# AMERICAN HISTORY

**Assignments for Week of 4/20**

**WEEK 34 Assignments for Week of 4/13**

**FOURTH QUARTER DISTANT LEARNING**

## Announcements

### MONDAY APRIL 20, 2020

**WHAT AM I LEARNING.......**

1. Analyze how the United States peacefully settled disputes with foreign powers.
2. Describe and discuss how a rising sense of national unity allowed regional differences to be set aside and national interests to be served.
3. Evaluate how the United States grew developments in many cultural areas contributed to the creation of a new American identity.

**Common Core Standard Quarter 1/2**

LACC.68.RH.1.1: Cite specific textual evidence (What is Evidence?) to support analysis (how do you analyze?) of primary and secondary sources (What is a Primary/Secondary source?).

### EQOD #9

**What is the easiest and hardest part of taking an online/virtual quiz?**

### CLASSWORK

1. **Pick New Virtual Helpers**
   - Help other students with assignments and technology
   - Will receive Virtual FG at end at the end of the week
   - First 2 people to ask from each Period will get to be helper for the week
   - Need 2 people from each period – first 2 that contact me from each class will get the FG
   - Only a couple of your signed up last week. Good opportunity for an easy FG

2. **Complete EQOD#**
   - Complete on your Quarter 4 SharePoint Document you were ASSIGNED week 31 labeled –
     - “P# Lash History Dist Learn Q4”

3. **Prepare for Ch.11 Quiz**
   a. Will be Posted Monday Afternoon, due Wednesday Morning.
   b. Use online resources LashHistory.com Quarter 4 Week 32 and 33
   c. There will be questions from the 2 Westward Expansion movie clips given last week.

### HOMEWORK

1. **a) Prepare for Ch.11 Quiz**

### QUIZ CH.11

**RELEASED MONDAY DUE WEDNESDAY**
**TUESDAY APRIL 21, 2020**

**WHAT AM I LEARNING.......**
1. Analyze how the United States peacefully settled disputes with foreign powers.
2. Describe and discuss how a rising sense of national unity allowed regional differences to be set aside and national interests to be served.
3. Evaluate how the United States grew developments in many cultural areas contributed to the creation of a new American identity.

**Common Core Standard:**

*LACC.68.RH.1.1:* Cite specific textual evidence (What is Evidence?) to support analysis (how do you analyze?) of primary and secondary sources (What is a Primary/Secondary source?).

**CCSS RH6-8.7** - Students can integrate visual information (e.g. charts, graphs, phonographs, videos or maps) with other information in print and digital text.

**EQOD**

*Use Political Cartoon Questions*

**CLASS WORK**

1.

**HOMEWORK**

1.
Wednesday April 22, 2020

What am I Learning......
1. Evaluate how the Industrial Revolution transformed the way goods were produced in the United States.
2. Analyze how the introduction of factories changed working life for many Americans.
3. Discuss how new forms of transportation altered business, travel, and communication in the United States.
4. Examine how advances in technology led to new inventions that continued to change daily life and work.

Common Core Standards/Skills We Have Learned
LACC.68.RH.1.1: Cite specific textual evidence (What is Evidence?) to support analysis (how do you analyze?) of primary and secondary sources (What is a Primary/Secondary source?).

EQOD #
Evaluate 1850 political cartoon pertaining to Industrial Revolution textile mill conditions. Posted under Week 33

Class work
1. a.

Home Work

Nate Turner Rebellion

John C. Calhoun
**THURSDAY APRIL  23, 2020**

**WHAT AM I LEARNING.......**
1. Evaluate how the Industrial Revolution transformed the way goods were produced in the United States.
2. Analyze how the introduction of factories changed working life for many Americans.
3. Discuss how new forms of transportation altered business, travel, and communication in the United States.
4. Examine how advances in technology led to new inventions that continued to change daily life and work.

**Common Core Standard:**
[LACC.68.RH.1.1]: Cite specific textual evidence (What is Evidence?) to support analysis (how do you analyze?) of primary and secondary sources (What is a Primary/Secondary source?).

CCSS RH6-8.7 - Students can integrate visual information (e.g. charts, graphs, photographs, videos or maps) with other information in print and digital text.

<table>
<thead>
<tr>
<th><strong>EQOD #</strong></th>
<th><strong>Beginning in the 1800’s the issue of Slavery divided the nation. How did the South DEFEND the institution of slavery?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationalize</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Justify</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Explain</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Validate</strong></td>
<td></td>
</tr>
</tbody>
</table>

**CLASSWORK**

1. Virtual Insp Pres – Ch.12 The South – Preview
   a. Slave Society-South developed into one of the largest in the history of the world
   b. Enlightenment and the Defense of Slavery

**HOME WORK**

- "You Alive"
### EQOD

**CLASSWORK**

- 

**HOME WORK**

-
```
Last night I saw the sunset set for the last time

Minoa, Creek
```
### 1-PROCEDURES - THINGS TO KNOW

- You have the option of doing the assignment on your own. You must communicate to me if you wish to do so.
- Divide Responsibility, be prepared for possibility of group member being absent.
- Be Responsible and proactive and prepare for possibility of absence.
- Points will be deducted from your group's final grade if group is off task. You will get 1 warning before the deduction.
- Keep track of group responsibilities

### ROOTS PT.4

**ANALYZE THE SCENE**

1-Why did Belle slap Kizzy? What was she so concerned about?
2-Describe the relationship between Missy Ann and Kizzy?
3-Belle and Kunta talk after Kizzy Sold.

### CIVIL WAR BASICS

- Antietam - bloodiest battle of civil war
- War lasted from 1861-1865
- Lee Surrendered to Grant at Appomatox Court House
- Union-Blue Uniforms
- President Abraham Lincoln - Washington D.C.
- General - Ulysses S. Grant
- 54th Massachusetts - only black regiment ever to fight in the Civil War
What question do you think was asked of Douglass to respond in this manner?

We too often bind ourselves by authorities rather than by the truth.

**LUCRETIA MOTT**  
Women Rights Advocate

“Wherever there is a human being, I see God-given rights inherent in that being, whatever may be the sex or complexion”

**William Lloyd Garrison**  
Publisher, Abolitionist Newspaper  
The Liberator

**SOUTH**

- Confederacy, Rebels - Grey Uniforms
- President of South - Jefferson Davis - Richmond, Virginia

---

**CH. 12/13**  
**NORTH/SOUTH**  
**COMPARE AND CONTRAST GROUP PROJECT**

**1-WoRk on Group project Compare and Contrast Chart**

- Divide Responsibility
- be prepared for possibility of group member being absent
- take pics of work so all group members have access
- the excuse of person being absent is unacceptable
- be Responsible and proactive and prepare for possibility of absence.
### GROUP PROJECT

**DIRECTIONS**

1. Complete Prep Work
   - Compare and Contrast Chart - Draft - reference all information on CC sheet
   - Fill in all spaces
   - Use significant details

2. Ch.12 Sub Topic Worksheet
   - Fill in all spaces
   - Use significant details

3. Ch.13 Compare Slave System
   - Don't limit your resources to only red book
   - Be creative with your research

4. Complete Artistic Large Compare and Contrast Chart.

5. On Task Rule in effect
   - If your group is off task you get 1 warning
   - Every time you are OFF TASK after warning, your GROUP is deducted 5 points from your final project grade

---

### INTERACTIVE NOTES

**SUB TOPIC/DETAILS**

**ANALYZE THE SCENE**

**MAKE UP DAY PROCEDURES**

1. Pass in Assignment Report (must be TUESDAY)

2. Print out YOUR own Grade Report from Pinnacle (adv only, L1 received a AR on Monday)
   - U.S. History Grade Report Only
   - If you can't print from home use the Library, ask a teacher or see me.

3. Staple completed Missing Assignments and FG slips to the report. On the FG slip, make sure you write the assignment using it for.

4. You can only use your FG's (you have) and MA's listed on your assignment report.

5. Pass in Assignment Report

6. Any information you want to com...
### HAMILTON/BURR

Why did they duel?

### GHOST DANCE

### BATTLE OF WOUNDED KNEE

### ESSAY

WESTWARD EXPANSION
INDIAN REMOVAL
[CLICK HERE TO DOWNLOAD ALL ESSAY INFO]

### TRIAL OF TEARS

INDIAN REMOVAL ACT
A **duel** is an arranged engagement in **combat** between two individuals, with matched weapons in accordance with agreed-upon rules. The duel was based on a code of **honor**. Duels were fought not so much to kill the opponent as to gain "satisfaction", that is, to restore one's honor by demonstrating a willingness to risk one's life for it.

The most notorious American duel was the **Burr-Hamilton duel**, in which notable **Federalist** and former **Secretary of the Treasury** Alexander Hamilton was fatally wounded by his political rival, the sitting **Vice President of the United States** Aaron Burr. Another American politician, **Andrew Jackson**, later to serve as a **General Officer** in the **U.S. Army** and to become the **seventh president**, fought two duels, though some legends claim he fought many more. On May 30, 1806, he killed prominent duellist Charles Dickinson, suffering himself from a chest wound which caused him a lifetime of pain. Jackson also reportedly engaged in a bloodless duel with a lawyer and in 1803 came very near dueling with **John Sevier**.

"We act not for ourselves but for the whole human race. The event of our experiment is to show whether man can be trusted with self-government."

**Thomas Jefferson**

"LOOKING AT THE #S IN A DIFFERENT WAY"

**What have you gained?**

**How much are you better at the skill?**

**CITE TEXTUAL EVIDENCE**

- Take Pride in an increase of **Proficiency**
- Skill being taught is not easily learned

**PERCENT GAINED** - think about it in terms of money

$1000 dollars - - - 30% Gain 1300 dollars - I'll take that
<table>
<thead>
<tr>
<th>SLAVERY VOCAB TO KNOW</th>
<th>-Triangle of Trade</th>
<th>-Hold</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Middle Passage</td>
<td>-Lord Ligonier</td>
</tr>
<tr>
<td></td>
<td>-West Africa</td>
<td>-Capt. Davies/First mate Slater</td>
</tr>
<tr>
<td></td>
<td>-Slave Ship</td>
<td>-Plantation</td>
</tr>
<tr>
<td>SIGNS OF FUNCTIONAL CULTURE</td>
<td>-family Based</td>
<td>-Religion</td>
</tr>
<tr>
<td></td>
<td>-Mother yelling at Kunta</td>
<td>-Joy of Child Birth</td>
</tr>
</tbody>
</table>

TV SERIES 1979

Kunte Kinte has been captured and forced into slavery. How do you think he will handle life as a slave?

SLAVERY WORDS TO KNOW
- Apprehensive
- Instigation
- Hold
- Triangular Trade culture
- Allah
- Perception (Slater/Davies)
- Rationalization (Davies)
- Heathen

A- Your Definition of the word
b- Book Definition of word
c- Define/Describe word in terms of the movie. Back answer up with evidence

FORMAL NOTES
1- PARA PHRASE - To shorten something and not lose the meaning of it
2- Main Idea - Communicates what the topic or the whole article is about
3- Sub-Topic - One of the parts of the Main Idea
**LITERARY TERMS**

**INFERENC**E - refers to the process of using observation and background knowledge as well as other known premises to determine a conclusion that makes sense.

- Sherry's toddler is in bed upstairs. She hears a bang and crying. Sherry can infer that her toddler fell out of bed.
- A woman walks into a store soaking wet and it is raining. It can be inferred that she does not have an umbrella.

**FIGURATIVE LANGUAGE** - Language used to describe someone or something by comparing to another, or using words for description that do not have a literal meaning.

- I woke up this morning to an empty sky
- I want an eye for an eye

**IMAGERY** - The definition of imagery is pictures created by the mind or from memory. The use of vivid or figurative language to represent objects, actions, or ideas.

- The imagery of “The Waste Land” — crumbling towers, dried-up wells, toppled tombstones — conveys the author’s sense of a civilization in decay

**metaphor** Figure of speech that describes a subject by asserting that it is, on some point of comparison, the same as another otherwise unrelated object.

- All the worlds a stage

**SIMILIE** - Figure of speech that directly compares two different things, usually by employing the words "like" or "as"... "if" or "than" are also used though less...

- Her eyes twinkled like stars.
- He fights like a lion.

**EVIDENCE** - that which tends to prove or disprove something

**PRIMARY SOURCE** - is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study.

**SUB CONTEXT** -

1. the parts of a written or spoken statement that precede or follow a specified word or passage and can influence its meaning or effect.
2. the set of circumstances or facts that surround a particular event, situation, etc.