They gave thanks when they used them.

Have your student complete p. 21, The Eastern Woodlands, in the workbook.

**Review**

Review the answers to the workbook activity. Please refer to the Answer Key section of this Course Guide.

**Extension**

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**Lesson 6: The Great Plains**

**Objectives:**

- Describe the way of life of people in the Great Plains cultural region

https://www.connexus.com/lmu/courseGuide.aspx?idCourse=34624&idUnit=&idLesson=&idWebuser=1052827&idSection=417608&breadcrumb=%3ca+href%20...
Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview To activate prior knowledge, ask your student to tell what he learned about the Eastern Woodlands people in the previous lesson. Tell your student that he will learn about another group of Native Americans, the Great Plains people, as he reads today's lesson.

Instruction

You may want to view the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. How was the buffalo meat prepared? Buffalo meat was either cooked over an open fire or dried and mixed with berries.

2. How was buffalo skin useful to the Great Plains tribes? Buffalo skin was used to make clothing, backpacks, and tepees.

3. Why were the Great Plains tribes viewed as skillful fighters? Great Plain tribes used tomahawks, clubs, and shields made from buffalo.

You may want to view the next Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. How were the Comanche different from other Great Plains tribes? The Comanche were more warrior-like. They often gathered to go to war with enemy tribes rather than hunt or celebrate.

2. Why were the Comanche considered politically disorganized? The Comanche leadership was short-term and lacked rankings. People who were inspired to fight also became the leaders in battle.

3. How were the Comanche chiefs viewed among their own tribe? Chiefs lacked long-term, stable authority.

Have your student listen to the read-aloud selection. Prompt your student to respond to the questions below the audio link.

Activity

Your student will read pp. 82–85 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

Life in the Plains

Quick Summary Most Plains people were farmers and hunters. The buffalo in the region were a major source of food and materials.

Review: How did village life differ from life during a hunt? In the village, people lived in lodges and farmed. During the hunting season, they lived in tepees and hunted buffalo.

The Cheyenne

Quick Summary The introduction of the horse into the Great Plains made hunting easier for the Cheyenne.
Review: How did the Cheyenne change the way they hunted buffalo after the horse arrived? Instead of hunting buffalo on foot, the Cheyenne rode on swift horses to hunt them down.

The Cheyenne Today
Quick Summary Many Cheyenne continue to live on the Great Plains and follow their traditional customs.

Review: Why do you think many Cheyenne keep their traditions alive? They are proud of their traditions.

Have your student complete p. 22, The Great Plains, in the workbook.

Review Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

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Lesson 7: Research and Writing Skills
Objectives:
- Use the Internet to conduct research and acquire information

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Lesson Guide (Coaching Guide):
Getting Started

Introduction and Motivate

Preview
What is Internet research? Ask your student how historians who want to find out about Native American cultures might use the Internet. Then have your student read the What? section on p. 86 to help set the purpose of the lesson.

Why use the Internet for research? Have your student read the Why? section of text on p. 86. Ask him to explain why Internet research might be especially helpful in learning about Native Americans today.

Instruction
You may want to view the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. What are some electronic media sources that can be used for research? Internet, television, DVDs, videos, and CDs.

2. How would you conduct a search of a topic using the Internet? Type the name of the topic in the search engine box and click on the Go button.

3. What are good sites to use when you are conducting Internet searches? University sites and encyclopedias are good, credible sites to use for research.

Activity Your student will complete the Think and Apply questions on p. 87 of the
textbook. You may wish to use all or some of the **Teach and Discuss** questions to guide his reading.

**Teach and Discuss**

**How is this skill used?** Examine the Internet search results shown on p. 87 with your student.

- Explain how search engines may be used to locate websites for research.
- Point out that some online searches may pull up unrelated sites that have the same name.
- Remind your student to reference websites in the bibliography of a research report.
- Have your student read the **How?** section of the text on p. 87.

1. **How could you verify facts given in a website?** Possible answer: Check other websites, books, or other resources to see if they include the same facts.

2. **Which of the listed sites would probably be the best source for finding information about the Cheyenne’s neighbors?** *Cheyenne—Encyclopedia entry for the Cheyenne and other Plains Indians*

3. **Which of the listed sites would help you find the book about the Cheyenne?** *The Cheyenne and the Comanche Indians of North America*.

4. **What kind of information might you see if you clicked on Algonquian in the excerpt shown in the right column of the page?** *Information about the Algonquian language group and tribes who spoke this group of languages*

**Review**

Review the answers to the Think and Apply questions with your student. Please refer to the Answer Key section of the Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

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- this unit
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**Assessment**

Discuss the following question with your student:

**How might Native American tribes use the Internet to solve the problem of people not understanding parts of their culture?** Possible answer: Tribes could set up websites that show information about their customs, traditions, and beliefs; they could include pictures, games, and other appealing visuals.

**Lesson 8: The Southwest Desert**

**Objectives:**

- Describe the environment of the Southwest Desert cultural region
- Explain how and where the Hopi built their homes
- Describe a ceremony that honored kachinas
- Identify where in the United States the Hopi live today

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**Lesson Guide (Coaching Guide):**

**Getting Started**

Introduce and Motivate
Preview To activate prior knowledge, ask your student to list ways the Great Plains people adapted to their environment. Tell your student that he will learn how another group of Native Americans adapted to the Southwest Desert environment as he reads today's lesson.

Instruction You may want to view the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. What states are located in the Southwest Desert region? Arizona, New Mexico, and southern Colorado

2. What item did the Southwest Desert Indians rely on for clothing that helped them adapt to hot climate? Southwest Desert tribes relied on cotton, which was used to make clothing that would protect them from the sun.

3. Why were the Southwest Desert Indians considered to be resourceful people? Southwest Desert tribes were resourceful because of their ability to make baskets, food, and clothing from desert plants. They also constructed houses from clay and straw.

You may want to view the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions:

1. Who was Geronimo and why was he important? Geronimo is considered an Apache hero because he was one of the last Apache to be defeated by American soldiers.

2. Where can ancient Apache artwork be found? In caves

3. Why were the Apache viewed as warrior-like? The Apache often raided tribes and Spanish missions.

Activity Your student will read pp. 88–93 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

Living in the Dry Land
Quick Summary The farmers, hunters, and herders of the Southwest Desert lived in adobe villages.

Review: What Anasazi traditions were adopted by the Pueblo people? The use of irrigation systems and villages several stories high.

The Need for Rain
Quick Summary The entire Hopi community attended ceremonial dances to bring rain to the region. The Hopi believed that kachinas, represented by dolls, could help bring rain.

Review: What was the purpose of many Hopi ceremonies? To bring rain

The Hopi Today
Quick Summary The Hopi today follow ancient customs and live on traditional lands, yet they have also adopted some modern ways.

Review: How does life differ for the Hopi today compared to hundreds of years ago? Many Hopi now live on reservations in Arizona. Their lifestyle includes modern ways as well as traditions.
Have your student complete p. 24, The Southwest Desert, in the workbook.

**Review**
Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

**Extension**
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:
- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Lesson 9: The Northwest Coast (two-day lesson)**

**Objectives:**
- Analyze the purpose of the potlatches
- Explain the role of shamans in Kwakiutl culture
- Compare the Kwakiutl population of 300 years ago to today

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**Lesson Guide (Coaching Guide):**

**Getting Started**

**Introduce and Motivate**

**Preview** To activate prior knowledge, ask your student to name one Native American cultural area and one fact related to the area that he read about in any of the previous lessons. Tell your student he will learn about the environment and traditions in the cultural area of the Northwest Coast as he reads the lesson.

**Instruction**
You may want to view the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. **What animals did the Northwest Indians hunt?** Many tribes living in the Northwest region hunted fish, whales, and other sea mammals.

2. **Clothing worn by the Northwest Indians was made from what resources?** Clothing was made from tree bark and animal skins.

3. **What materials were used to make many of the Northwest Indians’ tools?** Many of the tools were made from iron, stone, ivory, and wood.

Now watch the Teachlet® tutorial with your student. Allow your student to replay any part of the movie that he would like to review.

**Activity**
Your student will read pp. 94–97 of the textbook. You may wish to use all or some of the following **Teach and Discuss** section to guide his reading.

**Teach and Discuss**

**Rich Resources**

**Quick Summary** The Northwest Coast had abundant resources, that Native Americans used to live comfortably.

**Review:** Compare ways the Kwakiutl used resources from the forest and
oceans. Both the forest and the oceans provided food. Seals and whales provided oil, meat, and fur. The forest provided trees for shelters, totem poles, and canoes.

Customs and Traditions

Quick Summary  Plentiful resources made it possible for the Kwakiutl to fulfill their basic needs and still have time and materials to create beautiful objects. Shamans took care of their health needs.

Review: Why do you think shamans were so respected? The Kwakiutl people believed that the shamans could cure people who were not feeling well.

The Kwakiutl Today

Quick Summary  Kwakiutl life today is a blend of modern and traditional culture.

Review: Compare the resources the Kwakiutl used hundreds of years ago to those today. They once used only natural resources. Now they also use modern technology.

Have your student complete p. 25, The Northwest Coast, in the workbook.

Review

Review the answers to the workbook activity questions with your student. Please refer to the Answer Key section of this Course Guide.

You may wish to review the Chapter 2 workbook activities with your student to prepare him for the Chapter 2 quiz.

Extension

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 10: Traveling Asia's Silk Road

Objectives:

- Explain the causes and effects of Marco Polo’s journey
- Identify the location and importance of the Silk Road
- Relate the explorations of Zheng He to China's desire to trade
- Summarize how trade led to greater ties among people of different continents

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview  To activate prior knowledge, ask your student to tell about a time he went on a trip that gave him new experiences. Tell your student he will learn more about Marco Polo's journey as he reads today's lesson.

Instruction

You may want to view the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. Why would traveling the Silk Road be considered a dangerous journey? Traveling the Silk Road was a dangerous task because thieves from nomadic tribes would rob the traders.
2. Why did China invest time into building a wall that became known as the Great Wall of China? China wanted to protect their interest in trade, since silk generated lots of wealth.

3. How long would it usually take to travel from one end of the Silk Road to the other? It took about a year.

You may want to view the next Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. What new systems and items did Polo observe during his journey to China? Polo observed canals, roads, storehouses, tree-lined streets, and parks, along with currency and transportation systems.

2. What book did Marco Polo write about this travels to the East? The Travels of Marco Polo

3. Why were Polo’s detailed accounts of the East so important? Polo’s detailed accounts of the East motivated later explorers to search for items mentioned in his book.

Activity

Your student will read pp. 102–104 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

The Silk Road

Quick Summary  The Polos saw China’s great wealth, which came from its trade goods.

Review: How did the Silk Road help people in different lands learn more about each other? People from different countries met and traveled along the Silk Road and learned about each other’s ideas, skills, and customs.

Chinese Sailors

Quick Summary  China developed a strong naval fleet and set out to explore the world and develop trade with other countries.

Review: Compare the journey of Marco Polo with the journeys of Zheng He. How were they similar? How were they different? Similar: Marco Polo and Zheng He sailed in search of trade goods. Different: Marco Polo sailed only part of the way from Venice to China. Zheng He sailed from China to other parts of the world.

Have your student complete p. 28, Traveling Asia’s Silk Road, in the workbook.

You may want to have your student work on the Unit 1 Portfolio assessment. Directions to the assessment can be found in Unit 1, Lesson 1, p. 6.

Review

Next review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

Extension

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
Lesson 11: Africa's Trading Empires

Objectives:
- Describe the location of the caravan trade routes leading across the Sahara Desert into West Africa
- Identify Ghana, Mali, and Songhai as major trading kingdoms of ancient West Africa
- Relate West African wealth to its natural resources and to trade
- Describe Mansa Musa's rule and his pilgrimage to Mecca

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview To activate prior knowledge, have your student recall Marco Polo's journey and its effects on people in Europe and Asia. Tell your student that he will learn about African trade routes as he reads today's lesson.

Instruction

You may want to view the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. What led to the rise and fall of the Ghana Empire? Ghana's empire became powerful because it controlled the gold and salt trade, but it weakened once Arab Muslims disrupted trade.

2. What two things gave rise to the Mali Empire? The Mali Empire recaptured the gold producing areas and re-established the gold and salt trade.

3. Who was Mansa Musa and how did he contribute to the Mali Empire? Mansa Musa was a Muslim who became the emperor of the Mali Empire and made Islam the official religion. He also brought tremendous trading wealth and Muslim scholars to the empire.

Activity

Your student will read pp. 106–109 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

Ghana, Kingdom of Gold
Quick Summary Arab traders crossed the Sahara to bring salt to Ghana in exchange for its plentiful gold.

Review: Explain why Ghana was known as a "land of gold." Ghana had plentiful supplies of gold and traded gold for goods from other countries.

Mali and Songhai
Quick Summary Mali reached its peak as a trading empire under ruler Mansa Musa.

Review: Name three powerful trading kingdoms of West Africa and the sequence in which they ruled. Ghana, then Mali, and finally Songhai were powerful trading kingdoms in West Africa.

Connecting Different Parts of the World
Quick Summary People in different parts of the world made connections through trade, exploration, new tools and ideas, and the sharing of knowledge.

Review: Give details that show how connections between the different parts of
the world were expanding. Possible answers: Zheng He went to India and Africa. Mansa Musa went from Africa to the Arabian Peninsula.

Have your student complete p. 29, Africa’s Trading Empires, in the workbook.

Review

Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

Extension

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 12: European Explorers (two-day lesson)

Objectives:

- Summarize the efforts of Europeans to explore lands far from Europe
- Describe the importance of the Renaissance and relate it to advances in navigation
- Identify the effects of Prince Henry the Navigator's efforts to explore Africa

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview To activate prior knowledge, ask your student to tell about the problems traders faced using land routes such as the Silk Road or routes across the Sahara. Tell your student he will learn about other methods of exploration as he reads today's lesson.

Instruction

You may want to view the Discovery Education™ streaming movies with your student. Allow him to replay any part of the movies that he would like to review.

Discuss the following questions.

1. What impact did Prince Henry’s expeditions to Africa have on Portugal? The expeditions brought back gold, ivory, and slaves to Portugal.

2. What did Prince Henry hope to accomplish by sponsoring the journeys? Prince Henry worked on completing maps and establishing trading posts near African kingdoms.

3. Who attended Prince Henry’s School of Navigation and what important science was taught there? Shipbuilders and mathematicians attended the school, where celestial navigation was taught.

Activity

Your student will read pp. 110–115 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

The Vikings

Quick Summary The Vikings sailed to Iceland, Greenland, and North America.
Review: **In one sentence, describe the most important information this page tells you about the Vikings.** The Vikings were skilled sailors who discovered and explored the lands.

**The Renaissance**

**Quick Summary** The Renaissance heralded a new interest in the arts and sciences and a desire to learn more about the world.

Review: **Where did the Renaissance begin, and what places did it spread to next?** The Renaissance began in Italy and spread to other parts.

**The Portuguese Explore the African Coast**

**Quick Summary** Portugal's Prince Henry sent explorers to map the African shore and find a new sea route to Asia.

Review: **Name two effects of Prince Henry's drive to explore the coast of Africa.** Possible answers: Africa’s coast was gradually explored. Portugal’s ships began bringing home African gold. The slave trade increased.

**A Sea Route to India**

**Quick Summary** Portuguese mariners Bartolomeu Dias and Vasco da Gama rounded the tip of Africa and established sea routes.

Review: **Why did the king of Portugal name the southwestern tip of Africa the “Cape of Good Hope”?** To show that Portugal hoped to discover sea routes to Asia

**Exploration Continues**

**Quick Summary** Europeans took longer ocean journeys, eventually contacting the peoples of the Western Hemisphere.

Review: **What was different about trade in the 1400s from trade in earlier periods?** Goods were moved farther and faster.

Your student will complete p. 30, European Explorers, in the workbook.

**Review**

Review the answers to the workbook activity with your student.

Review the Unit 1 Portfolio assessment with your student before submitting it to his teacher.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Assessment**

Your student will complete the Unit 1 Portfolio. This assessment requires writing a comparison paragraph.

**Compare and Contrast: The Printing Press and the Computer**

How did Johann Gutenberg's invention of the printing press affect the spread of ideas and knowledge in the fifteenth century? Your student will compare Gutenberg's invention and its effects with the computer (Internet, e-mail) and its effects on the ways we communicate today.

There are links in the student section to additional information on the printing press and the computer. Reading information from the websites is optional. Your
student may also use the textbook to find supporting details for his paragraph.

It is recommended that your student take notes on the topic prior to writing the paragraph. He could use a Venn diagram, chart, or index cards to record the facts he will include in his paragraph.

Estimated time for completing the paragraph is 30 minutes.

**Hint:** If your student has trouble organizing information for a compare and contrast paragraph, remind him of clue words that help show comparison relationships. For example, *similar to, as, alike,* and *both* signify a connection between two topics. The words *different from, unlike,* and *but* show a contrast between two topics. Encourage your student to incorporate clue words into his writing.

This is a portfolio item. When your student is finished, please help him submit the assessment to your student’s teacher by following the steps below:

1. Click on the link in the Drop Box section.
2. Select the Delivery Method your student will use to submit the portfolio item.

**Online:** Click the Browse button to select and submit the appropriate file(s). You may scan your student’s handwritten assessment to create an electronic version of the assessment.

**Offline:** Mail the portfolio item to your student’s teacher. This item will appear on your student’s assessments to be submitted list until the teacher has recorded a grade in the Grade Book.

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**Lesson 13: Unit Review**

**Objectives:**
- Identify significant examples of literature from various periods in U.S. history
- Explain how examples of literature reflect the times during which they were written
- Describe details about an early culture

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**Lesson Guide (Coaching Guide):**

**Getting Started**

**Introduce and Motivate**

**Preview** To activate prior knowledge, ask your student if he knows of any books or stories that came out of Native American culture. *(Possible answers: How Coyote Brought Fire to the Tribes)*

Tell your student that many stories from Native American culture connect to nature. Ask your student to note the role nature plays in this story.

**Instruction**

Each unit ends with a review section. The Unit 1 Review will give your student practice answering questions. Have him answer the questions on p. 122 and the Vocabulary and Places questions on p. 123 of the textbook.

If your student needs extra practice on vocabulary terms from the unit, help him print out the Unit 1 Vocabulary Cards. They may be used as flashcards or for a matching game. Print the pages back to back if you wish to create flashcards for review. Print one side per page if you wish to create cards for a matching game.

**Review**

Now review the answers to the Unit 1 Review with your student. You may also wish to have your student review the workbook activities from Chapters 1–3 to prepare for the unit test.

**Main Ideas and Vocabulary Answers**

1. d
2. b
3. a
4. a

Vocabulary and Places Answers
1. e
2. a
3. d
4. c
5. b

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 14: Unit Test
Lesson Guide (Coaching Guide):
Assessment
Today, your student will complete the Unit 1 test.

Unit 2: Connections Across Continents
In this unit, your student will learn how European exploration led to settlements along North America’s east coast. She will first learn how Christopher Columbus’s journeys led to the establishment of Spanish colonies in the Americas with settlements by the English, French and Dutch to soon follow. She will also understand how European settlement affected Native Americans and the worldwide impact of the Columbian exchange.

Objectives:
- Discuss the significance of Columbus’s voyages
- Explain the impact of the Columbian Exchange on world trade and culture
- Explain how American settlements impacted European nations
- Describe the conditions that motivated Europeans to develop colonies in the Americas
- Describe conditions in early English settlements

Lesson 1: The Voyages of Columbus
Objectives:
- Explain the purpose of Columbus's voyages to the Americas and describe his first encounters with the Taino
- Define the Columbian Exchange and explain its causes and effects
- Explain the impact of Columbus's voyage on the Americas

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Lesson Guide (Coaching Guide):
Getting Started
Introduce and Motivate
Preview
To activate prior knowledge, ask your student what she already knows about Christopher Columbus. Tell your student she will learn more about Columbus's reasons for making these voyages and what happened as a result of them as she reads the lesson.

Instruction
You may want to view the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that she would like to review.

Discuss the following questions with your student.
1. **What happened to the **Santa Maria**?**  The Santa Maria sank after hitting a coral reef. Sailors had to abandon ship. Columbus and his crew received assistance from the Taino Indians.

2. **What did Columbus take back to Spain after his first voyage?**  Columbus took back gold ornaments and Tainos slaves.

3. **Why are Columbus' explorations important historical events?**  After Columbus’s voyages, other nations also explored the New World and established colonies. As a result of the new colonies, Europeans migrated to the Americas to establish settlements. European nations competed for land in the Americas. Europeans brought over African slaves to work the land. The Native American populations in the Americas lost land and died from diseases spread by Europeans.

**Activity**

Review the time line on pp. 126–127 of the textbook with your student. Your student will read pp. 130–131 and complete the Apply it! questions on p. 131. This activity will help to prepare your student for the Unit 2 Portfolio Assessment.

Your student will read pp. 134–138 of the textbook. You may wish to use all or some of the following **Teach and Discuss** section to guide her reading.

**Teach and Discuss**

**Columbus and the Taino**

**Quick Summary**  While searching for an easier and quicker route to the Indies, Christopher Columbus landed instead in the Bahamas.

Review:  **Which events happened to Columbus before October 12, 1492?**  Possible answers: He proposed an expedition, received funding, left Spain, and sailed for more than two months before sighting land.

**The Columbian Exchange**

**Quick Summary**  Columbus’s expeditions led to the movement of people, animals, plants, diseases, and ways of life between the Eastern and Western Hemispheres.

Review:  **Which events came before the Columbian Exchange?**  Columbus led multiple expeditions to the Americas; he helped start colonies for Spain.

**The Impact of Columbus**

**Quick Summary**  Columbus’s expeditions paved the way for other European explorers.

Review:  **Who was the first to call the America a "new world"?**  Amerigo Vespucci

Your student will complete p. 36, The Voyages of Columbus, in the workbook.

**Review**

Review the answers to the Apply it! questions with your student.

**Apply it! Answers**

1. Spain was the first European country to establish colonies in the Americas.
2. The Pilgrims arrived first.
3. Possible answer: I would look for clues around religious freedom, think about what I already know, and predict what it means.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
Assessment

Today your student will begin her Unit 2 Portfolio Assessment: An Illustrated Time Line of the Colonization of the Americas. This is a multi-day assessment that will be completed over the course of several lessons in Unit 2. The assessment will be completed and submitted in Unit 2, Lesson 9.

In this assessment, your student will identify the sequence of events that followed Columbus’s exploration of the Caribbean. Encourage her to think about how the events affected Europeans, Native Americans, and Africans. She will also examine how specific events shaped the course of American and world history.

Read the following list of events with your student.

1492 Christopher Columbus reaches the Americas
1512 Spanish take the first African slaves to Hispaniola
1519 Cortés arrives in Tenochtitlan
1521 Cortés defeats the Aztecs
1527 Bartolome de las Casas argues against enslavement of Native Americans
1535 Pizarro founds new capital in Lima, Peru after defeating the Incas
1590 John White returns to the Roanoke settlement to find the colony has disappeared
1607 The English found Jamestown
1608 Champlain founds Quebec
1619 House of Burgesses formed
1620 The Pilgrims arrive at Plymouth
1634 Mathias de Sousa, an indentured servant of African descent, arrives in Maryland aboard the Ark.
1682 William Penn establishes Pennsylvania
1733 Georgia, the 13th English colony, is founded
1863 President Lincoln declares Thanksgiving a national holiday

Part 1: Your student will plot each event and date on a horizontal time line. Spacing in a time line is important. Have your student start by plotting the centuries and then add the decades. She will need to leave room between events to include additional facts about the event.

Part 2: For each event, your student will write one to two sentences explaining why it is an important historical event. Her explanation may include details about how the event impacted the different groups living in the Americas. An event that benefited one group may have proven disastrous to another group.

Part 3: Your student will provide images to illustrate at least six of the events. Your student’s images may be hand-drawn, computer generated, or a collage of images she put together. For each image, be sure she has identified its corresponding event.

Your student should complete the first two events based on her reading today. She may use the textbook as a source or Grolier Online® if she would like to find additional information or images.

Lesson 2: Map and Globe Skills

Objectives:
- Explain the purpose of latitude and longitude
- Use latitude and longitude to locate points on a map

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Lesson Guide (Coaching Guide):

Getting Started

Preview  What are latitude and longitude? Ask your student why people might use a map to locate places. (People who are traveling many not know exactly where they are.) Then have your student read the What? section of text on p. 140 to
help set the purpose of the lesson.

Why use latitude and longitude? Have your student read the Why? section of text on p. 140. Ask her how using latitude and longitude makes it easier to describe and find locations on a map.

Instruction

You may want to view the Discovery Education™ streaming movie with your student. Allow her to replay any part of the movie that she would like to review.

Discuss the answers to the movie questions with your student.

1. Lines of latitude run from east to west.
2. Lines of longitude run from north to south.
3. The North Pole can be found at 90° North.
4. Latitude and longitude provide a type of global address system to identify the absolute location of a place.

Activity

Your student will read pp. 140–141 in the textbook. You may wish to use all or some of the following Teach and Discuss questions to guide her reading.

Teach and Discuss

1. How are latitude and longitude different? Lines of latitude circle the globe from east to west, and lines of longitude go from north to south. Lines of longitude are not parallel, but lines of latitude are.
2. At approximately what latitude and longitude did Columbus begin his fourth expedition? 35° N, 5° W
3. Do you state latitude or longitude first? Latitude
4. Which city is located at about 39 degrees N, 9 degrees W? Lisbon

Your student will complete the Think and Apply questions on p. 141.

Review

Review the answers to the Think and Apply questions with your student.

Think and Apply Answers
1. Third
2. Latitude: 30° N and 25° N; Longitude: 20° W and 10° W
3. 25° N, 75° W

Extension

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:
- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 3: Different Worlds Collide

Objectives:
- Describe the factors that enabled Cortes to defeat the Aztecs
- Explain the changes the Spanish brought to New Spain
- List the sequence of the Spanish conquests in the Americas after Cortes's defeat of the
Aztecs

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview Ask your student to focus on the word collide in the lesson title. Ask what might happen when people from different cultures first meet. Tell your student she will learn more about conflicts between Spanish conquistadors and native peoples as she reads the lesson.

Instruction

You may want to view the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that she would like to review.

Discuss the following questions with your student.

1. How did the Aztecs respond to the Spanish explorers?
   Why? The Aztecs welcomed the Spanish explorers and gave gifts to Cortés and his crew. The explorers’ horses, weapons, and strange language frightened the Aztecs. Moctezuma believed that Cortés was the serpent god, Quetzalcoatl, coming to destroy the Aztec Empire for practicing human sacrifice.

2. Why were the Spanish surprised by the Aztec capital Tenochtitlan?
   Tenochtitlan was larger than Spanish cities and unlike any city they had seen before. The huge public marketplace and temples amazed Cortés’s men.

3. What factors contributed to Cortés’s victory over the Aztec Empire? Cortés was able to defeat the Aztec Empire by forming alliances with other neighboring tribes. Also, smallpox reduced the size of the Aztec army.

Activity

Your student will read pp. 142–145 of the textbook. You may want to use all or some of the following Teach and Discuss section to guide her reading.

Teach and Discuss

The Aztecs Are Conquered

Quick Summary The Aztec Empire was powerful, but it fell to Cortés and his allies.

Review: Describe the sequence of events that led to the fall of the Aztecs. Cortés traveled from Cuba to Mexico; he gained allies for his conquest; he met Moctezuma; the Aztecs threw Cortés out; Cortés returned with allies.

Founding of New Spain

Quick Summary The conquest of Tenochtitlan led to the establishment of New Spain and the arrival of many colonists

Review: Summarize the goals of the colonists who came to New Spain. Colonists came to New Spain to gain wealth, to set up colonies with a government and schools, and to convert native peoples to Christianity.

The Conquests Continue

Quick Summary Francisco Pizarro went to South America and eventually conquered the Incan Empire.

Review: Which came first, the conquest of the Aztecs or the Incas? The conquest of the Aztecs

Your student will complete p. 38, Different Worlds Collide, in the workbook.
Review
Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 4: Life in New Spain (two-day lesson)

Objectives:

- Summarize the sequence of events involved in Spain's search for gold in North America in the early to middle 1500s
- Describe the structure of society in New Spain
- Determine the effects of the Spanish conquests on native peoples
- Explain the points of view of Spanish landowners regarding slavery

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Lesson Guide (Coaching Guide):
Getting Started

Introduce and Motivate

Preview To activate prior knowledge, ask your student to list or describe Spain's conquest to this point. Tell your student that she will learn more about the society of New Spain as she reads the lesson.

Instruction
You may want to view the Teachlet® tutorial with your student. Answer any questions she may have. Allow your student to replay any part of the movie that she would like to review.

Activity
Your student will read pp. 146–150 of the textbook. You may want to use all or some of the following Teach and Discuss section to guide her reading.

Teach and Discuss

Life in New Spain
Quick Summary Many Spanish explorers searched what is now the southwest United States to find the rich kingdom of Cíbola.

Review: Sequence these events: Estéban is killed, Estéban is shipwrecked, and Estéban travels to the Southwest. Estéban is shipwrecked; Estéban travels to the Southwest; Estéban is killed.

Society in New Spain
Quick Summary In New Spain, the social order was based on wealth, place of birth, and ancestry, with Spaniards born in Spain at the top.

Review: Describe the main idea of the paragraphs on this page about New Spain society. Possible answer: A person's position in New Spain depended on his or her wealth, place of birth, and ancestry.

More Changes for Native Peoples
Quick Summary The Indians of the Americas were forced into slavery and made to give up their traditional ways of life.

Review: Compare the life of native peoples in the missions and other encomiendas. The native peoples in the missions may have been treated less
harshly than those who lived in some encomiendas, but they gave up their traditions and familiar ways of life in both places.

Your student will complete p. 39, Life in New Spain, in the workbook. If she needs additional review of the chapter vocabulary, you may ask her to complete p. 40, Vocabulary Review, in the workbook.

**Review**

Review the answers to the workbook activities with your student. Please refer to the Answer Key section of this Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Assessment**

Your student will take a quiz on Chapter 4.

**Lesson 5: Hard Times in Virginia**

**Objectives:**

- Explain why the English founded a colony on Roanoke Island
- Interpret the reasons for the conflict between Spain and England
- Analyze the problems the first Jamestown colonists encountered and how they solved them
- Describe the type of government set up in the Virginia colony

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**Getting Started**

**Introduce and Motivate**

To activate prior knowledge, ask your student to share her experiences of moving to a new home or school. Tell her that she will learn more about the first English settlements in North America as she reads the lesson.

**Instruction**

You may want to view the Discovery Education™ streaming movie with your student. Allow her to replay any part of the movie that she would like to review.

Discuss the following questions.

1. **Describe the initial relationship between the Algonquins and the English settlers of the Roanoke colony.** The Algonquins agreed to allow English settlement and helped the colonists.

2. **What led to war between the two groups?** The Algonquins became suspicious of the English settlers. War broke out after the Algonquins cut off support to the English. The English accused them of treason.

3. **What did John White tell the Roanoke colonists to do? What happened?** John White instructed the colonists to move to the Chesapeake region to establish forts to protect against the Spanish. The pilot refused and the expedition remained on Roanoke Island.

4. **What are some theories about the disappearance of the Roanoke colony?** Historians believe that the colonists went farther into the wilderness and perhaps joined the Croatoans. Some historians believe the colony may have been attacked by
the Spanish.

You may wish to view the Discovery Education™ streaming movie about the Jamestown settlement with your student. Allow your student to replay any part of the movie that she would like to review.

1. **What were some of the difficulties of establishing the Jamestown colony?** The colonists needed to find resources and build new homes. Some of the new colonists refused to work. More than 400 of the 500 colonists died from disease and starvation.

2. **How did Jamestown rebound from the early difficulties that the colony experienced?** Colonists established tobacco plantations and bought corn and learned hunting techniques from the Native Americans. They also established the House of Burgesses to make laws.

**Activity**

Your student will read pp. 156–162. You may wish to use all or some of the following **Teach and Discuss** section to guide her reading.

**Teach and Discuss**

The Lost Colony of Roanoke

**Quick Summary** Neither of two attempts by the English to establish a colony on Roanoke Island was successful.

**Review:** Which occurred first, Walter Raleigh's explorations in North America or the founding of the first settlements at Roanoke Island? Walter Raleigh's exploration in North America occurred first.

The Battle of the Spanish Armada

**Quick Summary** England became one of the world's most powerful nations after defeating Spain in the Battle of the Spanish Armada.

**Review:** What advantages did the English have over the Spanish in the Battle of the Spanish Armada? The English fleet had smaller, faster ships and more powerful guns.

The Jamestown Colony

**Quick Summary** The Virginia Company of London raised money to establish Jamestown, a new colony in Virginia.

**Review:** How did the owners of the Virginia Company raise money to build their new colony? They sold stock, or shares, in the company.

John Smith and the "Starving Time"

**Quick Summary** Without John Smith's leadership, the Jamestown colony suffered.

**Review:** What were the main causes of hardship at Jamestown before John Smith took over leadership of the colony? The main causes of hardship were starvation and disease.

Tobacco Helps Jamestown Grow

**Quick Summary** Tobacco was a cash crop in Virginia. Thousands of indentured servants arrived in Jamestown to work on farms.

**Review:** In three sentences, summarize the important information on this page. In 1612, tobacco became Virginia's first cash crop. As the demands for tobacco increased, so did the size of the farms and the need for help. Indentured servants agreed to work the farms, but many of them died from disease, overwork, and mistreatment.

Self-Government in Virginia

**Quick Summary** The Virginia House of Burgesses helped to establish the tradition of self-government in the English colonies.
Review: Why do you think the formation of the House of Burgesses would help attract settlers to Virginia? *The settlers could govern themselves.*

Your student will complete p. 42, Hard Times in Virginia, in the workbook.

**Review**

Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Assessment**

Your student will continue her work on the *Unit 2 Portfolio Assessment: An Illustrated Time Line of the Colonization of the Americas.* You may wish to review the assessment directions with her. The assessment will be submitted in Unit 2, Lesson 9.

**Lesson 6: New European Colonies**

**Objectives:**

- Analyze information by identifying cause-and-effect relationships
- Evaluate the impact of the search for the Northwest Passage on the establishment of French and Dutch settlements in North America
- Explain the factors responsible for the founding and growth of New France and New Amsterdam

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**Lesson Guide (Coaching Guide):**

**Getting Started**

**Introduce and Motivate**

**Preview** To activate prior knowledge, ask your student to tell about a time when she was searching for one thing but discovered something else instead. Tell your student that she will learn more about the search for a Northwest Passage and the founding of Dutch and French colonies as she reads the lesson.

**Instruction**

You may want to view the Discovery Education™ streaming movie about Samuel de Champlain with your student. Allow your student to replay any part of the movie that she would like to review.

Discuss the following questions.

1. **Who was Samuel de Champlain?** *An explorer commissioned by the French government to search for a Northwest Passage.*

2. **Describe the alliance between the French settlers and the Algonquin Indians.** *The French protected the Algonquins against the Iroquois, and the Algonquins helped the French fur trade.*

3. **Why was fur a valuable commodity?** *Hats, clothes, and muffs made from fur were popular clothing items in Europe.*

You may want to view the Discovery Education™ streaming movie about Henry...
Hudson with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. **What decision did Hudson make that changed history?** Hudson decided to search for the Northwest Passage to Asia instead of the Northeast Passage in order to avoid the cold climate of the north.

2. **What navigation tools did Hudson use on his journey to find the Northwest Passage?** He relied on maps, charts, and lines of longitude and latitude to search for the Northwest Passage.

3. **Why was Hudson’s account of his exploration important?** Henry Hudson’s detailed records provided a more accurate and updated map of the Northeast coast. This proved beneficial to future expeditions.

**Activity**

Your student will read pp. 164–167. You may wish to use all or some of the following **Teach and Discuss** section to guide her reading.

**Teach and Discuss**

**French and Dutch Settlements**

**Quick Summary** While looking for a Northwest Passage, the French founded New France, and the Dutch founded New Netherland.

Review: **Which town was founded first, Quebec or New Amsterdam?** Quebec

**New Amsterdam Grows**

**Quick Summary** The Dutch encouraged people from many countries to settle in New Amsterdam and other parts of New Netherland.

Review: **Why did the Dutch encourage settlers from many countries to come to New Netherland?** To help their colony grow and thrive

Your student will complete p. 43, New European Colonies, in the workbook.

**Review**

Review the answers to the workbook activity with your student. Please refer to the Answer Key section of the Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Assessment**

Today your student will continue her work on the **Unit 2 Portfolio Assessment: An Illustrated Time Line of the Colonization of the Americas.**

This assessment will be submitted in Unit 2, Lesson 9.

**Lesson 7: The First Colonies**

**Objectives:**

- Describe the motivations of the Pilgrims in coming to North America
- Summarize the difficulties encountered by the Pilgrims on their journey and in establishing Plymouth colony
- Describe how the Native Americans helped the Pilgrims and the significance of their Thanksgiving celebration
Explain how the Puritans applied the experiences of earlier English colonists to the growth of Massachusetts Bay colony

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview To activate prior knowledge, ask your student to list reasons why people move from one place to another. Tell your student that she will learn more about the reasons the Pilgrims and Puritans moved to North America as she reads the lesson.

Instruction

You may want to view the Teachlet® tutorial with your student. Allow your student to replay any part of the movie that she would like to review.

Have your student listen to the read-aloud selection. Prompt your student to respond to the questions below the audio link.

Activity

Your student will read pp. 168–173 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide her reading.

Teach and Discuss

The Pilgrims

Quick Summary The Separatists, later known as the Pilgrims, left England under the leadership of William Bradford to start a settlement where they could worship as they pleased.

Review: Name one important event that led to the Pilgrims' decision to leave England. People were being persecuted for not following the religious beliefs of the Church of England.

The Mayflower

Quick Summary The Pilgrims landed at Plymouth with a plan of government, the Mayflower Compact, already written. They suffered great hardships during the first winter.

Review: What effect did weather have on the Pilgrims when they first reached New England? The freezing weather, along with hunger and disease, caused the deaths of nearly half the settlers.

A Thanksgiving Celebration

Quick Summary The Pilgrims and the Wampanoag celebrated after the Pilgrims' first harvest.

Review: Why do you think the Pilgrims invited the Wampanoag to their thanksgiving celebration? To show gratitude to the Wampanoag

The Puritans Arrive

Quick Summary: The Puritans left England in 1630 and established the Massachusetts Bay Colony in North America.

Review: Explain how the Puritans were able to avoid starvation upon their arrival in New England? Sent a small group of settlers to start a colony before the others arrived: brought plenty of food and supplies

The Puritan Way of Life

Quick Summary The Puritan way of life included religious services, town meetings, family ownership of homes and farms, and education.

Review: Why did the Puritans want their children to learn how to read? So they could read the Bible and the laws of the community.
Your student will complete p. 44, The First Colonies, in the workbook.

**Review**

Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
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**Lesson 8: Thinking Skills**

Objectives:

- Distinguish facts from opinions

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Lesson Guide (Coaching Guide):

**Getting Started**

**Introduce and Motivate**

**Preview** What are facts and opinions? Ask your student how being able to distinguish between fact and opinion might help historians and others study the words of individuals who were involved in past events. Then have your student read the What? section on p. 174 to help set the purpose of the lesson.

Why distinguish between facts and opinions? Have your student read the Why? section of text on p. 174. Ask your student how she uses facts and opinions when she writes a report or essay.

**Instruction**

You may want to view the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that she would like to review.

Discuss the following questions.

1. **What is a fact? What is an opinion?** A fact is a statement that can be proven to be true. An opinion is a personal viewpoint about a topic.

2. **What are some facts about new technologies?** Closed circuit cameras are used on the streets of London; It takes less than four seconds for a computer to scan a car’s license plate.

3. **What is one opinion about new technologies?** New technology is helpful to society.

**Activity**

You may want to use all or some of the following Teach and Discuss section to guide your student’s reading.

**Teach and Discuss**

**How is this skill used?** Examine Excerpt A on p. 174 with your student.

- Point out that older documents, such as Of Plymouth Plantation, sometimes contain grammar that is no longer used. They also often contain words that are spelled differently today. The reader sometimes must use context clues or reference books to decipher the meaning of such words.
• Show your student that the textbook is providing help by including in brackets synonyms and explanations of words that are unfamiliar or are used in an unexpected way.

• Have your student read the How? section of the text on p. 175.

1. **What is the specific topic of Excerpt A?** The deaths that occurred during the winter

2. **What are the numbers mentioned by Bradford that support facts in the excerpt?** Two or three months' time, half of their company, two or three of a day, one hundred and odd persons, fifty remained

3. **How does the opinion expressed at the beginning of Excerpt A set the tone?** It signals that unpleasant information will follow.

4. **What are clues that statements are facts?** Numbers

Your student will complete the Think and Apply questions.

**Review**

Review the answers to the Think and Apply questions with your student.

**Think and Apply Answers**

1. Samoset’s first appearance among the Pilgrims
2. Possible answers: the 16th day of March; his name was Samoset
3. Possible answers: boldly, well understand, marveled
4. Possible response: The historians have checked Bradford’s facts against other sources and have found them to be reliable.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Assessment**

Discuss with your student the following question: Why is understanding the difference between facts and opinions important for studying history?

You may want to bring up ideas such as: how can you find out what happened in the past and how do you know if you can trust someone’s account of an event. You may find it helpful to discuss a specific event with your student, either historical or current.

**Lesson 9: The 13 Colonies (two-day lesson)**

**Objectives:**

- Compare and contrast the geography of the New England, Middle, and Southern Colonies
- Summarize the impact of religion on the founding of the New England Colonies
- Explain how events in England affected the founding of the Middle and Southern Colonies
- Outline the similarities and differences of the settlers in each region

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**Lesson Guide (Coaching Guide):**

**Getting Started**

Tip: This is a two-day lesson that requires your student to complete and submit a
portfolio assessment at the end of the lesson. Although the portfolio item will appear twice on your student's planner, only one assessment is due.

**Introduce and Motivate**

**Preview** To activate prior knowledge, have your student name eastern states and tell which ones she thinks were the 13 English colonies. Tell your student she will learn more about the 13 English colonies as she reads the lesson.

**Instruction**

You may want to view the Discovery Education™ *streaming* movie with your student. Allow your student to replay any part of the movie that she would like to review.

Discuss the following questions.

1. **What are the physical features of Pennsylvania?** Pennsylvania features rich farmland and woods.

2. **What does the name "Pennsylvania" mean?** *Penn's woods*.

3. **What beliefs guided Penn's rule of the colony?** Penn was a Quaker who believed in religious freedom, personal property rights, and self-rule of the colonies.

**Activity**

Your student will read pp. 176–182. You may wish to use all or some of the following *Teach and Discuss* section to guide her reading.

**Teach and Discuss**

**Geography of the 13 Colonies**

**Quick Summary** The 13 colonies can be divided into three regions

**Review:** Which of the three regions had the coldest climate? Which had the warmest? How did these different climates affect the way land was used in each region? The New England Colonies were the coldest, and the Southern Colonies were the warmest; the warmer regions were better suited for farming.

**New England Colonies**

**Quick Summary** Puritan dissenters founded or settled in other New England Colonies after they were forced to leave the Massachusetts Bay Colony.

**Review:** Describe the important achievements of Roger Williams. He founded a colony—Rhode Island—that offered complete religious freedom to settlers.

**The Middle Colonies**

**Quick Summary** The English captured New Netherland and renamed it New York. William Penn established the colony of Pennsylvania based on the ideals of religious freedom and toleration.

**Review:** In one sentence, explain Williams Penn's goals for the colony of Pennsylvania. William Penn’s goals were to establish a colony where people from different nations and of all religions could live together in peace.

**The Southern Colonies**

**Quick Summary** The Southern Colonies were founded for many reasons, such as providing religious freedom, farming rich land, and offering a new start to debtors.

**Review:** How did persecution of Catholics in England help lead to the founding of Maryland? Maryland was founded as a refuge for Catholics seeking religious freedom.

**Growing Colonies**

**Quick Summary** The 13 colonies grew very quickly. Many people moved to cities and towns, while others cleared forests for farming.
Review: Do you think John Urmstone considered his life difficult? How can you tell? Yes, he used the phrase “forced to work hard.”

Your student will complete p. 46, The 13 English Colonies, activity in the workbook.

Review
Review the answers to the worksheet with your student. Please refer to the Answer Key section of the Course Guide.

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Assessment
Today your student will complete the Unit 2 Portfolio Assessment: An Illustrated Time Line of the Colonization of the Americas. When she is finished, please help her submit the assessment to her teacher using one of the methods below:

This is a portfolio item. When your student is finished, please help her submit the assessment to your student’s teacher by following the steps below:

1. Click on the link in the Drop Box section.
2. Select the Delivery Method your student will use to submit the portfolio item.

Online: Click the Browse button to select and submit the appropriate file(s). You may scan your student’s handwritten assessment to create an electronic version of the assessment.

Offline: Mail the portfolio item to your student’s teacher. This item will appear on your student’s assessments to be submitted list until the teacher has recorded a grade in the Grade Book.

Lesson 10: Unit Review

Objectives:
- Identify the contributions of significant individuals during the period of early European exploration and colonization of the Americas
- Analyze information by identifying the sequence of events
- Use primary sources to acquire information

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview To activate prior knowledge, ask your student to summarize what she has learned about the hardships faced by early New England colonists. Explain that in 1642 an unknown author wrote a poem about these hardships.

Ask your student to read the poem, "New England's Annoyances" by Anonymous on p. 180.

You may wish to use all or some of the Teach and Discuss section to guide your student’s reading of the poem.

Teach and Discuss
1. In what ways does the picture on pp. 188–189 illustrate the poem? It shows snow covering rocky land. Because pumpkins are visible under the snow, the painting suggests that pumpkins were abundant.

2. The author states that the “grass is much wanting.” Why would a lack of grass be a problem? Grass is a main food for cattle and other livestock.

3. What are at least four difficulties the author complains about in the poem? Possible answers: The lack of grass; freezing winters; violent storms; loss of body parts from frostbite; worms that destroy crops; a lack of variety in the diet

4. To be “undone” means to be ruined. Why does the author say that New Englanders would be “undone if it was not for pumpkins”? Pumpkins were a staple, a regular part of the diet, and without that staple the New Englanders could not exist.

5. How does the last stanza differ from the rest of the poem? The poet seems to realize that in spite of hardships, the New England colonists will have what they need.

Activity
Each unit ends with a review section. The Unit 2 Review will give your student practice answering questions. Have her answer the questions on p. 190 and the People and Terms questions on p. 191 of the textbook.

If your student needs extra practice on vocabulary terms from the unit, help her print out the Unit 2 Vocabulary Cards. They may be used as flashcards or for a matching game. Print the pages back to back if you wish to create flashcards for review. Print one side per page if you wish to create cards for a matching game.

Review
Now review the answers to the Unit 2 Review with your student. You may also wish to review Chapter 4 and 5 workbook activities.

Main Ideas and Vocabulary Answers
1. d
2. a
3. b
4. a

People and Terms Answers
1. d
2. f
3. c
4. e
5. b
6. a

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 11: Unit Test
Lesson Guide (Coaching Guide):
Assessment
Today your student will complete the Unit 2 test.
Unit 3: Colonial Life in North America

In this unit, your student will learn how resources in the Southern, Middle, and Northern colonies helped each region prosper. He will recognize the colonists’ desire to seek additional opportunities by moving to the lands west of the colonies. He will also study the causes and effects of the French and Indian War.

Objectives:
- Describe the economic development of the English colonies
- Compare and contrast the different regions in the English colonies
- Describe conditions in the colonies
- Explain the causes and effects of the spread of slavery in the colonies
- Identify the causes and effects of the French and Indian War

Lesson 1: Working and Trading

Objectives:
- Analyze the advantages and disadvantages of working as an apprentice
- Identify the main products of each colonial region
- Describe a common triangular trade route
- Compare the different types of jobs available to colonists

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview To activate prior knowledge, have your student describe work that he agreed to perform for someone and the compensation that was received. Tell your student that he will learn more about colonial America as he reads the lesson.

Instruction

Now watch the Teachlet® tutorial with your student. Allow him to replay any part of the movie that he would like to review.

Activity

Your student will read pp. 202–207 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

Life for Young Workers

Quick Summary During the early and middle 1700s, many young people in towns and cities became apprentices. Others grew up working on farms.

Review: Do you think it was more difficult to work as an apprentice or on a farm? Why? Possible answers: As an apprentice, because you worked for a stranger for long hours and little money; on a farm you likely worked for your family.

Colonial Economies

Quick Summary The New England, Middle, and Southern Colonies each developed a different economy based on its unique location and natural resources.

Review: Compare the important products of the New England, Middle, and Southern Colonies. New England: fish, ships, timber; Middle: wheat, iron; Southern: tobacco, rice, indigo

Colonial Trade Routes

Quick Summary Goods and slaves were traded among New England, Africa, and the West Indies along what became known as triangular trade routes.

Review: How were the first and second legs of a triangular trade route different? The first leg carried goods to West Africa. The second leg carried enslaved African people.
Your student will complete p. 51, Working and Trading, in the workbook.

Review

Review the answers to the workbook activity with your student. Please refer to the Answer Key section of the Course Guide.

Extension

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Assessment

You may wish to review the directions to the Unit 3 Portfolio Assessment with your student. The assessment will be completed and submitted during Unit 3, Lesson 9. Estimated time for completion is 30 minutes. You may wish to have your student work on it throughout the unit.

Lesson 2: Research and Writing Skills

Objectives:

- Distinguish news articles from feature articles
- Identify important information in newspaper articles

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Lesson Guide (Coaching Guide):

Getting Started

Preview

What is a newspaper? Ask your student how a newspaper might be used by historians of the future to study our time. Then have your student read the What? section on p. 208 to help determine the purpose of the lesson. Make sure he is able to differentiate between news articles and feature articles.

Instruction

Watch the BrainPOP® movie with your student. Allow your student to replay any part of the movie that he would like to review.

Activity

Your student will read pp. 208–209 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

1. Where does the event reported in this story take place? Leeville

2. How did the students find the items? They found them while they were digging.

3. Could this article have been written in the 1700s? Why or why not? No, because the events took place in the ruins of a colonial kitchen. If it were in the 1700s, the items would not be buried.

4. What did the students learn from their findings? Colonists used wooden spoons, iron cooking pots, and pottery bowls.

Review

Your student will complete the Think and Apply questions on p. 209.

Review the answers to the Think and Apply questions with your student.
Think and Apply Answers
1. Students find old kitchen utensils in Leeville.
2. Where and when the story was written: Leeville; April 15
3. They were taking part in educational activities at the historic site.

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Assessment
Have your student cut out a news story in a local newspaper and circle and label the parts of the article that were discussed in this lesson: headline, dateline, and first paragraph.

Ask your student to write a summary of the article and share it with you.

Tips for this assignment:
You may wish to preview the article to see if the content and reading level are appropriate for your student.

You may wish to read the article together with your student to help him understand the content. Listen to your student summarize the article and prompt him if he has difficulty remembering certain parts or distinguishing between important main ideas and smaller details.

Lesson 3: Cities, Towns, and Farms

Objectives:
- Describe some of Benjamin Franklin's important contributions to the colonies
- Analyze the design of New England towns
- Identify the types of crops raised on plantations
- Compare and contrast life in cities, towns, and farms

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Lesson Guide (Coaching Guide):
Getting Started

Introduce and Motivate

Preview Ask your student to think about what he would do on the first day if he moved to a new city or town. Tell your student that he will learn more about what it was like in colonial cities, towns, and farms as he reads the lesson.

Instruction
Now watch the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. How would you describe life in New Plymouth? Answers will vary. New Plymouth was an agricultural community. It was very busy six days a week.

2. What food did colonists eat? Colonists ate fish, corn, pork, wild game, and shellfish.

3. What were some of the tasks people did in order to survive in the New Plymouth colony? Making lumber, working as a blacksmith, taking care of animals, growing crops, building homes and barns
**Activity**

Your student will read pp. 210–214 of the textbook. You may wish to use all or some of the following *Teach and Discuss* section to guide his reading.

**Teach and Discuss**

**City Life**

**Quick Summary** Benjamin Franklin established a newspaper, hospital, and library in Philadelphia in the mid-1700s.

**Review:** *Contrast the populations of New York and Charlestown in 1760. How many more people lived in New York?* The population of New York was more than twice that of Charlestown; about 10,000 more.

**Colonial Towns**

**Quick Summary** Small towns in the New England and Middle Colonies had workshops, stores, and a mill as well as farms in the surrounding fields. The towns were the centers of business.

**Review:** *What was the purpose of the town common?* To provide an open space where cattle and sheep could graze.

**Southern Plantations**

**Quick Summary** Southern plantations were large farms owned by wealthy landowners. Most of the work on plantations was done by enslaved people.

**Review:** *What was the role of the overseer on a plantation?* The overseer was the plantation manager who gave orders to the enslaved people.

**Farming Families**

**Quick Summary** Work was hard on the small family farms that extended from Georgia to New Hampshire.

**Review:** *Do you think Ruth Belknap enjoyed her life on a small farm? Explain your opinion.* Possible answer: Perhaps, for even though it was hard work, her poem sounds light and playful.

Your student will complete p. 53, Cities, Towns, and Farms, in the workbook.

**Review**

Review the answers to the workbook activity with your student. Please refer to the Answer Key section of the Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

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- this unit
- the entire course

**Lesson 4: Everyday Life in the Colonies**

**Objectives:**

- Explain what it was like to attend school in the colonies
- Describe some examples of colonial literature and newspapers
- Analyze the causes of religious diversity in the colonies
- Identify foods that were popular in the colonies

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**Lesson Guide (Coaching Guide):**

**Getting Started**

**Preview** To activate prior knowledge, ask your student to describe a daily
activity that he enjoys doing either in school or at home. Tell your student that he will learn more about daily activities in the lives of colonists as he reads the lesson.

Instruction
Now watch the Discovery Education™ streaming movie with your student. Answer any questions he may have. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. Why do you think Pennsylvania might have appealed to immigrants? Pennsylvania accepted religious diversity. It also had many opportunities for jobs. This attracted immigrants from diverse religious and economic backgrounds.

2. Why was Philadelphia important? Philadelphia was a center of culture and trade.

Activity
Your student will read pp. 216–220 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

Studying and Praying
Quick Summary: Most colonial children went to public schools until their early teens, then went to work full time. They found time to play games and sports.

Review: How were colonial schools different from schools today? How were they the same? Possible answer: Different: one room with students of different ages; Alike: learned reading, writing, and arithmetic

Religion in the Colonies
Quick Summary: Many different religious groups lived in the colonies. Some colonies were founded as places where people could practice their religion freely. The Great Awakening revived many colonists’ interest in religion.

Review: What was one effect of the Great Awakening? Possible answers: It revived many colonists’ interest in religion; churches were built; colleges were established.

Reading
Quick Summary: Reading played an important role in the colonies as a source of information, entertainment, and personal communication.

Review: Summarize the role of reading in the colonies. Reading played an important role in the colonies as a means of information, entertainment, and communication.

Colonial Meals
Quick Summary: Colonial meals consisted of foods made from corn, meat or fish, and vegetables. Desserts were common.

Review: Do you think you would have liked food in colonial times? Why or why not? Make sure your student discusses his own tastes and gives an example of colonial food.

Your student will complete p. 54, Everyday Life in the Colonies, in the workbook.

Review
Review the answers to the workbook activity with your student. Please refer to the Answer Key section of the Course Guide.
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 5: Slavery in the Colonies (two-day lesson)

Objectives:
- Compare slavery in different regions of the colonies
- Describe skills that enslaved people brought to the colonies
- Explain how enslaved Africans were able to keep their traditions alive
- Analyze ways in which people resisted slavery

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Lesson Guide (Coaching Guide):

Getting Started

Introduction and Motivate

Preview To activate prior knowledge, ask your student to recall what he has learned up to this point about slavery in the colonies. Tell your student that he will learn about the similarities and differences of slavery in the New England, Middle, and Southern Colonies as he reads the lesson.

Instruction

You may want to view the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following question.

What were some cash crops that slaves helped produce on southern plantations? tobacco, rice, indigo

Activity

Your student will read pp. 224–227 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

Slavery, North and South

Quick Summary: Most enslaved people in the northern colonies worked in towns and cities. By working extra jobs they could earn their freedom.

Review: What is one way that slavery in the North was different from slavery in the South? In the North, enslaved people usually had more opportunities to improve their lives.

Slavery in the South

Quick Summary: Most enslaved people in the southern colonies worked on plantations. They struggled to keep their families together and their culture alive.

Review: What were some of the skills enslaved Africans used on Carolina plantations? Enslaved Africans used their skills as planters, carpenters, blacksmiths, and tailors.

Resisting Slavery

Quick Summary: Enslaved people attempted to resist slavery.

Review: What are some ways that enslaved people resisted slavery? They worked slowly, broke tools, pretended to be sick, tried to escape, and took part in rebellions.

Your student will complete p. 55, Slavery in the South, in the workbook.
Your student may complete the optional extension activity. Your student may complete the Write to Learn activity on p. 227 of the textbook.

Review
Review the answers to the workbook activity with your student. You may wish to review other Chapter 6 workbook activities with your student to help him prepare for the Chapter 6 quiz.

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:
- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Assessment
Your student will complete the Chapter 6 quiz today.

Lesson 6: The Spanish Move North

Objectives:
- Explain Spain’s reasons for wanting a colony in Florida
- Describe the early Spanish colonies in New Mexico
- Analyze the causes and effects of the Pueblo Revolt

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview
To activate prior knowledge, ask your student to tell what might happen when two or more people claim to own the same thing. Ask him to name ways that people can attempt to solve such a problem. Tell your student that he will learn how three countries resolved conflicts over land as he reads the lesson.

Instruction
Now watch the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. **What impact did the Spanish settlement have on the Southwest?** The Spanish built towns, ranches, and missions. They brought cattle, sheep, and horses. They made Santa Fe the capital of New Mexico.

2. **How did Spanish settlement affect Native Americans?** The Spanish introduced livestock and horses to the Native Americans. The Navajo learned how to be ranchers and make blankets from wool. They also became skilled horse riders. The Spanish converted Native Americans to Christianity and forced them to be laborers.

Activity
Your student will read pp. 232–236 of the textbook. You may wish to use all or some of the following **Teach and Discuss** section to guide his reading.

Teach and Discuss

Fighting for Florida
Quick Summary
The Spanish took control of Florida and founded St. Augustine, the first permanent European settlement in what is now the United States.

Review: **Why did Spanish leaders want to establish a colony in Florida?** To prevent the English and French from claiming the area
New Mexico
Quick Summary Spain established settlements and missions in present-day New Mexico.

Review: **What was the purpose of El Camino Real?** To connect New Mexico to Mexico City, allowing for easier trade and travel.

The Pueblo Revolt
Quick Summary The Pueblo attacked Spanish settlements throughout New Mexico and drove the Spanish out of the area.

Review: **What was one effect of the Pueblo Revolt?** Possible answer: The Spanish were forced to leave New Mexico.

The Spanish Return
Quick Summary The Spanish recaptured New Mexico and then founded new settlements and missions in what is now Texas, Arizona, and California.

Review: **Why did the Spanish build new settlements in the Southwest in the 1700s?** To keep control of the Southwest.

Your student will read pp. 238–239 to learn more about Spanish influence in the Southwest.

Your student will complete p. 58, The Spanish Move North, in the workbook.

Review
Review the answers to the workbook activity with your student. Please refer to the Answer Key section of the Course Guide.

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:
- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 7: French Explore the Mississippi

Objectives:
- Identify ways in which French settlers learned from Native Americans
- Analyze reasons the French explored the Mississippi River
- Explain how La Salle’s explorations led to the expansion of New France
- Relate the location of New Orleans to its success as a port city

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Lesson Guide (Coaching Guide):
Getting Started

Preview To activate prior knowledge, have your student brainstorm words and phrases he associates with the word *explore*. Prompt your student to discuss his own experiences exploring new places. Tell him that he will learn more about explorers as he reads the lesson.

Instruction Now watch the Discovery Education™ streaming movie with your student. Answer any questions he may have. Allow your student to replay any part of the movie that he would like to review.
Discuss the following questions.

1. **What agreement was made between La Salle and the King of France?** La Salle would claim the Mississippi Valley for France. In exchange, King Louis would allow La Salle to control the trade of buffalo hides in the territory. La Salle had to pay for the expedition.

2. **What agreement did La Salle make with the Native Americans?** La Salle promised them protection from the Iroquois, but the land would be controlled by France.

**Activity**

Your student will read pp. 240–243 of the textbook. You may wish to use all or some of the following **Teach and Discuss** section to guide his reading.

**Teach and Discuss**

**Exploring the Mississippi**

**Quick Summary** The French explored the Mississippi River in hope of finding new lands on which they could build missions and set up trading posts.

Review: **Why did the leaders of New France want control of the Mississippi River?** The French wanted control so they could reach new lands and set up trading posts.

**Founding Louisiana**

**Quick Summary** The French claimed the Mississippi River valley as part of New France and named the area Louisiana.

Review: **Describe the sequence of La Salle's expeditions.** La Salle set out from the St. Lawrence River in winter 1681, began rowing down the Mississippi River in February 1682, and reached the Gulf of Mexico in April 1682.

**New French Settlements**

**Quick Summary** In the late 1600s and early 1700s, the French established settlements throughout New France.

Review: **Name two French settlements that are now major American cities.** Detroit and New Orleans

Your student will complete p. 59, French Explore the Mississippi, in the workbook.

**Review**

Review the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Lesson 8: Map and Globe Skills**

**Objectives:**

- Compare and use scales to measure distance on maps

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**Lesson Guide (Coaching Guide):**
**Getting Started**

**Introduce and Motivate**

**Preview** What are small-scale and large-scale maps? Remind your student that a map scale is used to measure distance. Ask your student why the scale on one map may not be the same as the scale on another map. Then have him read the **What?** section on p. 244.

Why use small-scale and large scale maps? Have your student read the **Why?** section on p. 245. Ask him what kind of map he would use if he wanted to show someone the location of a historic site in his community.

**Instruction**

Now watch the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. **What is the purpose of a map scale?** A map scale helps people determine the distance between two places on a map.
2. **What is the best way to find out the actual distance between two places on a map?** Record the length with a ruler or piece of paper and line up the recorded length with the scale on the map.

**Activity**

Your student will read pp. 244–245 of the textbook. You may wish to use all or some of the following **Teach and Discuss** section to guide his reading.

**Teach and Discuss**

1. Which map would you use if you wanted to figure out how long it would take to travel from Shreveport to Baton Rouge? **Map A**
2. Which map would you use to help a tourist who is visiting New Orleans? **Why?** Map B, because it is a large-scale map that shows places in the city.
3. Would a small-scale map or a large-scale map be better for showing that the Mississippi River is not a passageway to the Pacific Ocean? A small-scale map

Have your student complete the Think and Apply questions on p. 245.

**Review**

Review the answers to the Think and Apply questions with your student.

**Think and Apply Answers**

1. Map A, Small-Scale Map
2. Map B, Large-Scale Map
3. A small scale map

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Lesson 9: The French and Indian War**

**Objectives:**

- Identify the causes of conflicts over land among the British, French, and Native Americans
- Describe the beginning of the French and Indian War

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview To activate prior knowledge, ask your student to share what he knows about who fought in the French and Indian War. Tell your student that he will learn about this war as he reads the lesson.

Instruction

You may want to view the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following question.

According to the movie, what was the reason the war was fought? Both the British and the French wanted to profit from the North American fur trade.

Activity

Your student will read pp. 246–251 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

Conflicts Over Land

Quick Summary Conflicts over land led English settlers and Native Americans to war in the west.

Review: What was one effect of King Philip’s War? The English settlers gained control of most of New England.

The Ohio River Valley

Quick Summary The British demanded that the French leave the Ohio River valley, but the French refused to leave.

Review: On what did France base its claim to the Ohio River valley? Since La Salle had claimed all the tributaries of the Mississippi River, which includes the Ohio River, the French believed they owned the land along the Ohio River.

The French and Indian War

Quick Summary George Washington and his soldiers fought the French and their Native American allies for control of the valley, but the British lost the first battles of the war.

Review: According to Hendrich, why did the Iroquois resist joining the British? The Iroquois believed that the land belonged to them, not to the British or the French, and they feared being destroyed no matter who won the war.

British Victory

Quick Summary With additional troops and help from the Iroquois, the British won the war. Britain and Spain took over much land that had been claimed by France.

Review: Where was the key battle of the French and Indian War fought? Quebec

Review

Review the answers to the workbook activity with your student. Please refer to the Answer Key section of the Course Guide.

Extension

Use the online flash cards to review the glossary terms and definitions with your
student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Assessment**

This is a portfolio item. When your student is finished, please help him submit the assessment to your student’s teacher by following the steps below:

1. Click on the link in the Drop Box section.
2. Select the Delivery Method your student will use to submit the portfolio item.

**Online:** Click the Browse button to select and submit the appropriate file(s). You may scan your student’s handwritten assessment to create an electronic version of the assessment.

**Offline:** Mail the portfolio item to your student’s teacher. This item will appear on your student’s assessments to be submitted list until the teacher has recorded a grade in the Grade Book.

**Lesson 10: Unit Review**

**Objectives:**

- Identify the contributions of significant individuals during the colonial period
- Analyze information by identifying similarities and differences in information
- Use primary sources to acquire information

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**Lesson Guide (Coaching Guide):**

**Getting Started**

**Introduce and Motivate**

**Preview** To activate prior knowledge, have your student brainstorm a list of activities or chores that he does each day. Have him put an X by each activity he thinks was done by children living during colonial times.

**Activity**

Each unit ends with a review section. The Unit 3 Review will give your student practice answering questions. Have him answer questions on p. 256 and the People and Places questions on p. 257 of the textbook.

If your student needs extra practice on vocabulary terms from the unit, help her print out the Unit 3 Vocabulary Cards. They may be used as flashcards or for a matching game. Print the pages back to back if you wish to create flashcards for review. Print one side per page if you wish to create cards for a matching game.

**Review**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Now review the answers to the Unit 3 Review with your student. You may also wish to have your student review the workbook activities from Chapters 6 and 7 to prepare for the unit test.

**Main Ideas and Vocabulary Answers**

1. b
2. c
3. d
4. d
**People and Places Answers**

1. c
2. a
3. b
4. f
5. e
6. d

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Lesson 11: Unit Test**

Lesson Guide (Coaching Guide):

**Assessment**

Today, your student will complete the Unit 3 test.

**Unit 4: The American Revolution**

In this unit, your student will learn how British rule resulted in conflict with the colonists. She will learn about the political and economic issues between Great Britain and the colonies that ultimately led to the American Revolution. She will trace the course of the war and its impact on the colonies.

**Objectives:**

- Identify the sources of tension between Great Britain and the 13 English colonies
- Identify the contributions of significant individuals during the period of the American Revolution
- Analyze information by identifying cause-and-effect relationships
- Describe the significance of the Declaration of Independence
- Identify the perspectives of Loyalists and Patriots

**Lesson 1: Trouble over Taxes**

**Objectives:**

- Identify the causes of the Stamp Act and the Townshend Acts
- Identify the contributions of significant individuals during the revolutionary period, including the Sons of Liberty and the Daughters of Liberty
- Explain how British taxes led to greater cooperation among the colonies
- Evaluate the effects of colonists' protests

**Lesson Guide (Coaching Guide):**

**Getting Started**

**Introduce and Motivate**

**Preview** To activate prior knowledge, ask your student what governments can do to raise money. Tell your student that she will learn how Britain raised money in the colonies as she reads the lesson.

**Instruction**

You may want to watch the BrainPOP® movie with your student. After she completes the movie, have her take the online quiz.

**Activity**

Your student will read pp. 268–273 of the textbook. You may wish to use all or some of the following **Teach and Discuss** section to guide his reading.

**Teach and Discuss**

**Britain Taxes the Colonies**

https://www.connexus.com/lmu/courseGuide.aspx?idCourse=34624&idUnit=&idLesson=&idWebuser=1052827&idSection=417608&...
Quick Summary Britain decided to tax the colonists to help pay for the defense of the colonies.

Review: **Why did British leaders decide to tax the colonies?** To pay for the defense of the colonies.

Colonists Protest
Quick Summary Protests against the Stamp Act led to the Stamp Act Congress and helped unite the colonies.

Review: **How did the colonists respond to the Stamp Act?** They joined together to protest.

Sons of Liberty
Quick Summary Samuel Adams and others organized the Sons of Liberty to protest the Stamp Act.

Review: **What effect did the Sons of Liberty have on the Stamp Act?** Britain could not enforce the Stamp Act because no one was willing to sell the stamps.

The Townshend Acts
Quick Summary Britain repealed the Stamp Act but enacted the Townshend Acts, which put a tariff on imported goods.

Review: **What caused British leaders to pass the Townshend Acts?** The need to raise money from the colonists and the need to show that Britain was in charge.

Women Join the Boycott
Quick Summary Women supported the boycott, which hurt British businesses and led Britain to send warships in an attempt to end protests.

Review: **What caused the British to send warships to Boston?** They hoped a show of force would end the boycott.

Have your student complete p. 66, Trouble over Taxes, in the workbook.

Review
Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Assessment
Take a few minutes at the end of the lesson to review the **Unit 4 Portfolio Assessment: A Personal Journal** with your student. This assessment will be completed and submitted in Unit 4, Lesson 7. Your student should think about the possible responses to the questions as she completes the unit. At the end of the unit, she will apply what she has learned in her portfolio assessment.

Lesson 2: The Colonists Rebel 🌟

Objectives:

- Analyze the causes and effects of events prior to the American Revolution, such as the Boston Tea Party
- Identify the goal of the Committees of Correspondence
- Explain the Intolerable Acts
- Identify events (causes) in Boston and their effects on the relationship between the colonies and Britain
Differentiate between the political ideas of Patriots and Loyalists

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview  To activate prior knowledge, ask your student to review the conflicts between the British and the colonists. Tell your student that she will learn more about conflicts in the lesson.

Instruction

Watch the Discovery Education™ streaming movie with your student. Allow her to replay any part of the movie that she would like to review.

Discuss the following questions.

1. **What did the Committees of Correspondence do?** The Committees informed colonists about protests against the British.

2. **How did Britain respond to the Boston Tea Party?** The British navy blockaded Boston Harbor so that colonial ships could not enter or leave until the colonists paid the total costs of the destroyed tea.

3. **How did the Committees of Correspondence support the Massachusetts colony?** The Committees of Correspondence sent food and money to Boston to help the colony.

Activity

Your student will read pp. 276–282 of the textbook. You may wish to use all or some of the following **Teach and Discuss** section to guide her reading.

**Teach and Discuss**

**The Boston Massacre**

Quick Summary  Tensions in Boston erupted in violence when British soldiers fired into a mob of angry colonists.

Review: **What caused British soldiers to fire at the colonists?** They panicked when the angry colonists surrounded them.

**The Committees of Correspondence**

Quick Summary  Committees of Correspondence formed to improve communication throughout the colonies and to help the colonies work together.

Review: **What problem led Samuel Adams to create a Committee of Correspondence?** News took too long to travel throughout the colonies, making it hard for colonists to work together.

**The Boston Tea Party**

Quick Summary  Protests by colonists against the Tea Act included dumping British tea into Boston Harbor.

Review: **Why did Parliament pass the Tea Act?** To help the East India Company and to get the colonists to pay taxes to Britain

**Britain Punishes Boston**

Quick Summary  The British punished Boston severely for the Tea Party with what colonists called the Intolerable Acts.

Review: **What happened as a result of the Boston Tea Party?** The British punished Boston with the Intolerable Acts.

**The Continental Congress**

Quick Summary  Representatives from the colonies met to discuss what to do about the Intolerable Acts.
Review: What decisions did Patriot leaders make at the First Continental Congress? They decided to stop trade with Britain, to have militias trained, and to meet in one year if the situation had not improved.

Liberty or Death
Quick Summary By March 1775, many colonists expected war with Britain.

Review: Why did Patrick Henry believe Virginia’s militias should be prepared? He thought war with Britain was coming.

Your student will complete The Colonists Rebel activity.

Review Now review the answers to the Quick Study activity with your student.

The Colonists Rebel Answers
1. Effects: Boston Massacre. Members of the committees wrote to each other about local events. Colonists dumped tea into Boston Harbor during the Boston Tea Party. Colonists voted to stop trade with Britain until the Intolerable Acts were repealed.
2. To share news quickly among the colonies
3. British laws that punished the people of Boston
4. Boston Massacre; Boston Tea Party; Intolerable Acts
5. Possible answers: A Patriot because Britain treated the colonists unfairly; A Loyalist because Britain was reasonable and the Patriots provoked the conflict.

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 3: Research and Writing Skills
Objectives:
- Use primary sources to acquire information

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Lesson Guide (Coaching Guide):
Getting Started
Introduce and Motivate

Preview Ask your student how a newspaper or magazine might be used by historians in the future to study our time. Then have your student read the What? section of text on p. 284 to help set the purpose of the lesson.

Instruction Now watch the Discovery Education™ streaming movie with your student. Answer Allow your student to replay any part of the movie that she would like to review.

Discuss the following questions.

1. What are some types of informational text? Newspapers, diaries and textbooks are examples of informational text.

2. Why are diaries a good source of information? Diaries give a first-hand account and capture the feelings and thoughts of the authors that may not be mentioned in other information or text.
3. What are the advantages of using textbooks to find information? A textbook may cover a wide range of topics. Definitions and details about topics may be included in textbooks.

4. What kind of information can you find in a newspaper? Newspapers are dated and usually deal with topics of concern during the time period in which they were written.

Activity
Your student will read pp. 284–285 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

How is this skill used? Examine with your student the primary source on p. 284.

• Point out that older primary sources, such as this one, are often difficult to read because they may have faded type; they also may use unfamiliar language and spelling.

• Show your student that the textbook is providing help by outlining an excerpt in blue and then showing that excerpt in enlarged form. The paragraph outlined in red is the same text with clearer print and modern spelling and grammar.

• Have your student read the How? section of the text on p. 285.

• Compare and contrast primary and secondary sources. Ask your student why both are useful in research.

1. What do the four objects pictured under the primary source quote represent? The coffins of each of the men who died

2. What is the subject of the newspaper article? Burials of four Patriots killed in the massacre

3. Approximately when was this article originally printed? How can you tell? Shortly after the massacre; the phrases "Last Thursday" and "Monday evening preceding" indicate this.

4. What phrases in the primary source quotation indicate the point of view of the writer? "Unhappy victims" and "bloody massacre"

5. What different terms might a pro-British reporter have used? Possible answers: "Hot-headed rebels" and "peacekeeping action"

Have your student complete the Think and Apply questions on p. 285.

Review
Review the answers to the Think and Apply questions with your student.

Think and Apply Answers
1. Samuel Gray, Samuel Maverick, James Caldwell, and Crispus Attacks
2. Patriot; the writer used terms that showed opposition to the event, such as "unhappy victims" and "bloody massacre."
3. Possible answers: to draw attention to the article; to reinforce the anger at the colonists' deaths

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

• this lesson
• this lesson and all prior lessons in this unit
• this unit
Assessment
Discuss with your student the following questions: How do primary sources help you understand the events of the past? If you were going to write an autobiography, or the story of your own life, what primary sources would you use from your life?

If your student has trouble with the questions, ask her what she could use to prove that certain events took place. (She may come up with ideas such as photos, letters, diaries, baby albums, etc.)

Lesson 4: The Revolution Begins (two-day lesson)

Objectives:
- Identify the effects of the first battles of the American Revolution
- Identify the contributions of significant individuals during the revolutionary period, including Paul Revere
- Identify and describe key events in the American Revolution, including the battles of Lexington, Concord, and Bunker Hill
- Analyze and interpret maps to explain historical events

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Lesson Guide (Coaching Guide):
Getting Started
Introduce and Motivate

Preview To activate prior knowledge, ask your student why Britain and the colonies would choose to go to war. Tell your student that she will learn more about the first battles of the American Revolution as she reads the lesson.

Instruction
You may want to watch the BrainPOP® movie with your student. After the movie, have her complete the online quiz.

Activity
Your student will read pp. 286–291 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide her reading.

Teach and Discuss

Paul Revere’s Ride
Quick Summary Revere, Dawes, and Prescott rode to Concord to warn that the British army would try to destroy Patriot military supplies.

Review: What was the effect of the ride of Revere, Dawes, and Prescott? The Concord militia was warned and was able to prepare for the British attack.

The Shot Heard Round the World
Quick Summary The American Revolution began with a British victory at Lexington and a Patriot victory at Concord.

Review: List the sequence of events of April 19, 1775. Begin with John Parker’s order to the minutemen and end with the British retreat to Boston. Parker ordered his men to stand their ground; a shot was fired; the Battle of Lexington took place; the British troops marched to Concord; fighting occurred; the British troops retreated to Boston under fire.

The Battle of Bunker Hill
Quick Summary Although British soldiers defeated the Patriots at the Battle of Bunker Hill, they suffered heavy losses.

Review: Compare the results of the Battle of Bunker Hill from both a Patriot and British point-of-view. Possible answer: Even though the Patriots lost, they would probably see the battle as a success because they killed or wounded many British. In spite of their victory, the British would probably see the battle as a failure because of their heavy losses.
Have your student complete p. 69, The Revolution Begins, in the workbook.

**Review**

Review the answers to the workbook activity questions with your student. Please refer to the Answer Key section of the Course Guide.

Have your student review the previous workbook activities to prepare for the Chapter 8 Quiz.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Assessment**

Your student will complete the Chapter 8 quiz.

**Lesson 5: Declaration of Independence**

**Objectives:**
- Describe the decisions made by the Second Continental Congress
- Evaluate the impact of Thomas Paine's Common Sense
- Analyze the main argument in the Declaration of Independence
- Explain why signing the Declaration of Independence was a dangerous act

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**Lesson Guide (Coaching Guide):**

**Getting Started**

**Introduce and Motivate**

**Preview**  To activate prior knowledge, ask your student to recall the decisions made by the First Continental Congress. Tell your student that she will learn more about the Second Continental Congress in this lesson.

**Instruction**

In today's lesson, your student will view the Teachlet® tutorial. Allow your student to replay any part of the tutorial that she would like to review.

**Activity**

Your student will read pp. 296–300 of the textbook. You may wish to use all or some of the following **Teach and Discuss** section to guide his reading.

**Teach and Discuss**

**The Second Continental Congress**

**Quick Summary**  Congress formed an army and elected George Washington as the leader of the troops.

**Review:**  *Why did Congress send King George III the Olive Branch Petition? They wanted to avoid a war.*

"Time to Part"

**Quick Summary**  Thomas Paine and Richard Henry Lee persuaded Americans to declare independence from Britain. Thomas Jefferson wrote the official declaration.

**Review:**  *What was the purpose of the Declaration of Independence? It explained why it was time for American colonies to establish a government of their own.*

**The Declaration of Independence**
Quick Summary  The Declaration of Independence stated the rights of the American colonists and their reasons for declaring independence.

Review:  According to the Declaration of Independence, what are three "unalienable rights"?  Life, liberty, and the pursuit of happiness

A Dangerous Decision
Quick Summary  Members of Congress signed the Declaration of Independence, even though they knew they faced death as traitors to Britain.

Review:  Why was signing the Declaration of Independence a dangerous act?  The signers could be hanged as traitors.

Your student will complete The Declaration of Independence Quick Study activity.

Review
Review the answers to the Quick Study workbook activity with your student.

The Declaration of Independence Answers
1. Cause and Effect  Effects: George Washington is elected to be the Commander-in-Chief of the Continental Army; Many Americans are convinced to declare independence; the colonies stand united
2. To form an army and to declare independence
3. Using language that was easy to understand, Paine convinced many Americans that it was time to declare independence.
4. He was a member of the committee formed to draft the Declaration of Independence; then he wrote the document.
5. Possible answer: Yes; the signers risked being hanged as traitors.

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 6: Patriots at War

Objectives:
- Explain how Washington was able to force the British from Boston
- Analyze the causes and effects of American victories at Trenton and Saratoga
- Summarize the contributions of African American patriots
- Describe ways in which women helped support the American Revolution

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview  Ask your student to list strategies that she thinks may have been important when fighting in the American Revolution. Tell your student that she will learn more about wartime strategies as she reads the lesson.

Instruction

Now watch the Discovery Education™ streaming movie with your student. Allow her to replay any part of the movie that she would like to review.

Discuss the following question:

How did women contribute to the war effort?  Women cooked and provided
medical treatment. Wives of soldiers and officers may have stayed in the camp to keep their families together and provide companionship.

Have your student listen to the read-aloud selection. Prompt your student to respond to the questions below the audio link.

**Activity**
Your student will read pp. 302–308 of the textbook. You may wish to use all or some of the following *Teach and Discuss* section to guide her reading.

**Teach and Discuss**

**Washington Takes Command**

**Quick Summary** Ethan Allen and the Green Mountain Boys captured Fort Ticonderoga. Cannons from that fort drove the British from Boston.

**Review:** *How did the capture of Fort Ticonderoga lead to the American victory in Boston?* The American army seized British cannons from that fort and used them to force the British from Boston.

**Defeat and Victory**

**Quick Summary** Hungry, sick and poorly outfitted, the Americans lost several battles to the British. Winning a battle at Trenton, however, gave the Americans hope.

**Review:** *Why was Washington's victory at Trenton important for the Americans?* The victory made many Americans feel more hopeful about winning the war.

**The Turning Point**

**Quick Summary** The turning point of the American Revolution occurred when American troops won the Battle of Saratoga.

**Review:** *Why did the British want to control Lake Champlain and the Hudson River?* The British believed they could cut the United States in two, dividing the American force and leading to the end of the American Revolution.

**African Americans and the Revolution**

**Quick Summary** African Americans fought on both sides of the revolution. About 5,000 African Americans served in the Continental Army to help fight for freedom.

**Review:** *How did Peter Salem contribute to the American Revolution?* Peter Salem shot British Major John Pitcairn at the Battle of Bunker Hill, and he helped the Americans win the Battle of Saratoga.

**Women in the Revolution**

**Quick Summary** Women played a significant role in the Revolution. Some actually fought battles; others collected food, raised money, and made clothes for the soldiers.

**Review:** *In what ways did women contribute to the war effort?* They led boycotts, raised money, cooked, sewed, helped wounded soldiers, and wrote about the cause. A few also helped in battle.

**Winter in Valley Forge**

**Quick Summary** Thousands of Washington’s men lost their lives at Valley Forge due to hunger, freezing weather, and disease.

**Review:** *What caused the death of thousands of American soldiers at Valley Forge?* Hunger, cold, and disease

Have your student complete p. 73, Patriots at War, in the workbook.

**Review**
Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.
Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 7: The World Turned Upside Down (two-day lesson)

Objectives:
- Explain how other nations helped the Continental Army
- Compare the contributions of patriot heroes such as Francis Marion, George Rogers Clark, and John Paul Jones
- Describe how Washington was able to trap the British at Yorktown
- Analyze the significance of the American victory at Yorktown

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Lesson Guide (Coaching Guide):

Getting Started
Introduce and Motivate

Preview
Ask your student to recall a time when others helped her to achieve a goal. Tell your student that she will learn how other countries joined forces with the American army to defeat the British as she reads the lesson.

Instruction
Now watch the Discovery Education™ streaming movie with your student. Allow your her to replay any part of the movie that she would like to review.

Discuss the following questions.

1. How did the blockade affect the British troops? It forced the British fleet to retreat. It prevented the British troops in Yorktown from receiving food and supplies.

2. What led to the defeat of the British at Yorktown? Cornwallis and his troops were outnumbered and surrounded by French and American troops. Constant shelling resulted in heavy casualties for the British.

Activity
Your student will read pp. 314–319 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide her reading.

Teach and Discuss

Help from Other Nations
Quick Summary Other nations helped the Americans by contributing ships, soldiers, money, and other needed supplies.

Review: What was one effect of Spain’s entry into the war against Britain? The Spanish troops captured British forts along the Mississippi River and the Gulf of Mexico, which severely weakened British power in what is now the Southeast region of the United States.

The Fighting Continues
Quick Summary With the help of daring leaders such as Francis Marion, George Rogers Clark, and John Paul Jones, the Patriots continued to battle the British on land and on the ocean.

Review: Why was the victory of the Bonhomme Richard so important? It proved that the American navy was able to win battles even though it was small and new.
Victory at Yorktown
Quick Summary  Washington surrounded the British at Yorktown, defeating them and ending the war.

Review: Why did Washington decide to go to Virginia instead of attacking the British in New York City? He realized that he could join forces with the French and the other American soldiers at Yorktown to trap and defeat the British.

The Treaty of Paris
Quick Summary  The American Revolution officially ended with the signing of the Treaty of Paris.


Your student will complete p. 74, The World Turned Upside Down, in the workbook.

Review  Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

Extension  Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Assessment  Today your student will complete and submit the Unit 4 Portfolio Assessment: A Personal Journal. She will create a journal entry that reflects the point of view of a Patriot or a Loyalist. Once she has chosen a position, help her distinguish between fact and opinion. How would a Patriot feel about the causes of the war? Help her choose words that express the perspective of her chosen person. How would that person view the facts? If your student needs more information about the two perspectives, encourage her to watch the “Personal Sacrifice and Opinions of the War” Discovery Education™ streaming movie.

This is a portfolio item. When your student is finished, please help her submit the assessment to your student’s teacher by following the steps below:

1. Click on the link in the Drop Box section.
2. Select the Delivery Method your student will use to submit the portfolio item.

Online: Click the Browse button to select and submit the appropriate file(s). You may scan your student’s handwritten assessment to create an electronic version of the assessment.

Offline: Mail the portfolio item to your student’s teacher. This item will appear on your student’s assessments to be submitted list until the teacher has recorded a grade in the Grade Book.
Getting Started

**Introduce and Motivate**

**Preview**  Tell your student that she will learn more about the history of the song "Yankee Doodle" and how it was sung and played during the American Revolution.

Ask your student how knowing about a song from a period in history can be helpful. (*It can give additional clues about people’s ideas and activities.*)

**Activity**  Each unit ends with a review section. The Unit 4 Review will give your student practice answering questions. Have her answer the questions on p. 326 and the People and Vocabulary questions on p. 327 of the textbook.

If your student needs extra practice on vocabulary terms from the unit, help her print out the Unit 4 Vocabulary Cards. They may be used as flashcards or for a matching game. Print the pages back to back if you wish to create flashcards for review. Print one side per page if you wish to create cards for a matching game.

**Review**  Now review the answers to the Unit 4 Review with your student. You may also wish to have your student review the workbook activities from Chapters 8 and 9 to prepare for the unit test.

**Main Ideas and Vocabulary Answers**
1. b  
2. b  
3. d  
4. c  

**People and Vocabulary Answers**
1. a  
2. b  
3. c  
4. e  
5. f  
6. d  

**Extension**
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:
- this lesson  
- this lesson and all prior lessons in this unit  
- this unit  
- the entire course

**Lesson 9: Unit Test**

**Assessment**

Today your student will complete the Unit 4 test.

**Unit 5: Life in a New Nation**

In this unit, your student will examine some of the political accomplishments of the new nation. He will learn how representatives from all states met in Philadelphia to adopt a new constitution. He will also learn about the birth of political parties, various efforts taken to expand the political boundaries of the nation westward, and the War of 1812.

**Objectives:**
- Use primary sources to acquire information  
- Identify the contributions of significant individuals during the period following the American
Lesson 1: A Weak Government

Objectives:
- List the main goals of the Articles of Confederation
- Identify the weaknesses of the Articles of Confederation
- Describe the causes of Shay's Rebellion
- Explain the purpose of the Northwest Ordinance

Revolution
- Explain the significance of the U.S. Constitution and the Bill of Rights
- Describe the conditions that led to westward expansion
- Explain the causes and effects of the War of 1812

Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview To activate prior knowledge, ask your student to tell about a time when he was in a group where the members disagreed on how it should be run and who should lead it. Tell your student that, in the lesson, he will learn about the colonists’ attempts to run the country after the American Revolution.

Instruction

Now watch the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following questions.

1. The Articles of Confederation granted the most power to the state governments.

2. What argument was made against the Articles of Confederation? Under the Articles of Confederation, Congress did not have enough power to resolve conflicts. Since there was no central court or central leader, it was hard to solve national problems.

Activity

Your student will read pp. 338–343 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

The Articles of Confederation
Quick Summary The Articles of Confederation created a central government but allowed the states to have “freedom and independence.”

Review: Why did writers of the Articles of Confederation purposely create a weak central government? They wanted power to rest with individual states, not with a strong central government.

A Government in Trouble
Quick Summary The Articles of Confederation led to problems with money and difficulty trading with other countries. The nationalists began to argue for a stronger central government.

Review: What conclusions did the nationalists draw about the Articles of Confederation? The Articles of Confederation were making the nation weak, and a stronger government needed to be formed.

Shays' Rebellion
Quick Summary Daniel Shays led a rebellion demanding lower property taxes and the closing of courts set up to punish debtors.
Review: **Why did Shays' Rebellion frighten the nationalists and other Americans?** The rebellion showed that some citizens were not going to put up with new policies.

**The Northwest Ordinance**

**Quick Summary** The Northwest Ordinance provided for the conversion of lands gained by the Treaty of Paris into full-fledged states.

Review: **Why can the Northwest Ordinance be considered a successful action by Congress under the Articles of Confederation?** It provided a workable plan for converting new territories into states that became full partners in the nation.

Your student will complete p. 80, A Weak Government, in the workbook.

**Review** Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

**Assessment**

Your student will complete and submit the Unit 5 Portfolio Assessment: An American Profile in Unit 5, Lesson 9. Review the directions so that you can help him start planning for the assessment.

In this unit your student has learned more about the creation of the U.S. Constitution and the expansion of the United States. Read Meet the People on pp. 332–333 of the textbook with your student. Each of the people featured on these two pages helped shape our nation's history. Help your student choose one of the people profiled in this section.

Your student will complete the following activity.

Imagine you have been asked to interview this person for a newspaper article about life in the new nation. What would you ask him or her? How do you think he or she would respond?

Write five questions and the answers that you think the person might give. Find or draw a picture of the person to go with the article. Include a caption under the picture.

---

**Lesson 2: Debate in Philadelphia**

**Objectives:**
- Identify the purpose of the Constitutional Convention
- Compare the competing plans for the Constitution
- Describe the Great Compromise
- List the goals of the Constitution

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**Lesson Guide (Coaching Guide):**

**Getting Started**

*Introduce and Motivate*
Preview  Ask your student what it means to debate. Tell your student that he will learn more about the debates during the writing of the Constitution as he reads the lesson.

Instruction  You may want to watch the BrainPOP® movie with your student. After he watches the movie, have him complete the online quiz.

Activity  Your student will read pp. 344–350 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

The Constitutional Convention

Quick Summary  In May 1787, delegates met in Philadelphia to revise the Articles of Confederation to form a stronger government.

Review: Why did the delegates maintain secrecy about their work? They had to be able to speak freely and change their minds during debate.

Competing Plans

Quick Summary  Delegates from Virginia and New Jersey proposed different plans for the new government.

Review: How would you compare and contrast the Virginia Plan and the New Jersey Plan? Both plans proposed a stronger national government, but they disagreed on how many representatives large and small states would have in Congress.

A Compromise Plan

Quick Summary  The Great Compromise and the Three-Fifths Compromise ended the convention

Review: Explain how Roger Sherman helped the Constitutional Convention succeed. Roger Sherman contributed to the Constitutional Convention and the creation of the U.S. Constitution by suggesting his “Great Compromise.” This compromise helped determine the number of representatives each state would have in Congress.

Our Constitution

Quick Summary  The Constitution divides the government into three branches, identifies shared and reserved powers, and provides a system of checks and balances.

Review: Identify the role of each of the three branches of government. The Legislative Branch makes laws, the Executive Branch puts laws into practice, and the Judicial Branch sees that laws are interpreted according to the Constitution.

The Work Still Ahead

Quick Summary  The Constitution was signed by a majority and then sent to the states to be ratified.

Review: What was the sequence of events that had to take place for the Constitution to become the supreme law of the land? The delegates needed to approve the Constitution. Nine of the thirteen states needed to ratify the approved document.

Your student will complete p. 81, Debate in Philadelphia, in the workbook.

Review  Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 3: Ratifying the Constitution

Objectives:
- Compare the views of Federalists with those of Antifederalists
- Describe the Bill of Rights
- Describe the government created by the Constitution

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview  To activate prior knowledge, review with your student the debates that took place at the Constitutional Convention. Tell your student that he will learn how the Constitution was ratified by the states as he reads the lesson.

Instruction

You may want to watch the BrainPOP® movie with your student. After he watches the movie, he should complete the online quiz.

Activity

Your student will read pp. 352–355 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

The Federalists and Antifederalists

Quick Summary  Federalists supported a strong central government; Antifederalists opposed it.

Review: How would you summarize arguments made against and for the Constitution? Against: double taxation; loss of power by states; too much power invested in the President; individual rights not protected; For: strong central government; checks and balances and separation of powers.

The Bill of Rights

Quick Summary  The Bill of Rights pledged to guarantee personal freedoms by placing specific limits on government. This convinced some states to ratify the Constitution.

Review: Why was the Bill of Rights added to the Constitution? It was added to guarantee freedoms by placing certain limits on government. Many states wanted it added.

A New Government

Quick Summary  The Constitution provided a framework for a strong, fair central government.

Review: What do you think Washington meant when he called the Constitution "that precious depository of American happiness." Possible answer: The Constitution would help Americans protect their freedom and pursue their happiness.

Have your student complete p. 82, Ratifying the Constitution, in the workbook.

Review  Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.
Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:
- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Lesson 4: Research and Writing Skills (two-day lesson)

Objectives:
- Use a research process to gather and report factual information

Lesson Guide (Coaching Guide):

Getting Started

Preview
What does it mean to gather and organize information? Ask your student why historians might consult reference sources as they conduct research about life in the past. Then have your student read the What? section of text on p. 356 to help set the purpose of the lesson.

Instruction
You may want to watch the BrainPOP® movie with your student. After he watches the movie, have him complete the online quiz.

Activity
Your student will read pp. 356–357 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

How is this skill used? Examine the pictures on p. 356 with your student.

- Point out that the student in the picture is using more than one type of reference source. Tell your student that it is usually a good idea to use multiple sources as he gathers information.
- Work with your student to list various reference sources he has used. Ask how these sources are used and what type of information can be found in each.
- Have your student read the How? section of text on p. 357.

1. What is the first step in conducting research? Write a question or questions that you want to answer in order to determine your subject. You can use a graphic organizer to help organize your thoughts.

2. In what cases might the Internet be a better reference source than a print encyclopedia? Possible answer: When you need very current, or up-to-date, information

3. How will creating a graphic organizer help you draft your report? The graphic organizer can provide a framework for an outline, which can then help in writing a rough draft.

Have your student complete the Think and Apply questions on p. 357.

You may wish to have your student apply the research skills from this lesson to begin the Unit 5 Portfolio Assessment: An American Profile.

Review
Review the answers to the Think and Apply questions with your student.
Think and Apply Answers
1. Write a question or questions to guide research; identify appropriate sources and find those references; take notes and write down sources as you gather information; organize and write a draft of the report; edit the report and create a final version.
2. Bill of Rights, U.S. Constitution
3. A rough draft helps a writer organize his or her thoughts. Editing the rough draft allows the writer to make ideas clearer and easier to read.

You may wish to review the Chapter 10 workbook activities with your student to prepare for the quiz.

Extension
Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:
- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Assessment
Your student will complete the Chapter 10 quiz.

Lesson 5: Washington as President

Objectives:
- Describe how President Washington organized the executive branch around the Cabinet
- Explain how political parties emerged in the American government system
- Describe how the location and design of the nation's capital was decided upon

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Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview To activate prior knowledge, ask your student to recall what he learned about the branches of government in Chapter 10. Tell your student that he will learn how the provisions in the Constitution for electing a President were used in the first election.

Instruction
Now watch the Teachlet® tutorial with your student. Allow your student to replay any part of the movie that he would like to review.

Activity
Your student will read pp. 362–366 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

President Washington Takes Office

Quick Summary Washington was unanimously elected by the electoral college as the first President of the United States. He organized the new government by creating a Cabinet and its various departments to advise him.

Review: Why did Washington's general say that Washington was first in war and peace? He led the nation’s military forces during the American Revolution and later led the nation’s government during peace.

Political Parties Are Born

Quick Summary The Federalists believed in a strong, active federal government, while the Democratic-Republicans favored a weaker, less active federal
government.

Review: How would you compare and contrast Hamilton and Jefferson's ideas of government? Hamilton: for strong, active federal government; Jefferson: for less active federal government favoring small farmers and skilled workers.

**A New City**

**Quick Summary** In 1790 the decision was made to make the District of Columbia the permanent site of the nation's capital. The city would be designed by Pierre L'Enfant and Benjamin Banneker.

Review: Why was an astronomer needed to help build the new capital city? An astronomer was needed to help determine latitude and longitude, for the purpose of surveying.

**Living in the President's House**

**Quick Summary** When the federal government moved to Washington, D.C. in 1800, few of the buildings and streets had been completed.

Review: What can you conclude about conditions in and around the President’s House when John and Abigail Adams moved into it? Living there was difficult.

Have your student complete p. 86, Washington as President, in the workbook.

**Extension Activity** As an optional enrichment activity, you may wish to have your student read pp. 368–369 to learn more about political parties. You may wish to use all or some of the following Teach and Discuss questions to guide his reading.

**Teach and Discuss**

What is the main reason Washington was not in favor of political parties? He believed their disagreements would have destructive effects on the government.

What did Dolley Madison like about political parties? What did she dislike about them? She liked to know about the different points of view and plans, but did not like the arguments.

Jefferson and his followers became known as “Democratic-Republicans.” Which of the parties he describes are the Democratic-Republicans? What other party does he describe? Jefferson’s first description is of the Federalists; his second description is of the Democratic-Republicans.

**Social Studies Strand: Government**

Identify the political parties of some present-day national leaders for your student. Discuss their viewpoints on national issues, and help him see how these views fit into either the Federalist or Democratic-Republican tradition.

How are the views of Dolley Madison and George Washington alike? How are they different? Alike: Neither likes the arguments inherent in political parties; Different: Dolley Madison is interested in learning about the opposing plans of parties.

Review Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit

https://www.connexus.com/lmu/courseGuide.aspx?idCourse=34624&idUnit=&idLesson=&idWebuser=1052827&idSection=417608&crumb=%3ca+href%
Lesson 6: Jefferson Looks West

Objectives:
- Explain why and how the United States expanded westward
- Describe the Louisiana Purchase and tell what effect it had on the nation
- Identify reasons for and findings of the Lewis and Clark Expedition

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Lesson Guide (Coaching Guide):
Getting Started

Introduce and Motivate

Preview To activate prior knowledge, ask your student to recall Jefferson's view of the role of the federal government. Tell your student that he will learn how the United States changed and grew during Jefferson's administration as he reads the lesson.

Instruction
You may want to view the Discovery Education™ streaming movie with your student. Allow him to replay any part of the movie that he would like to review.

Discuss the following question.

You are an explorer traveling with Lewis and Clark. Describe a day in the life on your journey. What was challenging? What was exciting? Draw a picture of your description. Answers will vary.

Activity
Your student will read pp. 370–376 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

Jefferson Wins Election in 1800
Quick Summary As the newly elected President, Jefferson wanted to bring the nation together under his philosophy that the people’s happiness is the true purpose of good government.

Review: According to Jefferson, who should have the power of government? Jefferson believed government power should be left in the hands of the people.

A Nation Moving West
Quick Summary Americans began moving westward across the Appalachian Mountains. Pioneers like Daniel Boone overcame hardships and built new towns along the western frontier.

Review: Provide three details that support the following main idea: Pioneer life was hard. Possible answers: Crude housing, unending toil, and possible clashes with Native Americans

The Louisiana Purchase
Quick Summary Jefferson purchased the Louisiana Territory from France to ensure that the port of New Orleans would remain open for American trade.

Review: Place the events leading to the Louisiana Purchase in sequence. Closing of New Orleans to American shipping; France controls New Orleans; Americans offer to buy it for $2 million; Napoleon offers to sell all of Louisiana Territory for $15 million; the United States buys it

Lewis and Clark
Quick Summary Jefferson sent an expedition led by Lewis and Clark to explore the Louisiana Territory. They explored and mapped a vast area, opening the territory to future explorations and settlement.
Review: Compare what the people of the United States knew about the Louisiana Territory before and after the Lewis and Clark Expedition. Possible answer: Before: They knew about the port of New Orleans and that Native Americans lived in the territory. After: They knew about many different plants and animals.

Have your student complete p. 87, Jefferson Looks West, in the workbook.

Review

Review the answers to the workbook activity with your student. Please refer to the Answer Key section of this Course Guide.

Extension

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

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- the entire course

Lesson 7: Map and Globe Skills

Objectives:
- Interpret information in visuals, including maps
- Use primary and secondary sources, such as visual information, to acquire information

Lesson Guide (Coaching Guide):

Getting Started

Introduce and Motivate

Preview  What is a population density map? Ask your student how a population map might help historians study changes in different regions. Then have your student read the What? section of text on p. 378 to help set the purpose of the lesson.

Why use a population density map? Have your student read the Why? section of text on p. 378. Ask him how a population density map of his town might have changed over the last ten years.

Instruction

Now watch the Discovery Education™ streaming movie with your student. Allow your student to replay any part of the movie that he would like to review.

Discuss the following questions.

1. How are heavily populated cities indicated on a map? Heavily populated cities on a map are represented by darker shades of color.

2. What purpose does the key serve on a population density map? The key shows which colors on the map represent which population densities.

Activity

Your student will read pp. 378–379 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

How is this skill used? Examine the maps on pp. 378 and 379 with your student.

- Read the map legend with your student and explain that the number of
inhabitants per square mile is an average, and not the actual number of people.

- Point out that in order to compare populations using density maps, the region in both maps should be the same, but the time periods and populations should be different.

- Have your student read the How? section on p. 379.

1. **What was the population density of the area on the maps that is the present-day state of Ohio?** Answers should match the data shown on the maps.

2. **How is population density symbolized on these maps?** By color

3. **How might a population density map for the United States today differ from the one shown for 1830?** Possible answer: The entire United States would be shown and many of the areas would have a much greater population density.

Your student will complete the Think and Apply questions on p. 379.

If your student needs additional practice reading population density maps, have him complete p. 88, Compare Population Density Maps, in the workbook.

**Review**

Review the answers to the Think and Apply questions with your student. Answers to Compare Population Maps can be found in the Answer Key section of this Course Guide.

**Think and Apply Answers**

1. A distribution map shows the pattern of how things such as population and natural resources are spread out over an area. A population density map is a type of distribution map.
2. Virginia became more densely populated, especially in the western half of the state.
3. The area between Louisiana and the state of Mississippi; Possible answer: Because it was an important transportation route.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

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**Lesson 8: Another War with Britain**

**Objectives:**

- Identify reasons why the United States went to war a second time with Britain
- Describe the main battles and the outcome of the War of 1812
- Explain why and how "The Star-Spangled Banner" was written

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**Lesson Guide (Coaching Guide):**

**Getting Started**

**Preview** To activate prior knowledge, ask your student to recall details about the American Revolution. Tell your student that in the lesson he will learn about another war with Britain—the War of 1812.
**Instruction**

You may want to watch the Discovery Education™ streaming movie about the War of 1812 with your student.

Discuss the following questions.

1. **What were some of the causes of the War of 1812?** The British had not yet left the Great Lakes region; the British collected taxes from American fur traders; the British navy kidnapped American sailors to fight the French.

2. **Why were Native Americans involved in the war?** The Native Americans living in the Great Lakes region allied with Great Britain.

3. **What happened to Native Americans as a result of the war?** The United States used the Native American involvement with the British as an excuse to seize Native American territory and force them off their land.

**Activity**

Your student will read pp. 380–384 of the textbook. You may wish to use all or some of the following Teach and Discuss section to guide his reading.

Teach and Discuss

**Moving Towards War**

Quick Summary  Tension between Britain and the United States increased. Trade almost came to a halt. The United States believed Britain was supporting Tecumseh in his attempt to hinder westward expansion.

Review: What can you conclude about Britain’s attitude towards the United States during the early 1800s? Britain continued to deal with the United States as an enemy, as it had during the American Revolution.

**War of 1812**

Quick Summary  Pressed by a group called the War Hawks, President Madison asked Congress to declare war on Britain in June of 1812.

Review: How would you sequence the important events in the British invasion of the United States? Invaded Washington, D.C., and burned it; moved on towards Baltimore; tried to get past Fort McHenry; abandoned the invasion of Baltimore and sailed away.

**Battle of New Orleans**

Quick Summary  Andrew Jackson and his troops defeated the British in the Battle of New Orleans. A treaty was signed ending the war.

Review: Identify a detail that supports the main idea that the War of 1812 had fewer effects than those who fought it expected. Possible answers: British interference with U.S. shipping might have ended anyway; the United States did not gain control of Canada.

Have your student complete p. 89, Another War with Britain, in the workbook.

**Review**

Review the answers to the workbook activity with your student. Please refer to the Answer Key provided in this Course Guide.

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course
Objective:
- Identify the contributions of significant individuals during the period following the American Revolution

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Lesson Guide (Coaching Guide):
Getting Started

Use the Time Line

Have your student use the time line and biographies to answer the following questions.

1. Which person lived the longest? Which person had the shortest life? James Madison lived the longest. Sacagawea had the shortest life.

2. How were James Madison and Alexander Hamilton alike? Both were leaders of the drive to approve the Constitution.

3. How were Meriwether Lewis and James Madison alike? Possible answer: Both kept written records of events.

4. Why is there a question mark on the year 1812 in Sacagawea’s time line? People are not sure of the exact date of her death.

5. Which two people died in the same year? Benjamin Rush and Tecumseh

Activity

Review the directions to the Unit 5 Portfolio Assessment: American Profile with your student. Help him to select a person who will be of interest to him. Ask him to think about why this person might be important to U.S. history. Work with your student to brainstorm a list of questions for the mock interview. Encourage your student to think of questions that reveal the values of the person as well as the actions the person took in his or her life to support those values. Once a list of questions has been created, have your student select the five most interesting and/or important questions.

If your student would like more information on the person, he may use Grolier Online® resources and the textbook. Remind him how to use the textbook index to find information.

Review

Review the portfolio assessment with your student. Has he developed a complete interview with the famous American? Do the questions and answers show why this person is important to history?

Extension

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

- this lesson
- this lesson and all prior lessons in this unit
- this unit
- the entire course

Assessment

This is a portfolio item. When your student is finished, please help him submit the assessment to your student's teacher by following the steps below:

1. Click on the link in the Drop Box section.
2. Select the Delivery Method your student will use to submit the portfolio item.

Online: Click the Browse button to select and submit the appropriate file(s). You may scan your student's handwritten assessment to create an electronic version.
of the assessment.

**Offline:** Mail the portfolio item to your student’s teacher. This item will appear on your student’s assessments to be submitted list until the teacher has recorded a grade in the Grade Book.

### Lesson 10: Unit Review

**Objectives:**
- Use primary sources to acquire information
- Identify the contributions of significant individuals during the period following the American Revolution
- Analyze information by drawing conclusions

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**Lesson Guide (Coaching Guide):**

**Getting Started**

Listen to "The Star-Spangled Banner" with your student.

**Introduce and Motivate**

Ask your student what a “star-spangled banner” refers to. (The American flag, which seems to shine with stars)

**Teach and Discuss**

**Which verse do we typically sing? Why might we only sing this verse?**  
Verse 1;  
Possible answer: So that we always sing the same words when we sing the anthem

**Activity**

Each unit ends with a review section. The Unit 5 Review will give your student practice answering questions. Have him answer the questions on p. 390 and the People and Vocabulary questions on p. 391 of the textbook.

If your student needs extra practice on vocabulary terms from the unit, help him print out the Unit 5 Vocabulary Cards. They may be used as flashcards or for a matching game. Print the pages back to back if you wish to create flashcards for review. Print one side per page if you wish to create cards for a matching game.

**Review**

Now review the answers to the Unit 5 Review with your student. You may also wish to have your student review the workbook activities from Chapters 10 and 11 to prepare for the unit test.

**Main Ideas and Vocabulary Answers**

1. c  
2. a  
3. b  
4. c  

**People and Vocabulary Answers**

1. b  
2. c  
3. d  
4. f  
5. e  
6. a  

**Extension**

Use the online flash cards to review the glossary terms and definitions with your student. You may choose to review the glossary terms and definitions associated with the following:

https://www.connexus.com/lmu/courseGuide.aspx?idCourse=34624&idUnit=&idLesson=&idWebuser=1052827&idSection=417608&breadcrumb=%3ca+href%
Lesson 11: Unit Test

Lesson Guide (Coaching Guide):

Assessment

Today your student will complete the Unit 5 test.