

**U.S. HISTORY & AP U.S. HISTORY**  
**Assignment Sheet – 2<sup>nd</sup> Quarter, Week 5**

**Lesson Given: Jan. 3, 2012**

**Lesson Due: Jan. 10, 2012**

**Study Guide:** Pre-read the pages in your textbook. Think about what are the important ideas presented in the chapter headings, pictures, etc. **Develop 7** Level 1 (fact-based) and **2 Level 2** (what is going on behind the scenes, how do these ideas relate to each other) questions about the information; write in-depth answers to these questions.

- **AP:** Develop 10 Level 1, 3 Level 2, and 1 Level 3 questions & answers (Level 3 are “Big Picture” questions, and can involve your threads of history; i.e., how did the Constitutional powers of the federal government influence the War of 1812?)

**Reading:** America’s History Ch 13, pgs 397-417  
Abeka Ch. 14  
History of Us: Book 4, Ch 24-26; 5:11-12

**Westward Expansion Activity:** Create a One-pager comparing 3 of the westward routes; include important people, why people wanted to go there, hardships they faced, and details of the route itself.

**AP:** Create a One-pager on the relationship of race & western expansion; include slaves, Chinese, Mexicans, and white Americans and the role of each in the westward movement  
- Answer questions from “Comparing American Voices” pg 411

**Discussion Questions:** (be ready to discuss these in class)

- 1) What was Manifest Destiny?
- 2) What drew Americans to California? To Oregon? To Salt Lake City?
- 3) How did the Native Americans respond to the early emigrants? To later emigrants?
- 4) What precipitated the War with Mexico?
- 5) How did the application of Texas for statehood affect the political balance between North & South? What was the solution?

**Weekly assignment schedule:**

Day one: Pre-read your text; develop important, thoughtful study guide questions; research trails of western migration  
Day two: Read assigned pages in history text; answer your study guide questions & update Threads cards;  
Day three: Choose the trails and details for your One-pager, design your lay-out; AP – read “Comparing American Voices”  
Day four: Finish your One-pager; AP – answer the questions

**If you want to know more...** the following books and movies may be interesting!

Books –

Gods and Generals, by Jeff Shaara  
Stouthearted Seven or Seven Alone (both are stories of the Sager children; the first is more historically accurate)

Movies –

“Westward the Women”  
“How the West Was Won”  
“The Young Riders” – TV series from the late 1980s, about the Pony Express (the early seasons are more historically accurate than the later seasons)

**U.S. HISTORY/LITERATURE**  
**Assignment Sheet – 2<sup>nd</sup> Quarter, Week 6**

**Lesson Given: Jan. 10, 2012**

**Lesson Due: Jan. 17, 2012**

**Study Guide:** Pre-read the pages in your textbook. Think about what are the important ideas presented in the chapter headings, pictures, etc. **Develop 1 “Big Picture” question, 7 Level 1 (fact-based) and 2 Level 2 (what is going on behind the scenes, how do these ideas relate to each other) questions** about the information; write in-depth answers to these questions.

- **AP:** Develop 10 Level 1, 3 Level 2, and 1 Level 3 questions & answers (Level 3 are “Big Picture” questions, and can involve your threads of history; i.e., how did the Constitutional powers of the federal government influence the War of 1812?)

**Reading:** America’s History Ch 13, pgs 418-424

Abeka Ch. 15

History of Us Book 5, Ch 32-38; Book 6, Preface & Ch 1-2

**Map Activity:** “The US in 1850”

- Write a 1-page paper explaining the historical significance of either the Dred Scott case OR the Underground Railroad – how did it influence people’s attitudes and later events?

**AP:** Research the Dred Scott case of 1856. Write a 1-2 page paper analyzing the arguments of Chief Justice Taney. Was the Constitution correctly interpreted? Why or why not?

**Discussion Questions:** (be ready to discuss these in class)

- 1) What was the Compromise of 1850? What did it do? What was the outcome?
- 2) What was the Fugitive Slave Act? How did it influence the abolitionists?
- 3) What was life like for a slave? Why did so many people think slavery was okay? What were the arguments of this era both for and against slavery?
- 4) What happened in “Bleeding Kansas?” Why?
- 5) How did the election of 1860 propel the nation toward civil war?

**Historical Person:** Research your person’s views on secession, slavery, and the dangers of civil war. Develop statements they might make for a “5 Minute Press Conference” on these topics. Be ready to take part in this Press Conference next week. Come in costume, with name tag, and prepared to argue your position!

**Weekly Assignment Schedule:**

- Day one: Pre-read your text; develop important, thoughtful study guide questions; begin research on your historical person, especially his/her views on slavery & civil war
- Day two: Read assigned pages in history text; answer your study guide questions & update Threads cards; make notes for your paper or historical person
- Day three: Do the Map Activity worksheet; read up on the Dred Scott case or the Underground Railroad; AP – research the Dred Scott case
- Day four: Write your 1-2 page papers; prepare statements for 5-Minute Press Conference; gather any costumes or props you need; make name tag

**More Movie Ideas –** “Gone With The Wind”  
“Gettysburg”