

8th Grade History: US History

May 18th – May 22nd

Time Allotment: 30 minutes per day

Mr. Maiorano's Guided Instruction via Zoom:

Period 1: Monday and Wednesday from 10:00am – 10:50am

Period 2: Monday and Wednesday from 11:00am – 11:50am

Period 6: Tuesday and Thursday from 1:00pm – 1:50pm

Mr. Growdon's Guided Instruction via Zoom:

Period 3: Monday and Wednesday from 1:00pm – 1:50pm

Period 4: Tuesday and Thursday from 10:00am – 10:50am

Student Name: _____

Teacher Name: _____

Packet Overview

Date	Objective(s)	Page Number
Monday, May 18 th	1. Explain the material cause of the United States through the land and its' people.	3
Tuesday, May 19 th	1. Explain the efficient cause of the United States through the primary sources of Washington, Jefferson, Adams, Madison and other founding fathers.	6
Wednesday, May 20 th	1. Explain the formal cause of the United States through identifying key structures of the Constitution such as various powers and the system of checks and balances in particular situations.	11
Thursday, May 21 st	1. Explain the final cause of the United States by investigating the Declaration of Independence, Jefferson's Letter to Henry Lee and Lincoln's Fragment on the Constitution and Union.	16
Friday, May 22 nd	1. Quiz	21

Additional Notes: For our Final Packet week, we will be looking at the Four Causes of the United States through the lens of the entire year! By focusing on the Material, Efficient, Formal and Final Causes, hope to reinforce the idea that the United States serves a particular purpose by particular people in particular way and in a particular place. Thank you for being such thoughtful, engaged, and joyful scholars. You deepened my understanding of history and I look forward to seeing you next year.

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

Monday, May 18th

History Unit: Review

Lesson 1: Material Cause: A Land and its' People

Unit Overview:

Objective: Be able to do this by the end of this lesson.

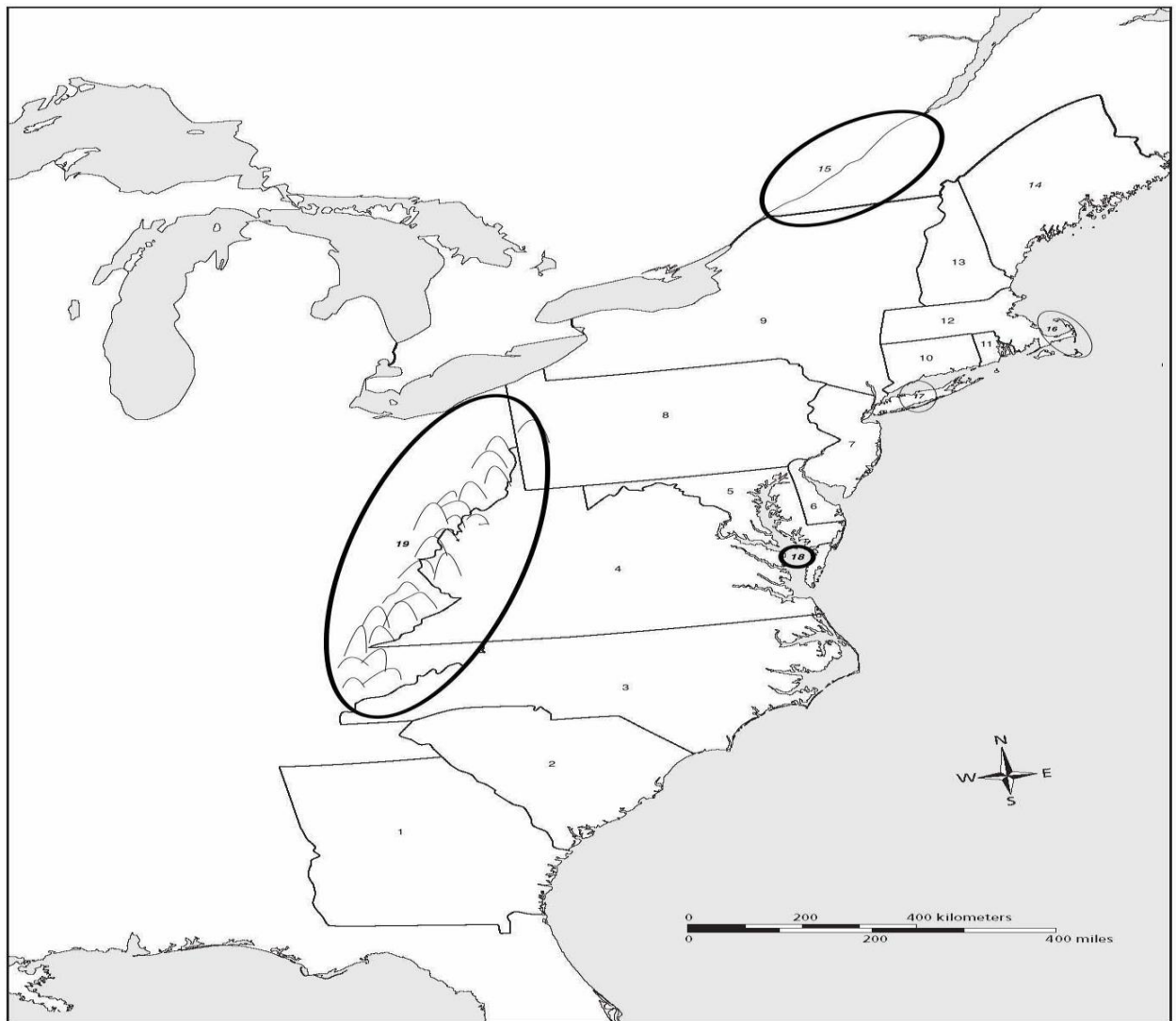
1. Explain the material cause of the United States through the land and its' people.

Introduction to Lesson 1:

For this lesson on the Material Cause of the United States, we will be focusing on maps of the United States and labeling different maps, regions, and geographical aspects of the maps to better understand our American land.

Plan of Attack:

- A. Map Work: The United States (From 13 Colonies – Civil War)



8th Grade History: US History

May 18th – May 22nd



Label the map above using the attached word bank.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. Long Island
- 18. _____
- 19. _____
- 20. _____

13 Colonies Word Bank:

Appalachian Mountains
 Cape Cod
 Chesapeake Bay
 Connecticut
 Delaware
 Georgia

Maryland
 Massachusetts (2x)
 New Hampshire
 New Jersey
 New York

North Carolina
 Pennsylvania
 Rhode Island
 St. Lawrence River
 South Carolina
 Virginia

Make Corrections with red pen using Answer Key found on Google Classroom

Directions: Write out the full name of each colony, and determine whether the Colony is a New England Colony, Middle Colony, Southern Colony? Refer to the map on page 133!

- Ga: _____
- S.C: _____
- N.C.: _____
- Va.: _____
- Md.: _____
- Del: _____
- Pa.: _____
- N.J.: _____
- N.Y.: _____

- Conn.: _____
- R.I.: _____
- N.H.: _____
- Mass.: _____

What river will serve as the western boundary line for the United States after the Treaty of Paris 1783?

Matching: Match the description with the correct region. (Refer to pages 134 – 136 in your textbook to review and the map on page 133 is helpful!)

1. ____: “Chesapeake bay is a sight to behold!”
2. ____: “Boston is a key port in our region.”
3. ____: “Our family typically does subsistence farming. Rarely, do we sell what we make in the market.
4. ____: “Our large plantations and fertile fields allow us to grow rice, indigo, and tobacco.”
5. ____: “Our region allows us to have the most well-rounded economy in the Colonies!”
6. ____: “Charleston, South Carolina, and Savannah, Georgia are two key ports in our region.
7. ____: “Our whaling and fishing company has existed for the last 20 years, and we have never lost money.”
8. ____: “Philadelphia is major port in our region and is the Capital of the States!”
9. ____: “New York City and Philadelphia are the two busiest ports in our region!”
10. ____: “Our region is known as the Breadbasket Colonies. ”
11. ____: “With all the lumber we have in our region, ship-building is an important industry!”

A Southern Colonist

B. Middle Colonist

C. New England Colonist

Make Corrections with red pen using answer key found on Google Classroom.

Confederate or Union State?: Using the map in your textbook on p. 491, write out the Union States and Confederate States in the chart below.

United States of America: Union States	Confederate States of America: Confederate States
List the Union States and underline the border States.	List out the Confederate States.

Make Corrections with red pen using answer key found on Google Classroom.

Tuesday, May 19th

History Unit: Review

Lesson 2: The Efficient Cause: The Founding Fathers' who fought for American Independence

Unit Overview: Manifest Destiny

Objective: Be able to do this by the end of this lesson.

1. Explain the efficient cause of the United States through the primary sources of George Washington and Benjamin Franklin

Lesson 2 Introduction:

In this lesson, we will investigate the efficient cause of the United States through the eyes of Washington and Jefferson. In particular, we will look at their important thoughts, advice and warnings for our future nation.

Plan of Attack:

- A. USH PS / RS: Washington's Letter to George Mason
- B. USH PS / RS: Washington's Circular Letter to the States
- C. USH PS / RS: Jefferson's Letter to John Holmes
- D. Image: Cornwallis' Surrender
- E. Make Corrections with red pen using answer key found on Google Classroom.



John Trumbell's *Surrender of Lord Cornwallis* (1820)

What is unique about the title of the painting and what actually happened with General Cornwallis during the real surrender?

USH PS: Washington’s Letter to George Mason: Mount Vernon, April 5th, 1769

Dear Sir:

1. ...At a time when our lordly Masters in Great Britain will be satisfied with nothing less than the depreciation [or gradual decline] of American freedom, it seems highly necessary that something shou’d be done to avert the stroke and maintain the liberty which we have derived from our Ancestors; but the manner of doing it to answer the purpose effectually is the point in question.
2. That no man shou’d scruple, or hesitate a moment to use arms in defense of so valuable a blessing, on which all the good and evil of life depends, should be the last resource: the denier resort. Addresses to the Throne, and remonstrances to parliament, we have already, it is said, proved the inefficacy of; how far then their attention to our rights and priviledges is to be awakened or alarmed by starving their Trade and manufactures, remains to be tried.
3. ...On the other hand, that the Colonies are considerably indebted to Great Britain, is a truth universally understood...”

G: Washington

USH RS: Washington’s Letter to George Mason

1. What key details do you see in the letter?
2. What will please or make happy our “Lordly Masters of Great Britain?”
3. For Washington, what ought Americans be prepared to do for their Liberty?
4. What are remonstrances or addresses to the throne?

USH PS: Washington’s Circular Letter to the States (June 8th, 1783)

A. Sir:

The great object for which I had the honor to hold an appointment in the Service of my Country being accomplished, I am now preparing to resign it into the hands of Congress, and to return to

that domestic retirement which, it is well known, I left with the greatest reluctance — a Retirement for which I have never ceased to sigh through a long and painful absence, and in which (remote from the noise and trouble of the World) I meditate to pass the remainder of life in a state of undisturbed repose. But before I carry this resolution into effect, I think it a duty incumbent on me to make this my last official communication, to congratulate you on the glorious events which Heaven has been pleased to produce in our favor, to offer my sentiments respecting some important subjects which appear to me to be intimately connected with the tranquility of the United States, to take my leave of your Excellency as a public Character, and to give my final blessing to that Country in whose service I have spent the prime of my life, for whose sake I have consumed so many anxious days and watchful nights, and whose happiness being extremely dear to me will always constitute no inconsiderable part of my own.

B. ... At this auspicious period, the United States came into existence as a Nation, and if their Citizens should not be completely free and happy, the fault will be entirely their own. Such is our situation, and such are our prospects: but notwithstanding the cup of blessing is thus reached out to us, notwithstanding happiness is ours if we have a disposition to seize the occasion and make it our own. Yet it appears to me there is an option still left to the United States of America, that it is in their choice and depends upon their conduct whether they will be respectable and prosperous, or contemptible and miserable as a Nation. This is the time of their political probation. This is the moment when the eyes of the whole World are turned upon them. This is the moment to establish or ruin their national Character forever. This is the favorable moment to give such a tone to our Federal Government as will enable it to answer the ends of its institution, or this may be the ill-fated moment for relaxing the powers of the Union, annihilating the cement of the Confederation, and exposing us to become the sport of European politics, which may play one State against another to prevent their growing importance and to serve their own interested purposes. For, according to the system of Policy the States shall adopt at this moment, they will stand or fall, and by their confirmation or lapse, it is yet to be decided, whether the Revolution must ultimately be considered as a blessing or a curse — a blessing or a curse not to the present age alone, for with our fate will the destiny of unborn Millions be involved.

C. There are four things which I humbly conceive are essential to the well being, I may even venture to say, to the existence of the United States as an Independent Power:

1st. An indissoluble Union of the States under one Federal Head;
2dly. A Sacred regard to Public Justice;
3dly. The adoption of a proper Peace Establishment; and
4 thly. The prevalence of that pacific [peaceful] and friendly Disposition among the People of the United States, which will induce them to forget their local prejudices and policies, to make those mutual concessions which are requisite to the general prosperity, and in some instances to sacrifice their individual advantages to the interest of the Community.

These are the pillars on which the glorious Fabric of our Independence and National Character must be supported. Liberty is the Basis, and whoever would dare to sap the foundation or overturn the Structure — under whatever specious pretexts he may attempt it — will merit the bitterest execration [hatred and contempt] and the severest punishment which can be inflicted by his injured Country.

1. What key details do you see in the letter?
2. What sacrifices has Washington made for the country?
3. What choice is up to Americans at this point of their nation?
4. What warnings does Washington give to the nation in this letter?
5. What are the four pillars for Washington?

USH PS: Jefferson's Letter to John Holmes

“I thank you, dear Sir, for the copy you have been so kind as to send me of the letter to your constituents on the Missouri question.... But this momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the [death] knell of the Union. It is hushed, indeed, for the moment. But this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper... **as it is, we have the wolf by the ears, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other...**I regret that I am now to die in the belief, that the useless sacrifice of themselves by the generation of 1776, to acquire self-government and happiness to their country, is to be thrown away by the unwise and unworthy passions of their sons...”

USH RS: Jefferson's Letter to John Holmes

1. What key details do you see in this letter?
2. What does Jefferson mean by the following line: “as it is, we have the wolf by the ears, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other...? Think about slavery and the abolition movement.
3. What is going to happen to the sacrifice of the founders?

Wednesday, May 20th

History Unit: Review

Lesson 3: The Formal Cause: The Constitution and its' Structure

Unit Overview:

Objective: Be able to do this by the end of this lesson:

1. Explain the formal cause of the United States through identifying key structures of the Constitution such as various powers and the system of checks and balances in particular situations.

Introduction to Lesson 3:

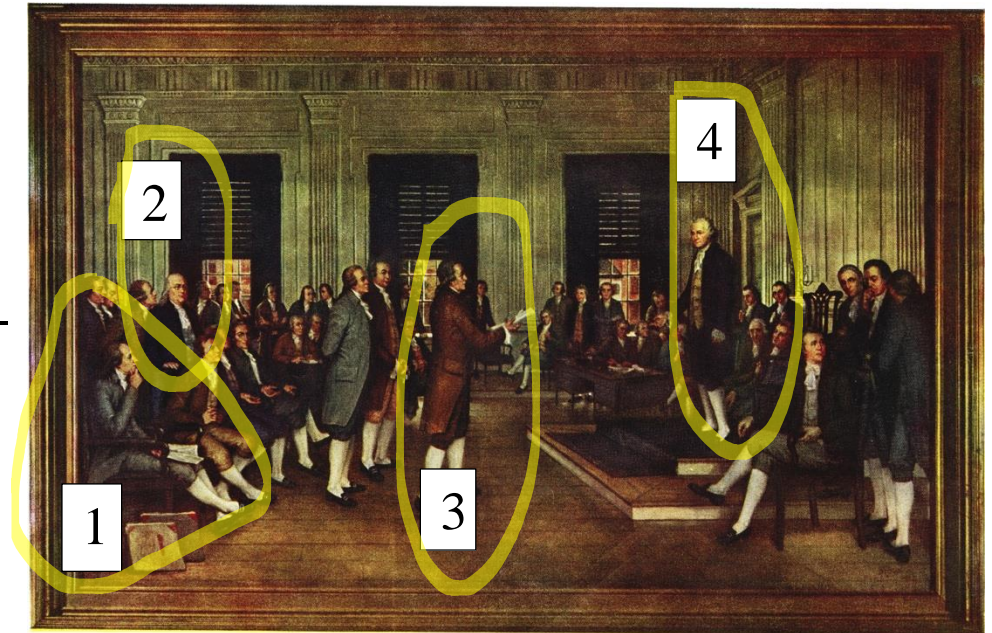
In this lesson, we will investigate the Formal Cause of the United States by highlighting key details of the Constitution, and looking at a variety of different historical events and seeing how the Constitution affected the event. We will look at an excerpt Federalist No 1 and 51 to understand the Constitution as a idea.

Plan of Attack

- A. Painting: Constitutional Convention
- B. PS: Fed. No. 1/ Fed. No. 51 Excerpts
- C. Matching: The Seven Articles of the Constitution in a nutshell
- D. U.S. Constitution and Major Historical Events Connections

The Adoption of the U.S. Constitution in Congress at Independence Hall, Philadelphia, Sept. 17, 1787 by John H. Froehlich (1935)

Directions: From memory, as best you can, fill in the table:



	Who is this person?	What role did they play in the Constitutional Meeting?
1.		
2.		
3.		
4.		

USH PS: Fed. No 1 and Fed. No. 51 Excerpts

Federalist No. 1: “...It has been frequently remarked that it seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force... Happy will it be if our choice should be directed by a judicious estimate of our true interests, unperplexed and unbiased by considerations not connected with the public good. But this is a thing more ardently to be wished than seriously to be expected...”

Fed. 51: “...Ambition must be made to counteract ambition. The interest of the man must be connected with the constitutional rights of the place. It may be a reflection on human nature, that such devices should be necessary to control the abuses of government.

...But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions.”

USH RS: Fed. No 1 and Fed. No. 51

1.What question does the United States seem to answer in Federalist No. 1?
2.When framing or structuring government, what is the great difficult or challenge in Federalist No. 51?
3.Madison famously wrote that “Ambition must be made to counteract ambition.” What does he mean in your own words?

Matching: The Seven Articles of the Constitution in a nutshell

Directions: Using your Little Constitution and your textbook pages ..., answer the following questions. Answers will not repeat.

1. ____: Approved Changes to the Constitution
 2. ____: National Debts, Supremacy Clause, Oaths of Office
 3. ____: Requirements for Ratification
 4. ____: State to State Interactions
 5. ____: The Amendment Process: Proposals and Ratifications
 6. ____: The Executive Branch: President’s Oath
 7. ____: The Judicial Branch: Federal Courts and Supreme Court
 8. ____: The Legislative Branch: Enumerated Powers
- A. Article I B. Article II C. Article III D. Article IV.
E. Article V F. Article VI G. Article VII H. Amendments

Matching: The three Branches of Government

Directions: Match the Description with the correct Branch

1. ____: “All ... Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives,” describes which branch?
2. ____: Which branch of government determines whether or not a law is constitutional or constitutional?
3. ____: Which branch of government is described by Article II?
4. ____: Which branch of government can override the President’s veto with a 3/4ths vote?
5. ____: “The ... Power shall be vested in a President of the United States of America, ” Describes which branch?
6. ____: “The ... Power of the United States, shall be vested in one supreme Court describes which branch?
7. ____: Which branch of government has enumerated powers of Congress?
8. ____: Which branch is responsible for administering laws?
9. ____: Which branch of government can veto laws made by Congress?
10. ____: Which branch is described by Article III of the Constitution?




A. Legislative Branch

B. Executive Branch

C. Judicial Branch

FIGURE 2.1

The Separation of Powers

		
Executive	Legislative	Judicial
Enforces laws Commander in chief of armed forces Makes foreign treaties Proposes laws Appoints Supreme Court justices and federal court judges Pardons those convicted in federal court	Passes federal laws Controls federal appropriations Approves treaties and presidential appointments Regulates interstate commerce Establishes lower court system	Reviews lower court decisions Decides constitutionality of laws Decides cases involving disputes between states

US Constitution and Historical Event: What is the connection?

Directions: In at least once complete sentence, answer the question that connect the event with text from the U.S. Constitution

Historical Event: Louisiana Purchase	U.S. Constitution: “[The President] shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two-thirds of the Senators present concur” (Article II, section 2)
How did the treaty power help Jefferson make the Louisiana Purchase?	

Historical Event: Jackson defends Native Removal	U.S. Constitution: The Constitution declares that ‘no new State shall be formed ... within the jurisdiction of any other State’ without the consent of its legislature...” (Article IV, Section 3)
In what ways did Jackson support his decision to remove the Natives using the Constitution?	

<p>Historical Event: Nullification Crisis</p>	<p>U.S. Constitution: Amendment #10: “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” / Supremacy Clause: “This Constitution and the laws of the United States which shall be made in pursuance there of; and all treaties made, or which shall be made under the Authority of the United States, shall be the supreme law of the Land...” (Article IV, Section)</p>
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In what way does Amendment 10 support the theory that states can nullify federal laws?

In what way does the “Supremacy Clause” not support the theory that states can nullify federal law?

<p>Historical Event: Civil War</p>	<p>U.S. Constitution: President’s Oath "I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."</p>
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Why does Lincoln enter into the Civil War? Why does he not let the Confederate States simply leave?

Thursday, May 20th

History Unit: “The Four Causes of the United States”

Lesson 4: The Final Cause: Principles of Free Government in the Declaration of Independence

Unit Overview:

Objective: Be able to do this by the end of this lesson.

1. Explain the Final Cause of the United States by investigating the Declaration of Independence, Jefferson’s Letter to Henry Lee and Lincoln’s Fragment on the Constitution and Union.

Introduction to Lesson 4:

In this Final Lesson, we will investigate the Final Cause of the United States by looking at three documents: The Declaration of Independence, Jefferson’ Letter to Henry Lee, and Lincoln’s Fragment on the Constitution and Union. The United States serves a particular purpose and once that purpose is defined, we should cling to it and preserve it as best we can.

Plan of Attack:

USH PS / RS: Declaration of Independence

USH PS / RS: Jefferson’s Letter to Henry Lee

USH PS / RS: Lincoln’s Fragment



“Reason first – You are a Virginian, and a Virginian ought to appear at the head of this business. Reason second – I am obnoxious, suspected, and unpopular. You are very much otherwise. Reason third – you can write ten times better than I can.”

-John Adams persuading Thomas Jefferson to write the Declaration of Independence.

Who are the three persons in this image?

(Far Left is Benjamin Franklin, Center is John Adams, Far Right is Thomas Jefferson)

USH PS: Declaration of Independence

IN CONGRESS, July 4, 1776

- A. The unanimous Declaration of the thirteen united States of America,
- B. When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.
- C. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world...

USH RS: The Declaration of Independence

1. What is the first “self-evident truth” listed in the Declaration of Independence?
2. What are the three rights listed that all men possess?

3. From where do just government derive their power?
4. If government fails to meet the proper ends of government what can citizens do?
5. In “What to the slave is the fourth of July?”, Frederick Douglass argues that Americans should cling to the “saving principles” of the Declaration of Independence. What principles or guiding ideas do you think he is referring to? Why?

USH PS: Thomas Jefferson’s Letter to Henry Lee – May 8th, 1825

“As the 50th Anniversary of the Declaration of Independence approached, Thomas Jefferson shared with Henry Lee his recollections of what had inspired and informed its authors and its’ signers...” The following is an abridged version of the document.

<http://teachingamericanhistory.org/library/document/letter-to-henry-lee/>

- A. [W]ith respect to our rights, and the acts of the British government contravening those rights, there was but one opinion on this side of the water. All American whigs thought alike on these subjects.
- B. When forced, therefore, to resort to arms for redress, an appeal to the tribunal of the world was deemed proper for our justification. This was the object of the Declaration of Independence. Not to find out new principles, or new arguments, never before thought of, not merely to say things which had never been said before; but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent, and to justify ourselves in the independent stand we are compelled to take. Neither aiming at originality of principle or sentiment, nor yet copied from any particular and previous writing, it was intended to be an expression of the American mind, and to give to that expression the proper tone and spirit called for by the occasion.
- C. All its authority rests then on the harmonizing sentiments of the day, whether expressed in conversation, in letters, printed essays, or in the elementary books of public right, as Aristotle, Cicero, Locke, Sidney, &c. ...”

USH RS: Jefferson's Letter to Henry Lee

1. According to Jefferson, what was the goal of the Declaration of Independence?

2. According to Jefferson, what gives the Declaration of Independence authority?

3. According to Jefferson, is the Declaration of Independence intended to be an original and creative document?

Lincoln's Fragment on the Constitution and Union

“Abraham Lincoln had a habit of working through thoughts and ideas by writing them down in notes, some of which he used later in public speeches and addresses. This fragment was written after Lincoln's election as a President. Before he had actually taken office, several states seceded or declared their intent to secede from the Union in opposition to his election. In preparation for the extreme challenges that lay before him, Lincoln reflected on the nature and purpose of the Constitution and Union, the fundamental principles informing them, and why they are worth preserving.”

<http://teachingamericanhistory.org/library/document/fragment-on-the-constitution-and-union/>

“All this is not the result of accident. It has a philosophical cause. Without the Constitution and the Union, we could not have attained the result; but even these, are not the primary cause of our great prosperity. There is something back of these, entwining itself more closely about the human heart. That something, is the principle of “Liberty to all” — the principle that clears the path for all — gives hope to all — and, by consequence, enterprize, and industry to all.

The expression of that principle, in our Declaration of Independence, was most happy, and fortunate. Without this, as well as with it, we could have declared our independence of Great Britain; but without it, we could not, I think, have secured our free government, and consequent prosperity. No oppressed, people will fight, and endure, as our fathers did, without the promise of something better, than a mere change of masters.

The assertion of that principle, at that time, was the word, “fitly spoken” which has proved an “apple of gold” to us. The Union, and the Constitution, are the picture of silver, subsequently

framed around it. The picture was made, not to conceal, or destroy the apple; but to adorn, and preserve it. The picture was made for the apple — not the apple for the picture.

So let us act, that neither picture, or apple shall ever be blurred, or bruised or broken.

That we may so act, we must study, and understand the points of danger.”

[“A word fitly spoken is like apples of gold in pictures of silver.” Proverbs 25: 11-13]

USH RS: Fragment on the Constitution and Union

1. What are important historical circumstances to keep in mind around January 1861?
2. In Section 2, what is the “this” and “It” that Lincoln refers to?
3. What <i>is</i> the “apple of gold” and the “picture of silver” in Lincoln’s fragment? Describe the relationship between these two objects.
4. For Lincoln, what is the significance of “apple of gold” and “picture of silver”?
5. In sections 4 and 5, who is the “us” and “we” Lincoln refers to? What must the “we” do and why?

In your own words, what is the Final Cause of the United States?

Friday, May 21st

History Unit: The Four Causes of the United States, Revisited

Lesson 5: The Four Causes of the United States, Revisited.

Unit Overview: Manifest Destiny

Objective: Be able to do this by the end of this lesson.

1. Complete a quiz

Introduction to Lesson 5:

Good Luck!

Plan of Attack:

- A. Review (8min)
 - a. Review the Answer Key! This is a great place to prepare for your quiz.
- B. Quiz: (22min. max)

*****Do not turn to page 23 until you are ready to begin the quiz. Please do not use your study packet to complete the quiz. By signing the academic integrity statement on page 2 of this packet, you are saying that you completed the quiz on your own and without use of your notes.*****

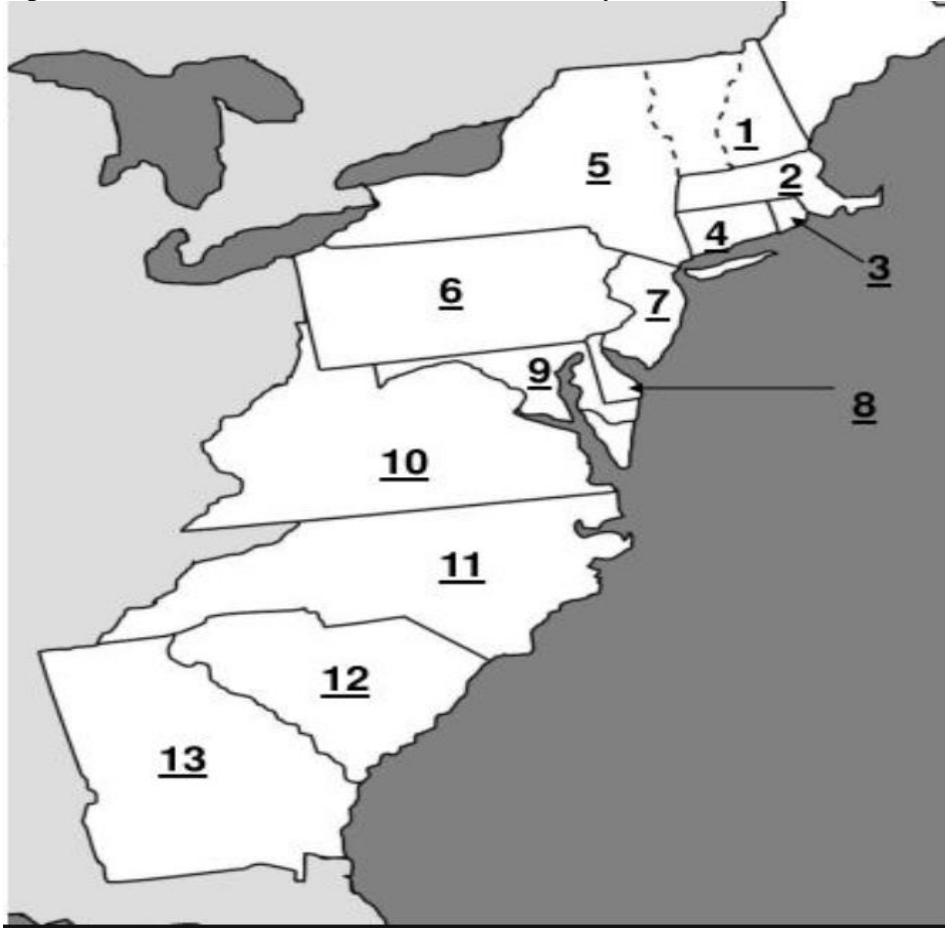
8th Grade History: US History

May 18th – May 22nd

USH Quiz:

Map Labeling: 13 Colonies

Using the Map below, label which number is which Colony.



For Example: Which State is Georgia? 13 (This is correct)

- | | |
|---|---|
| 1. Which state is <u>Massachusetts</u> ? _____ | 7. Which state is <u>North Carolina</u> ? _____ |
| 2. Which state is <u>New Jersey</u> ? _____ | 8. Which state is <u>Maryland</u> ? _____ |
| 3. Which state is <u>South Carolina</u> ? _____ | 9. Which state is <u>Rhode Island</u> ? _____ |
| 4. Which state is <u>Pennsylvania</u> ? _____ | 10. Which state is <u>Delaware</u> ? _____ |
| 5. Which state is <u>New Hampshire</u> ? _____ | 11. Which state is <u>Connecticut</u> ? _____ |
| 6. Which state is <u>New York</u> ? _____ | 12. Which state is <u>Virginia</u> ? _____ |

Constitution Connections: Fill in the Chart with complete sentences.

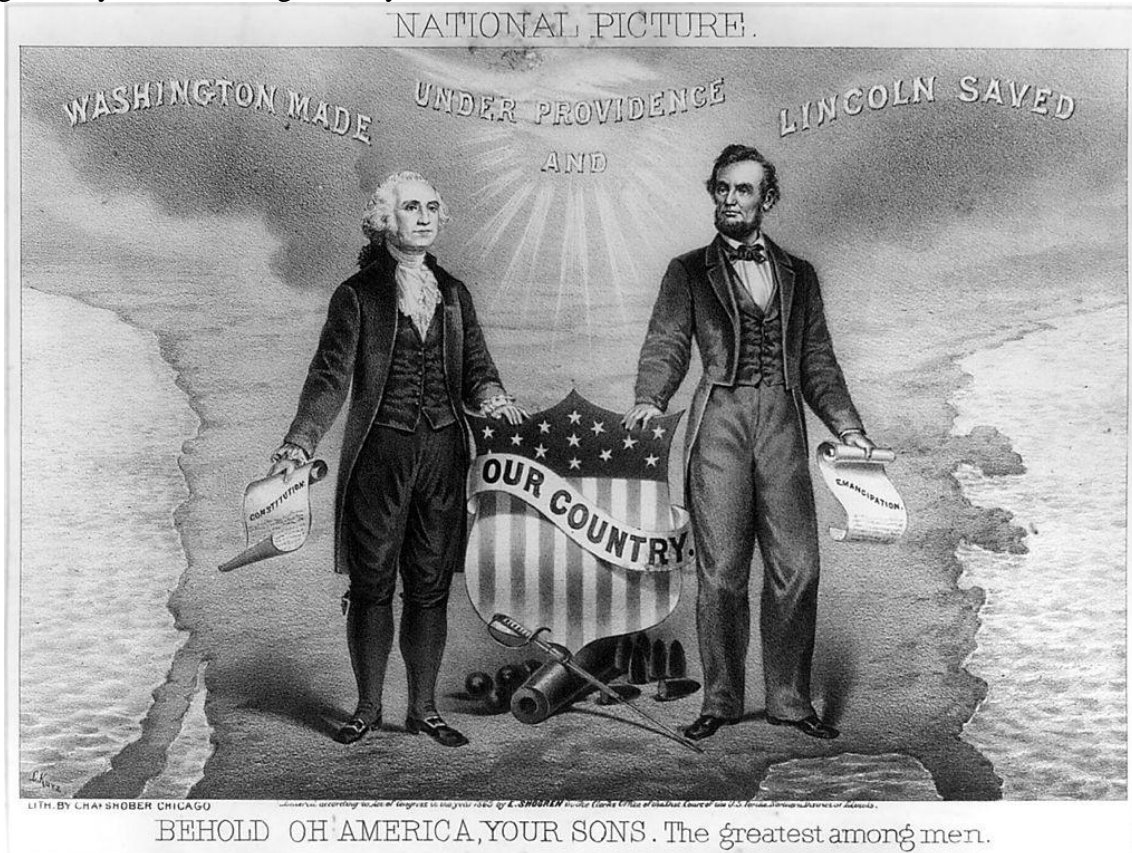
<p>Historical Event: Nullification Crisis</p>	<p>U.S. Constitution: Amendment #10: “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”</p> <p>/ Supremacy Clause: “This Constitution and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made under the Authority of the United States, shall be the supreme law of the Land...” (Article IV, Section)</p>
<p>In what way does Amendment 10 support the theory that states can nullify federal laws?</p> <p>In what way does the “Supremacy Clause” not support the theory that states can nullify federal law?</p>	

<p>Historical Event: The Fugitive Slave Act of 1850</p>	<p>U.S. Constitution: Article IV, Section 2, Clause 3, it states: “<u>No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.</u>”</p>
<p>According to the Original Constitution, who was responsible for finding, returning and trying in court the fugitive, or escaped slave?</p> <p>After the stricter Fugitive Slave Act of 1850, who is newly responsible for finding, returning and trying in court the fugitive, or escaped, slave?</p>	

The Four Causes Table: Fill in the table as best you can, according to Dr. Arnn.

Cause	The Four Causes of the United States
Material Cause	
Efficient Cause	
Formal Cause	
Final Cause	

Image Analysis: This image is on your Course Overview



1. In at least two complete sentences, explain the main message of the image using your knowledge of U.S. History.

Textual Analysis: Answer the following questions using the primary sources provided.

A. “The assertion of that principle, at that time, was the word, “fitly spoken” which has proved an “apple of gold” to us. The Union, and the Constitution, are the picture of silver, subsequently framed around it. The picture was made, not to conceal, or destroy the apple; but to adorn, and preserve it. The picture was made for the apple — not the apple for the picture.

1. In at least one complete sentence, what *is* the “apple of gold” and the “picture of silver” in Lincoln’s fragment? Describe the relationship between these two objects.

B. I have said that the Declaration of Independence is the ring-bolt to the chain of your nation’s destiny; so, indeed, I regard it. **The principles contained in that instrument are saving principles.** Stand by those principles, be true to them on all occasions, in all places, against all foes, and at whatever cost... That bolt drawn, that chain broken, and all is lost. Cling to this day — cling to it, and to its principles, with the grasp of a storm-tossed mariner to a spar at midnight.

-Frederick Douglass “What to the slave is the fourth of July?”

1. Complete Sentence Response: According to Douglass, what ought citizens do with the principles of Declaration of Independence?

2. Complete Sentence Response: Douglass explains how the “**The principles contained in that instrument are saving principles.**” What principles is he referring to? Or in other words, in what way can the principles of the Declaration of Independence save the Union?
