

## Structures Social World Study Guide

*A committee is organic rather than mechanical in its nature: it is not a structure but a plant. It takes root and grows, it flowers, wilts, and dies, scattering the seed from which other committees will bloom in their turn.*

-C. Northcote Parkinson, Historian

### Overview:

Structure can be found all over in the United States of America. Our system of government was developed as a strong and balanced, yet flexible structure that spans from the Federal level all the way down into local communities. This cycle we will examine how all of the intricacies of our society's structure have been developed to create a diverse yet cohesive country.

Specifically we will look at how the culturally diverse groups of people have melded together to form a country with a strong self of self. We will examine how the early presidents pushed the limits of the Constitution and changed the face of American foreign and domestic policy. We will also look at how political parties formed. That's a structural part of our political landscape today that is not outlined in the Constitution. We'll learn that people have been having political disagreements from the beginning.



### Study Guide Legend

(IW) Independent Work

(GW) Color Group Work

(WG) Whole Group Lesson

**Guiding Question #1: What cultural elements were used to develop a sense of nationhood among Americans?****Week 1: October 10 – October 14**

- \_\_\_\_\_ 1. **(WG/IW)** Read the overview with your class group and **mark it up**.
- \_\_\_\_\_ 2. **(IW)** Complete the Prereading Handout for **Chapter 13: A Growing Sense of Nationhood** of *History Alive!* and make vocabulary cards OR a review sheet for the following words: **capitalism, folk art, spirituals**.
- \_\_\_\_\_ 3. **(WG/IW)** Participate and record the lesson on The Star Spangled Banner.
- \_\_\_\_\_ 4. **(GW)** With your color group read sections **13.2, 13.3** and **13.4** of the text and complete the corresponding sections of the Reading Notes in your ISN. When all members of your group have finished, complete the Early American Art activity. Get directions for this activity by showing Ms. Melissa the completed notes of ALL members of your group.
- \_\_\_\_\_ 5. **(IW) Content Party Project:** This year for the Continent Party, you will be researching a country of your ancestors' origin. To begin, you will need to determine where your ancestors lived before they moved to America. This week, begin an investigation into your cultural heritage. Complete one of the following, then choose which country you will be studying:
- A family tree that goes far enough back on **at least** one branch that will show you a country of origin for your ancestors.
  - A typed interview of at least **2** pages with a member of your family (at least 60 years old) in which you investigate your family history to discover at least one country of origin of your ancestors.
- \_\_\_\_\_ 6. **(WG)** Participate in a whole group discussion about Early American Art.
- \_\_\_\_\_ 7. **(IW)** Read section **13.5** of the text and complete the corresponding section of the Reading Notes in your ISN.
- \_\_\_\_\_ 8. **(GW)** With your color group, learn the Dance Steps to a Cotillion and teach them to the rest of the class.

**Week 2: October 17 – October 21**

\_\_\_\_\_ 9. **(GW)** Read sections **13.6** of the text and complete the corresponding section of the Reading Notes in your ISN. When all members of your group are finished, see Ms. Melissa to get directions for the Early American Literature Activity.

\_\_\_\_\_ 10. **(IW) Personal Project:** Revise the lyrics of “The Star-Spangled Banner.”

1. Write two new versus to the song. (The first verse is shown below.) Each new verse should include:
  - References to at least two of the following topics: politics, art, music, and literature in the United States from 1812 to 1850.
  - Words arranged so that they can be sun to the melody of “The Star-Spangled Banner.”

*Oh, say can you see, by the dawn's early light,  
What so proudly we hailed at the twilight's last gleaming?  
Whose broad stripes and bright stars, through the perilous fight,  
O'er the ramparts we watched, were so gallantly streaming?  
And the rockets' red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there,  
O say, does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?*

2. Type or neatly write your final draft in ink.
3. Hand-decorate the lyrics with colorful and appropriate pictures and symbols.

\_\_\_\_\_ 11. **(IW) Content Party Project:** Follow the Country Report Guidelines and Rubric to begin work on your Continent Party Project. It will be due **Thursday, October 28<sup>th</sup>**.

\_\_\_\_\_ 12. **(IW/GW)** Organize and compile all of your work together. Review the chapter and study with your color group for the test.

\_\_\_\_\_ 13. **(IW)** Take the test on Chapter 13.

**Guiding Question #2: How did early American foreign policy influence the nation's relationship with its neighbors and Europe, the nation's boundaries, and westward expansion?**

**Week 3: October 24 – October 27**

- \_\_\_\_\_ 14. **(IW)** Complete the Prereading Handout for **Chapter 11: Political Developments of the Early Republic** of *History Alive!* and make vocabulary cards OR a review sheet for the following words: **inauguration, aliens, sedition, nullify, states' rights.**
- \_\_\_\_\_ 15. **(WG/IW)** Participate and record the lesson on the Federalist and Republican Parties.
- \_\_\_\_\_ 16. **(IW/GW)** Individually, read sections **11.4** and **11.5** and create character collages for Alexander Hamilton and Thomas Jefferson. When you are finished, share your collages with the members of your color group. You may revise your collages to reflect the work of your group members.
- \_\_\_\_\_ 17. **(IW) Content Party Project:** Complete the finishing touches on your Continent Party Project. Use the Country Project Rubric to complete a self-assessment of your work. (Make a note of what need to bring on Monday to be fully prepared for the Continent Party.)
- \_\_\_\_\_ 18. **(IW)** Read section **11.6** and takes notes in the corresponding section of your ISN.

**Week 4: October 31 – November 4**

- \_\_\_\_\_ 19. **(WG/IW) Continent Party:** Set up your project, including food and any other last minute items. Attend the Continent Party and have fun!
- \_\_\_\_\_ 20. **(GW)** With your color group, delegate tasks to prepare for a political conference. Your group will be assigned to either the Federalist or Republican Party and will need to complete the following:
- A political banner
  - Political buttons
  - Practice singing either “Hail, Columbia!” or “Fair and Free Elections”
  - Draft a 30 second keynote speech that one member will deliver at the Convention.
  - Draft debate script (you may assign 1 actor to play either Hamilton or Jefferson)
- \_\_\_\_\_ 21. **(WG)** Attend the Conference
- \_\_\_\_\_ 22. **(WG/IW)** Participate in a Mock Election.
- \_\_\_\_\_ 23. **(IW/GW)** Organize and compile all of your work together. Review the chapter and study with your color group for the test.
- \_\_\_\_\_ 24. **(IW)** Take the test on Chapter 11.

**Week 5: November 7 – November 10**

- \_\_\_\_\_ 25. **(IW)** Complete the Prereading Handout for **Chapter 12: Foreign Affairs in a Young Nation** of *History Alive!* and make vocabulary cards OR a review sheet for the following words: **foreign policy, neutrality, isolationism, embargo, blockade, doctrine.**
- \_\_\_\_\_ 26. **(IW)** Complete the Preview Activity on pages 78-79 of your ISN.
- \_\_\_\_\_ 27. **(WG)** Participate in a class discussion on Washington's presidency.
- \_\_\_\_\_ 28. **(GW)** Work with your color group to complete the reading and note for **ALL** of the following dilemmas from your ISN.
- What should President Adams Do to Protect Ships?
  - How Should President Jefferson Deal with Pirates?
  - What Should President Madison Do to Protect Sailors and Settlers?
  - What should President Monroe Do to Support the New Latin American nations?

**Week 6: November 14 – November 18**

- \_\_\_\_\_ 29. **(IW)** Complete Processing 12 on page 88 of your ISN.
- \_\_\_\_\_ 30. **(GW)** Choose one of the dilemmas your group studied about last week. Prepare a short presentation to share your findings with the class. No visual aids are necessary, but each member of your group must have a participating role in the presentation.
- \_\_\_\_\_ 31. **(GW)** Present your findings on the dilemma you were assigned to the class.
- \_\_\_\_\_ 32. **(IW/GW)** Organize and compile all of your work together. Review the chapter and study with your color group for the test.
- \_\_\_\_\_ 33. **(IW)** Take the test on Chapter 12.

**Week 7: November 28 – December 2**

- \_\_\_\_\_ 34. **(IW)** Complete the Prereading Handout for **Chapter 14: Andrew Jackson and the Growth of Democracy** of *History Alive!* and make vocabulary cards OR a review sheet for the following words: **well-born, self-made, civil servants, spoils system, tariff, secede.**
- \_\_\_\_\_ 35. **(WG)** Participate and record the lesson on the songs and images of early presidency.
- \_\_\_\_\_ 36. **(IW)** Before the lesson on Jackson's Inaugural Party, read sections **14.3** and **14.4** and complete the first half of the reading notes. (Paragraphs only, please. Leave the speech bubbles/facial expressions blank for now.)
- \_\_\_\_\_ 37. **(WG)** Participate and record the lesson on Jackson's Inaugural Party.

**Week 8: December 5 – December 9**

- \_\_\_\_\_ 38. **(IW)** Before the lesson on Jackson's Presidency, read sections **14.4, 14.5, 14.6,** and **14.7,** and complete the first half of the reading notes. (Paragraphs only, please. Leave the speech bubbles/facial expressions blank for now.)
- \_\_\_\_\_ 39. **(WG)** Participate and record the lesson on Jackson's Presidency.
- \_\_\_\_\_ 40. **(GW)** With your group, follow the direction on Processing 14 on page 101 of your ISN to create two posters of Andrew Jackson that will be hung in the classroom. Please delegate tasks equitably.
- \_\_\_\_\_ 41. **(IW)** On a separate sheet of paper, complete the Geography Challenge on page 194 of the *History Alive!* text.
- \_\_\_\_\_ 42. **(IW/GW)** Organize and compile all of your work together. Review the chapter and study with your color group for the test.
- \_\_\_\_\_ 43. **(IW)** Take the test on Chapter 14.

**How do I put it all together?****Week 9: December 12 – December 16**

- \_\_\_\_\_ 44. **(IW)** Write a 2-3 paragraph response journal reflecting on your experiences from this cycle. Some questions you **might** answer are: What have you learned? What connections are you able to make between the past and the present? How might you answer the guided questions that were presented this cycle.