



Comprehensive Curriculum

Revised 2008

Grade 7 Social Studies



Louisiana Department of
EDUCATION

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Unit 1, Activity 1, Advantages and Disadvantages of Being Colonists

Name _____ Date _____

Advantages and Disadvantages of Being Colonists

Advantages	Disadvantages
Example: Protection of British army	Example: Quartering soldiers

Unit 1, Activity 1, Advantages and Disadvantages of Being Colonists with Answers

Name _____ Date _____

Advantages and Disadvantages of Being Colonists

Advantages	Disadvantages
<i>Example: Protection of British army</i>	<i>Example: Quartering soldiers</i>
<i>Colonists were protected by British laws.</i>	<i>Puritans treated those not supporting their beliefs harshly and with little respect.</i>
<i>Good climate and soil provided cash crops for the southern colonists.</i>	<i>Tension between colonists and Native Americans erupted over a period of time.</i>
<i>Navigation on the rivers provided local trade with other colonies.</i>	<i>Slave codes denied rights to enslaved people.</i>
<i>Successful and wealthy English saw colonial America as an excellent long-term plan for investments.</i>	<i>Little education was provided for children.</i>
<i>English aristocrats became proprietors of southern colonies because they viewed tobacco crops as successful investments.</i>	<i>Harsh winters in upper New England proved disastrous for many colonists in the early years of settlement.</i>

Unit 1, Activity 4, Navigation Acts...Advantages and Disadvantages

Name _____

Date _____

Navigation Acts ... Advantages and Disadvantages

Advantages	Disadvantages
1. Encouraged colonial shipbuilding	1. Colonists produced other goods British did not want to buy.
2.	2.
3.	3.
4.	4.
5.	5.

Unit 1, Activity 4, Navigation Acts...Advantages and Disadvantages with Answers

Name _____

Date _____

Navigation Acts ... Advantages and Disadvantages

Advantages	Disadvantages
<i>1. Encouraged colonial shipbuilding</i>	<i>1. Colonists produced other goods British did not want to buy.</i>
<i>2. All foreign goods from Africa, Europe, or Asia had to be shipped through English owned ports.</i>	<i>2. The act stated that crops such as cotton, indigo, and tobacco could be sold only to England or to an English possession.</i>
<i>3. Goods could only be transported in English ships.</i>	<i>3. Colonists were limited to the purchase of goods from Britain, leaving other countries with limited trade with New England</i>
<i>4. Proved to be profitable to the mother country and the colonists</i>	<i>4. High tariffs on imported goods which did arrive in New England</i>
<i>5. The New England shipping industry depended on the Navigation Acts to keep them protected and in business.</i>	<i>5. Head Master and $\frac{3}{4}$ of the ships' crew had to be English in order to sail with the vessel.</i>

Unit 1, Activity 5, Triangular Trade: Advantages for both Britain and Colonies

Name _____

Date _____

Triangular Trade: Advantages for both Britain and Colonies

Advantages to Britain	Advantages to Colonies

Unit 1, Activity 5, Triangular Trade: Advantages for both Britain and Colonies with Answers

Name _____

Date _____

Triangular Trade: Advantages for both Britain and Colonies

Advantages to Britain	Advantages to Colonies
<i>Profits made by the trade routes were great. They included tea, coffee, and molasses.</i>	<i>Fish, grain, lumber, and meat were sent to other countries with high profits.</i>
<i>High rate of return on goods sold to other countries</i>	<i>It granted trade with other countries without having to use local currency.</i>
<i>Colonists would accept the price paid for the goods.</i>	<i>Colonists were guaranteed who would be buying their products and goods.</i>

Unit 1, Activity 6, Factors That Helped Cause the Revolutionary War

Name _____

Date _____

Factors That Helped Cause the Revolutionary War.

Westward Movement	The British Army	Taxation	British Government	Economy
The Proclamation of 1763 provoked the Americans. Why?	The Quartering Act and the Boston Massacre provoked the Americans. Why?	The new taxes were very small, so why did the Americans protest?	Actions by the British Parliament and King provoked the Americans. Why?	Mercantilism and the Intolerable Acts provoked the Americans. Why?

Unit 1, Activity 6, Factors That Helped Cause the Revolutionary War

Name _____

Date _____

Factors That Helped Cause the Revolutionary War.

Westward Movement	The British Army	Taxation	British Government	Economy
The Proclamation of 1763 provoked the Americans. Why?	The Quartering Act and the Boston Massacre provoked the Americans. Why?	The new taxes were very small, so why did the Americans protest?	Actions by the British Parliament and King provoked the Americans. Why?	Mercantilism and the Intolerable Acts provoked the Americans. Why?
It closed off the expansion to the frontier to all colonists. The colonists felt they were being limited to the area along the east coast.	Colonists were forced to give quarters to the King's army. The killing of five men led to a revolt by the colonists.	Any tax or tariff on goods was rejected by the colonists.	Americans were ready to form their own laws and government within the colonies.	England had passed laws to gain control of the colonists' trade. The Intolerable Acts gave Royal Governors the right to move trials if they felt the trial would not be fair. It also made local town meetings illegal unless approved by the governor.

Unit 1, Activity 6, Revolutionary War Cause/Effect Chart

Name _____

Date _____

REVOLUTIONARY WAR CAUSE/EFFECT CHART

British Actions:

Navigation Acts
French and Indian Wars
Proclamation of 1763

Colonists' Reactions:

Example: *had to trade only with England*
Example: *believed they could defend themselves*

Colonial Actions:

First Continental Congress

Effect:

Second Continental Congress

Teacher Note: Add many more entries to the chart.

Unit 1, Activity 6, Revolutionary War Cause/Effect Chart with Answers

Name _____ Date _____

REVOLUTIONARY WAR CAUSE/EFFECT CHART

British Actions:

Navigation Acts
French and Indian Wars
Proclamation of 1763

Colonists' Reactions:

Example: *Had to trade only with England*
Example: *Believed they could defend themselves*
Forbid colonists from settling west of the
Appalachian Mountains.

Colonial Actions:

First Continental Congress

Second Continental Congress

Effect:

Called for the end of trade with Great Britain and
the West Indies and to appeal to King George III to
change tax laws and remove the British troops
from colonies.
To develop an army. It was led by George
Washington.

Teacher Note: Add many more entries to the chart.

Unit 2, Activity 1, The Preamble to the U.S. Constitution

Name _____

Date _____

The Preamble to the U.S. Constitution

On the chart below, list an example of how your government today carries out goals promised in the Preamble. List as many examples as you can.

GOALS STATED IN THE PREAMBLE	EXAMPLES OF THE GOAL TODAY
To form a more perfect union	
To establish justice	
To ensure domestic tranquility	
To provide for the common defense	
To promote the general welfare	
To secure the blessings of liberty	

Unit 2, Activity 2, National and State Governments

Name _____ Date _____

National and State Governments

National Government	State Governments
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Unit 2, Activity 2, National and State Governments with Answers

Name _____ Date _____

National and State Governments

National Government	State Governments
<ul style="list-style-type: none">• print money• regulate interstate (between states) and international trade• make treaties and conduct foreign policy• declare war• provide an army and navy• establish post offices• make laws necessary and proper to carry out these powers	<ul style="list-style-type: none">• issue licenses• regulate intrastate (within the state) businesses• conduct elections• establish local governments• ratify amendments to the Constitution• take measures for public health and safety• may exert powers the Constitution does not delegate to the national government or prohibit the states from using

Unit 2, Activity 3, Contrasting Governmental Systems

Name _____ Date _____

Contrasting Governmental Systems

Sort the following countries according to the types of government that best represent their systems:

Great Britain Nazi Germany Former Soviet Union United States
Pakistan France Saudi Arabia Zimbabwe
Sweden North Korea Canada Syria

DEMOCRACY	AUTOCRACY	ARISTOCRACY
Example: United States	Example: Nazi Germany	Example: Ancient Roman Empire

Unit 2, Activity 3, Contrasting Governmental Systems with Answers

Name _____ Date _____

Contrasting Governmental Systems

Sort the following countries according to the types of government that best represent their systems:

Great Britain Nazi Germany Former Soviet Union United States
 Pakistan France Saudi Arabia Zimbabwe
 Sweden North Korea Canada Syria

DEMOCRACY	AUTOCRACY	ARISTOCRACY
Example: United States	Example: Nazi Germany	Example: Ancient Roman Empire
<i>Great Britain</i>	<i>North Korea</i>	<i>Pakistan</i>
<i>France</i>		<i>Saudi Arabia</i>
<i>Zimbabwe</i>		<i>Syria</i>
<i>Sweden</i>		
<i>Canada</i>		

Unit 2, Activity 4, Article 1, United States Constitution

Name _____ Date _____

Article I, United States Constitution

Article I establishes the legislature that represents the people (republic) in making rules governing the country. The article has ten sections. In the space provided below, write a summary of the section in your own words.

Section 1 Congress

Explain what vested means.

Section 2 House of Representatives

Who can vote for House members? _____

What are the qualifications for a member to be elected? _____

What does sole power of impeachment mean?

What is enumeration?

Why did some people count differently? _____

How many representatives does each state have the right to elect? _____

What is their term of office? _____

This activity can be further expanded for Articles II and III (teacher optional)

Unit 2, Activity 4, Article I, United States Constitution with Answers

Name _____ Date _____

Article I, United States Constitution

Article I establishes the legislature that represents the people (republic) in making rules governing the country. The article has ten sections. In the space provided below, write a summary of the section in your own words.

Section 1 Congress

Explain what vested means. Having the right to ownership.

Section 2 House of Representatives

Who can vote for House members? Voters from each state vote for their won House member.

What are the qualifications for a member to be elected? Must be 25 years of age, a U.S. citizen for 7 years, and reside in the state in which they are elected.

What does sole power of impeachment mean? It is the right to bring formal charges against a federal official who is believed to have done wrong or has demonstrated misconduct while in office.

What is enumeration? Power of the federal government listed in the Constitution.

Why did some people count differently? Only 3/5 of slaves in a state were counted for federal representation and taxation purposes.

How many representatives does each state have the right to elect? It depends on the population of each state.

What is their term of office? 2 years

This activity can be further expanded for Articles II and III (teacher optional)

Unit 2, Activity 5, Branches of Government

Name _____ Date _____

Branches of Government

	Person holding office	Qualifications to hold office	Term to serve in office	Mark "E" if elected or "A" if appointed
Legislative (Congress)	Representative: Senate:			
Executive				
Judicial				

Unit 2, Activity 7, Taxes

Name _____ Date _____

Taxes		
Type of Tax	Definition	Example
Excise tax		
Sales tax		
Income tax		
Graduated or progressive income tax		
Poll tax		

Unit 2, Activity 7, Taxes with Answers

Name _____ Date _____

Taxes		
Type of Tax	Definition	Example
Excise tax	<i>A tax, similar to a sales tax, imposed on some goods.</i>	<i>luxuries and cars</i>
Sales tax	<i>A tax on any item that is sold.</i>	<i>Food, clothes, shoes, etc.</i>
Income tax	<i>A tax on income (money) that is earned.</i>	<i>Tax paid to our state and federal governments.</i>
Graduated or Progressive income tax	<i>A tax of a higher rate on people with higher income. Lower incomes are not taxed as much.</i>	<i>A person earning \$1,000,000.00 would pay more tax than someone earning \$10,000.00</i>
Poll tax	<i>A tax of a certain amount per person that must be paid before the person could be considered to vote.</i>	<i>(No longer used today)</i>

Unit 2, Activity 9, Articles of Confederation

Name _____ Date _____

Articles of Confederation

Have students read through the provisions of the Articles of Confederation and indicate whether each provision strengthened (S) or weakened (W) the national government. In the space provided, explain the choice. Then write how the United States Constitution corrected the weaknesses of the Articles.

1. The Articles created a loose confederation of independent states that gave limited powers to a central government. Circle S W

2. The national government consisted of a single house of Congress where each state would have one vote. Circle S W

Unit 2, Activity 10, How Laws are Made

Name _____ Date _____

How Laws Are Made

Laws may be initiated in either chamber of Congress, the House of Representatives or the Senate. For this example, we will track a *bill* introduced in the House of Representatives. For more information, try *How Our Laws Are Made* (Senate Document 105-14) [Text](#) (166k) [PDF](#) (327k).

1. When a Representative has an idea for a new law, he/she becomes the sponsor of that bill and introduces it by giving it to the clerk of the House or by placing it in a box, called the *hopper*. The clerk assigns a legislative number to the bill, with H.R. for bills introduced in the House and S. for bills introduced in the Senate. The Government Printing Office (GPO) then prints the bill and distributes copies to each representative.



Let's track the bill history of the *International Dolphin Conservation Act*.



2. Next, the bill is assigned to a committee (the House has 22 standing committees, each with jurisdiction over bills in certain areas) by the Speaker of the House so that it can be studied. The standing committee (or often a subcommittee) studies the bill and hears testimony from experts and people interested in the bill. The committee then may release the bill with a recommendation to pass it, or revise the bill and release it, or lay it aside so that the House cannot vote on it. Releasing the bill is called reporting it out, while laying it aside is called *tabling*.



3. If the bill is released, it then goes on a *calendar* (a list of bills awaiting action). Here the House Rules Committee may call for the bill to be voted on quickly, limit the debate, or limit or prohibit amendments. Undisputed bills may be passed by unanimous consent, or by a two-thirds vote if members agree to suspend the rules.



4. The bill now goes to the floor of the House for consideration and begins with a complete reading of the bill (sometimes this is the only complete reading). A third reading (title only) occurs after any amendments have been added. If the bill passes by simple majority (218 of 435), the bill moves to the Senate.

Unit 2, Activity 10, How Laws are Made



5. In order to be introduced in the Senate, a senator must be recognized by the presiding officer and must announce the introduction of the bill. Sometimes, when a bill has passed in one house, it becomes known as an *act*; however, this term usually means a bill that has been passed by both houses and becomes law.



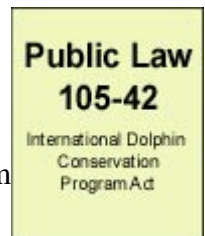
6. Just as in the House, the bill then is assigned to a committee. It is assigned to one of the Senate's 16 standing committees by the presiding officer. The Senate committee studies and either releases or tables the bill, just like the House standing committee.



7. Once released, the bill goes to the Senate floor for consideration. Bills are voted on in the Senate based on the order they come from the committee; however, an urgent bill may be pushed ahead by leaders of the majority party. When the Senate considers the bill, it can debate on it indefinitely. When there is no more debate, the bill is voted on. A simple majority (51 of 100) passes the bill.



8. The bill now moves on to a conference committee, which is made up of members from each House. The committee works out any differences between the House and Senate versions of the bill. The revised bill is sent back to both houses for their final approval. Once approved, the bill is printed by the Government Printing Office (GPO) in a process called *enrolling*. The clerk from the introducing house certifies the final version.



9. The enrolled bill is now signed by the Speaker of the House and then the Vice President. Finally, it is sent for presidential consideration. The President has ten days to sign or *veto* the enrolled bill. If the president vetoes the bill, it can still become a law if two-thirds of the Senate and two-thirds of the House then vote in favor of the bill.

Unit 2, Activity 12, Views of Hamilton and Jefferson

Name _____ Date _____

Views of Hamilton and Jefferson

Characteristic	Alexander Hamilton (Federalist)	Thomas Jefferson (Anti-Federalist)
Occupation	Example: Lawyer	
Views on banking		
Views on taxation		
Personal strengths		
Experience		Example: Experienced in diplomacy and negotiation
Political beliefs		
Slavery		

Unit 2, Activity 13, Documents of the Nation

Name _____ Date _____

Complete the following chart using the websites as a reference for information about each document. Student should locate important principles and give an example of how the document influences our government today.

Documents of the Nation		
Important Document	Important Principle	Example of How the Document Influences American Government Today
Magna Carta 1215 www.law.ou.edu/ushistory/ click on Magna Carta		
Mayflower Compact 1620 www.law.ou.edu/ushistory/ click on Mayflower Compact		
Declaration of Independence 1776 http://bensguide.gpo.gov/ click on 6-8 then click on Historical Documents		
Articles of Confederation 1781 http://bensguide.gpo.gov/ click on 6-8 then click on Historical Documents		

Unit 2, Activity 14, A Representative Congress or the Internet

Name _____ Date _____

A Representative Congress or the Internet

Would it be a good idea to replace our representative democracy (Congress) with a direct democracy using the Internet?

Directions: After each statement, write SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree). Then in the space provided, briefly explain the reasons for your opinion.

1. Benefits of having a representative democracy (Congress) gives the citizens a voice in Washington _____

Your reasons:

2. By using the internet everyone could vote on a bill _____

Your reasons:

Unit 2, Activity 15, The Mayflower Compact

Name _____ Date _____

Mayflower Compact

After reading and discussing the opening sentence of the Mayflower Compact, write a sentence describing how the colonists believed in the divine right of the English King. Mark words from the document that support your statement.

In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord, King James, by the Grace of God, of Great Britain, France and Ireland, King, Defender of the Faith, etc.

Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a voyage to plant the first colony in the northern Parts of Virginia; do by these Presents, solemnly and mutually in the Presence of God and one of another, covenant and combine ourselves together into a civil Body Politick.

What did the colonists mean by “covenant and combine ourselves together into a civil Body Politick?” _____

...for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof to enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the General good of the Colony; unto which we promise all due Submission and Obedience.

Which portions of this quote from the Mayflower Compact would you cite to indicate that they recognized the rule of law?

Rights of Englishmen _____

Consent of the governed _____

Unit 2, Activity 16, Primary Documents of America

Name _____ Date _____

Complete the following chart marking (+) if that concept is found in that document or (-) if not.

Primary Documents of America

Rights of Man	Declaration of Independence 1776	Constitution of 1787	Bill of Rights 1791
Exercise free speech			
Self-government			
Secure homes			
Fair justice system			
Independent states			
Declare and end war			
Make foreign agreements			
Hold peaceful meetings			
Trade freely with other countries			

Unit 2, Activity 16, Primary Documents of America with Answers

Name _____ Date _____

Complete the following chart marking (+) if that concept is found in that document or (-) if not.

Primary Documents of America

Rights of Man	Declaration of Independence 1776	Constitution of 1787	Bill of Rights 1791
Exercise free speech	(-)	(-)	(+)
Self-government	(+)	(+)	(+)
Secure homes	(-)	(+)	(+)
Fair justice system	(-)	(+)	(-)
Independent states	(+)	(+)	(+)
Declare and end war	(-)	(+)	(-)
Make foreign agreements	(+)	(-)	(-)
Hold peaceful meetings	(-)	(-)	(+)
Trade freely with other countries	(-)	(+)	(-)

Unit 2, Activity 21, The Bill of Rights

Name _____ Date _____

The Bill of Rights

Match the following freedoms and rights to specific amendments in the Bill of Rights and write a summary in your own words indicating the importance of each amendment:

Amendment Number

Amendment Number

- _____ freedom of speech
- _____ freedom of religion
- _____ freedom of the press
- _____ freedom of assembly
- _____ right to petition government
- _____ right to bear arms
- _____ freedom from quartering soldiers
- _____ protection from excessive bail or fines
- _____ freedom from unreasonable search and seizure
- _____ indictment by grand jury before trial
- _____ no double jeopardy
- _____ due process

- _____ right to a speedy trial
- _____ right to a public trial
- _____ right to trial by jury of one's peers
- _____ right to jury trial in civil cases
- _____ no cruel or unusual punishment
- _____ granting of other rights not listed in the Bill of Rights
- _____ granting of reserved powers to the people and states

Unit 2, Activity 21, The Bill of Rights with Answers

Name _____ Date _____

The Bill of Rights

Match the following freedoms and rights to specific amendments in the Bill of Rights and write a summary in your own words indicating the importance of each amendment:

Amendment Number

- 1 freedom of speech
- 1 freedom of religion
- 1 freedom of the press
- 1 freedom of assembly
- 1 right to petition government
- 2 right to bear arms
- 3 freedom from quartering soldiers
- 8 protection from excessive bail or fines
- 4 freedom from unreasonable search and seizure
- 6 indictment by grand jury before trial
- 5 no double jeopardy
- 5 due process

Amendment Number

- 6 right to a speedy trial
- 6 right to a public trial
- 6 right to trial by jury of one's peers
- 7 right to jury trial in civil cases
- 8 no cruel or unusual punishment
- 9 granting of other rights not listed in the Bill of Rights
- 10 granting of reserved powers to the people and states

Unit 3, Activity 1, Emerging Sectionalism

Name _____ Date _____

Complete the following chart.

Emerging Sectionalism

Elements	Descriptive Data
Important events (including timelines) that occurred in the period, including formation of political parties and their representatives (include analyses of the administrations of sitting presidents during the period)	
Expansions of American territory, including reasons for movement and settlements, and how the expansion was accomplished, including maps with labels	
Maps illustrating routes followed in moving westward, physical features of importance in the expansion	Flat boats on the Ohio River Oregon Trail
Changes that were created by westward expansion during this time period	
Effects or relations with Native Americans during this time period	

Unit 3, Activity 7, Foreign Policy

Name _____ Date _____

Mark an X to represent who is responsible for Foreign Policy Making.

Foreign Policy		
Foreign Policy	President and Secretary of State	Congress (House and Senate)
Treaty Making		
Forming a Policy		
Negotiations		

Unit 3, Activity 7, Foreign Policy with Answers

Name _____ Date _____

Mark an X to represent who is responsible for Foreign Policy Making.

Foreign Policy		
Foreign Policy	President and Secretary of State	Congress (House and Senate)
Treaty Making	X	X
Forming a Policy	X	X
Negotiations	X	

Unit 3, Activity 10, The Louisiana Purchase

Name _____ Date _____

The Louisiana Purchase

	France	United States
Leaders		
Positive reasons for purchase		
Negative reasons for purchase		
Impact of purchase		

Unit 3, Activity 10, The Louisiana Purchase with Answers

Name _____ Date _____

The Louisiana Purchase

	France	United States
Leaders	<i>Napoleon, Talleyrand, Barbe-Marbois</i>	<i>Jefferson, Monroe, Livingston</i>
Positive reasons for purchase	<i>France would gain financial benefits. France could resolve problems with the U.S. France could make the U.S. a potential French ally.</i>	<i>It would double the land area for the nation. It gave the U.S. an outlet to the Gulf of Mexico. It helped farmers in the Old Northwest and Old Southwest territories. It prevented a possible war between the U.S. and France precipitated by an attack on the territory by angry Americans from the old Northwest and Southwest territories.</i>
Negative reasons for purchase	<i>France would lose control of the territory. France would abandon a possible major influence in the New World. France would lose the possibility of creating another empire in the New World.</i>	<i>It caused political problems for Jefferson and his political party. It was used by the Federalist Party against Jefferson's strict constructionist views on the U.S. Constitution.</i>
Impact of purchase	<i>It provided Napoleon with money for continuing his war against England. It improved relations between France and the U.S. It prevented England from seizing</i>	<i>It doubled the size of the U.S. It brought New Orleans and the entire Mississippi Valley to the U.S. peacefully. It made New Orleans a</i>

Unit 3, Activity 10, The Louisiana Purchase with Answers

	<i>the Louisiana territory as a spoil of war.</i>	<i>major American port. It set the stage for the U.S. to expand into Texas and across the Rockies to the Pacific coast. It removed France from becoming a major political power on the borders of the U.S.</i>
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Unit 3, Activity 12, The Monroe Doctrine

Name _____ Date _____

The Monroe Doctrine

Positive Principles
1.
2.

Unit 3, Activity 12, The Monroe Doctrine with Answers

Name _____ Date _____

The Monroe Doctrine

Positive Principles
<i>1. North America was no longer subject to colonization.</i>
<i>2. The political system in America was different from Europe (constitutional monarchies), and the country would not be influenced by others.</i>

Unit 3, Activity 14, Manifest Destiny

Name _____ Date _____

Manifest Destiny

Positive Qualities	Negative Qualities

Unit 4, Activity 4, Inventions and Changes in American History

Name _____ Date _____

Section _____

Emerging Sectionalism in the United States (c. 1860)

Questions and Categories	Information and Data
Describe your section in terms of physical features—major rivers, plains, valleys, mountains, deserts, and climate.	
Construct a timeline of important events that directly impacted your section between 1820 and 1860.	
What was the primary economic activity of the region? How did farming, business, and industry impact the region? How was land used?	
How did immigrant groups alter the society of the region? Was the region resistant to or supportive of social change?	
What were the political party associations within your section? How supportive would your region have been to compromises on difficult issues?	
What products did the section export to other countries? What did it import? What did the section supply to other sections of the United States? What did the section purchase from other sections of the United States?	
What attitudes did the region hold on the slave trade and slavery? What did your section think about extending slavery into the new territories?	

Unit 4, Activity 4, Inventions and Changes in American History

Name _____ Date _____

Inventions and Changes in American History

Invention: _____ **Inventor:** _____ **Date:** _____

Before the Invention	After the Invention	Impact on Society

Unit 4, Activity 4, Inventions and Changes in American History with Answers

Name _____ Date _____

Inventions and Changes in American History

Invention: Cotton gin

Inventor: Eli Whitney

Date: 1793

Before the Invention	After the Invention	Impact on Society
<p>Humans (most often slaves) picked seeds from the cotton bolls. It was a very slow process, limiting the amount of cotton that could be planted and produced.</p>	<p>Human laborers still worked with the cotton gin, increasing the production of cotton and encouraging the planting of more cotton. New lands were opened for cotton and more slaves were needed to work in the fields. Plantations were created all over the Old Southwest.</p>	<p>Slavery was more entrenched. Southern society was dominated by planters and plantation life. Increased profit with the cotton gin encouraged expansion and plantation debts grew. There was more investment in cotton gins, land, and slaves. Cotton cloth became cheaper for common people in the North and in Europe.</p>

Unit 4, Activity 11, Rights and Responsibilities of Citizenship

Name _____ Date _____

Rights and Responsibilities of Citizenship

Rights and Responsibilities	Citizens Born in the United States	Naturalized Citizens	Resident Aliens (Legal)	Illegal Aliens
Right to vote				
Right to hold all elective offices including the presidency				
Right to the benefits of public policy (e.g., welfare, education, public services)				
Right to the protection of the U.S. government				
Responsibility to demonstrate loyalty to the U.S. government				

Unit 4, Activity 11, Rights and Responsibilities of Citizenship with Answers

Name _____ Date _____

Rights and Responsibilities of Citizenship

Rights and Responsibilities	Citizens Born in the United States	Naturalized Citizens	Resident Aliens (Legal)	Illegal Aliens
Right to vote	X	X		
Right to hold all elective offices including the presidency	X			
Right to the benefits of public policy (e.g., welfare, education, public services)	X	X	X	
Right to the protection of the U.S. government	X	X	X	X
Responsibility to demonstrate loyalty to the U.S. government	X	X		

Unit 4, Activity 13, Andrew Jackson’s Presidency

Name _____ Date _____

Andrew Jackson’s Presidency

Questions	Response and Impact
Why did Jackson’s military campaigns against Native Americans in Georgia and Florida promote him as a leader?	
How did his military actions at New Orleans during the War of 1812 enhance his leadership qualities?	
How did Jackson’s life on the frontier shape his political beliefs?	
What was the <i>spoils system</i> , and why did Jackson make use of it?	
What was Jackson’s attitude toward the national bank? How did moving treasury monies into state banks impact the economy?	
What did the Trail of Tears tell us about Jackson’s attitudes toward Native Americans?	
Jackson has been called the “man of the people” and “a power-hungry ruler”. Why?	

Unit 5, Activity 6, Cause/Effect of A Historical Event

Name _____ Date _____

Choose one important event in the historical period from 1800–1861 and explain the causes and effects (impact) of that event.

Cause/Effect of A Historical Event

- | Event |
|--------------------------------------|
| Mexican War |
| War of 1812 |
| The Alamo |
| Acts of Nullification/Trail of Tears |
| Texas War for Independence |
| Embargo of 1807/Compromise of 1850 |
| Louisiana Purchase |
| John Brown's raid on |
| Harper's Ferry |
| Discovery of gold rush |
| in California |
| Invention of the telegraph |

Event: _____

Cause	Effect

Unit 6, Activity 7, Causes of the Civil War

Name _____ Date _____

Causes of the Civil War

Event	Consequence

Unit 7, Activity 3, Elements of Reconstruction

Name _____ Date _____

Reconstruction Activities	Purpose and Description	Success/Failure
Creation of Military Districts in the South		
Restoration of Southern States to the Union		
African American Participation in Reconstruction State Governments		
Freedmen's Bureau		
Tenure of Office Act		
Command of Army Act		

Unit 7, Activity 3, Reconstruction Plans

Name _____ Date _____

RECONSTRUCTION PLANS		
Lincoln's Plan	Johnson's Plan	Congressional Plan