Influences On the Creation of American Government and Culture? – 1630-1789

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William Amos Hough High School

This curriculum unit is recommended for:

United States History, High School Level, 11th grade

Keywords: Christianity, Puritans, Pilgrims, Tobacco, Wheat, Maize, Cotton, Jamestown, 13 Colonies, Democracy, Founding Fathers, American Revolution, Mayflower Compact, Direct Democracy, Legislative Branch, Judicial Branch, Federalist, Anti-Federalist, Britain, France, Free Will, Consent of the Governed, Crisis, Philosophy, John Locke, Thomas Jefferson, John Adams, George Washington, Republic, Nation, Immigrants, Slavery, French and Indian War, War of 1812, Constitution, Common Sense, Thomas Paine, Articles of Confederation, Semantics, Nationalism, Patriotism, Economics, Colonial Foods

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit

Synopsis:

Unit topic will cover the development of the United States government with the emphasis on the focus of democratic ideals of the citizens of the United States. We will focus on the development of the "United States" as a country, through the lives the colonists endured from the development of the British colonies through the American Revolution. My unit will trace the steps of what influenced the creation of American culture, government, and daily life. From the establishment of colonies to the failures of the Articles of Confederation to the writing of the Constitution and beyond.

A part of my unit will focus on what colonial life was like. We will look and investigate the impact of religion, trade, cultural influences, politics, and daily life of the colonists. More importantly, we will focus on the diet of the average American colonist. We tend to overlook some characteristics of Colonial America that led to their survival. Their inability to farm effectively, grow food, or manufacture a clean water supply led them to stealing and

manipulating Native Americans for food and supplies and ultimately almost led to their downfall. The lack of food almost led to the United States not existing! That may be a bold statement, but it definitely had a big impact on the colony's development. As Colonial America progressed via Native American teachings of farming, food development, and weather patterns, the Colonists were able to survive and maintain development of more successful colonies. We will look at specific food that was grown in the colonies, what influenced them to grow particular foods, and how that impacted the culture of becoming 'America'. My goal is to make students realize how much of the 'American' culture and government are actually highly influenced by other countries, cultures, etc.

The unit will focus on the development and change over time of the influences of colonial life as well as the developments of political democracy in America. Another focus of this time period and my unit will be discussing if democracy of today is what the Founding Fathers had in mind for America when it was developed, and if not, what is it? The unit will also focus on how democracy was developed and what influenced the creation of democracy in the United States. The unit will focus on the purpose of a democratic government: protecting rights, promoting rule of law, preparing for common defense, providing public services, and supporting the economic system. Students will be responsible for debating whether these four purposes of a democratic government are true, if changes need to be made, and what is working versus what is not working for our country.

Influence of 'Carolina Cuisine: Understanding the History and Science Behind the Evolution of our Crops and Food's Charlotte Teachers Institute Seminar on content research led by Jeff Gillman, Ph.D., Botanical Gardens, UNC Charlotte; and Ashli Stokes, Ph.D., Communications Studies, UNC Charlotte

The Charlotte Teachers Institute is an intensive, semester-long seminar, led by faculty from UNC Charlotte and Johnson C. Smith University. CMS teachers learn new content, work collaboratively with other district teachers, and develop curriculum units for their own classrooms with influence from the seminar topics. This seminar has had a great impact on my curriculum unit as we have examined how history, culture, and technology evolved to change what we grow in our fields, how we cook, and what we put on our plates. We also had access to the Carolina Trail, which is new to the UNCC Botanical Gardens. The Carolina Trail is composed of six distinct crop areas, each of which is important in the Carolinas' history. The trail covers pre-European settlement, European settlement until the Revolutionary War, the Revolutionary War until the Civil War, the Civil War until WWI, WWI until WWII, and WWII until today. The crops in each of these areas show the evolution of science and culture in the Carolinas, the United States, and the world.[1]

Rationale

I have come to the conclusion that many high school students do not understand the importance of history – shocker, I know. They don't understand how events in the 1700s impact them today,

nor do they care. This is not a new discovery by any means, but it is one that I hope to change and help to make students connect more to historical developments and their impact on today's world. The goal of this unit is to make my students more 'historically literate' that exceeds the requirement of being 'content smart' historically by reading and memorizing facts. I want my students to develop historical literacy skills so they can make a greater connection to the content material and develop a vast forte of historical thinking, reading, and writing skills. I want my students to understand that defeating a world power and establishing a democratic government and culture did not happen overnight. A genie did not close their eyes and nod their head and poof – America. Winning the war against the British was the "easy" part and establishing a working democratic government and culture to represent an entire country was the hard part. There are so many ongoing issues in trying to create a democracy. How do they create stability economically, socially, politically? How do you develop and maintain a democratic culture while dealing with social issues and dealing with the past? I tell students that 'America is Plagiarized!'- our government, culture, etc. is all mimicked or borrowed from other countries and people before them. We debate that and analyze that statement. My students will develop answers to all these and focus on what it means to be a democratic nation and if democracy is still working for modern America today.

School Background and Information

William A. Hough High School opened on August 25, 2010 to meet the needs of the growing population in northern Mecklenburg County. It is built on land on Bailey Road and it is a prototype for future high schools in the Charlotte-Mecklenburg School system. It consists of 99 classrooms along with a full array of athletic facilities. One of the unique features of our school is the fifteen rain gardens that dot the landscape. They filter run-off water through natural filters and then drain the water back into the creek which runs along the back of the property. Hough High School is named after a former principal of North Mecklenburg High School; Mr. Hough served from September 1955 to July 1974 and was very much loved and respected by the people of this area. Hough offers students a traditional North Carolina educational program. We offer Standard, Honors and Advanced Placement courses in each of the four core areas: English, Math, Science and Social Studies. In addition, we offer a variety of elective courses to enrich students' education.

Based on 2019-2020 statistical data, 86% of the student population was white, 8% African American, 3% Asian, 2% Hispanic, and 1% other. The school has over 2,600 students and consists of 109 full-time certified teachers. William A. Hough High offers a standard course of study curriculum which includes a college/university preparation track, a college technical preparation track, a dual college/university & technical preparation track, and a career track. An occupational course of study leading to an occupational diploma is also available for qualified students in the Exceptional Children's Program. The curriculum is administered on a modified/hybrid 4x4 block schedule (with some A/B classes), allowing for flexible scheduling, re-looping and acceleration. Hough regained their status as a 'Grade A' school in 2022.

William A. Hough High uses weekly collaboration through content area meetings. We encourage student centered classrooms that focus on rigor. We encourage higher level thinking and encourage students to develop answers to problems on their own. This philosophy will play an intricate part in my unit. Students will be organized into groups to understand the political campaign process, which will be important to the development of their political ideology.

As a teacher at William A. Hough High School, I use input, advice, and collaboration from other teachers. Our alignment discussions among Civics teachers are key to focusing on the NCSCOS and the new Common Core that has been implemented in the past few years. We use high level reading resources and implement objective writing assignments to meet the requirements of the Common Core. These writing assignments will play an important part in my unit. Students will actively engage in writing a political party platform and interpret specific propaganda to identify major forms of propaganda and its influence.

According to their website, Charlotte-Mecklenburg Schools (CMS) is located in the Charlotte, North Carolina region and provides academic instruction, rigor and support each school day to more than 141,100 students in kindergarten through 12th grade in 162 schools throughout the cities and towns of Mecklenburg County. CMS believes setting high standards for all students creates a greater opportunity for future success – in our communities, within the region and across our diverse and global society. Each day, CMS students are prepared to be leaders in a technologically savvy and globally competitive world.

CMS is proud of its diverse mix of students who represent 160 different countries and various cultural and ethnic backgrounds. CMS offers an extensive range of magnet programs in 40 of its schools to nurture the talents of students who have interest and ability in specific areas. CMS also educates, supports, and meets the needs of students with learning and physical disabilities.

CMS is one of the largest employers in Mecklenburg County with approximately 18,800 teachers, support staff and administrators. CMS is fortunate to have tremendous support from Charlotte's corporate, faith and business communities and more than 43,000 mentors and volunteers that support learning and instruction in CMS classrooms.[ii]

Curriculum Content Information

Organizing Colonies

Students will have some prior knowledge of how the British established colonies in America from previous schooling, but we will focus and analyze those establishments over time leading up to the era of salutary neglect when the British colonies started forming their own governments. The students will have a prior understanding of the basic characteristics of each

colony, its political, social, cultural and economic role in the colonies and how those roles may differ from colony to colony. We will review the evolution of each colony and how the colonies point of view of their relationship with England changed over time. We will point out how many northern colonies were seen as more revolutionary than some of the southern colonies. We will comprehend the major events that happened in some of the colonies that helped form a more radical role when it came to the idea of America (i.e. the Boston Tea Party in Boston, Massachusetts). Review of material prior to activities may be necessary to some. We will focus on these developments to have students come to the conclusion that the colonists were not Americans at first. The goal is to show the development of basic democracy overtime. Students will see how colonies started creating their own "state" governments that will eventually lead to state constitutions after the Revolutionary War based upon republicanism, a bicameral legislature chosen by the people, and a Bill of Rights of the people. As John Jay stated, "…the first people whom heaven has favored with an opportunity of deliberating upon, and choosing the forms of government under which they should live,[i]" the people will be the basis of future government.

Colonial Life

I've always been interested in the "smaller" aspects of Colonial America - food being one of them. We tend to overlook some aspects of Colonial America that led to their survival. Their inability to farm effectively, grow food, or manufacture a clean water supply led them to stealing and manipulating Native Americans for food and supplies and ultimately almost led to their downfall. The lack of food almost led to the United States not existing! That may be a bold statement, but it definitely had a big impact on the development. As Colonial America progressed via Native American teachings of farming, food development, and weather patterns, the Colonists were able to survive and maintain development of more successful colonies. The establishment of tobacco, corn, pickles, potatoes and the hunting of wild game created a foundation of a healthier society in the colonies. Colonial forests were packed with wild game, turkey, venison, rabbit and duck were staples of the colonist's meat-heavy diets. In addition to these better-known options, many colonists enjoyed eating passenger pigeons. Pigeon Pie became a favorite among colonial men as well as desserts such as Jumble Cookies and Pepper Cake. Along with foods and crops, herbs became a necessity for survival in Colonial America. Undoubtedly, the most important use of herbs was medicinal. Those who lived on a plantation had to rely on remedies from their gardens. Horehound was popular for gastric upsets. Sassafras was important for dental cleanliness. My hope is to show the importance of these smaller and overlooked necessities of survival in Colonial America and their overall impact of health and influence in the Thirteen Colonies, but more importantly, who influenced these colonial foods and medicines? As we discuss the political and economic development of Colonial America, we will intertwine the small social aspects of their lives that helped develop their culture and survival overtime.

Pre-Revolutionary War Era

In order to see the new and implementation of a new government based upon the will of the people, the students have to know what events in colonial America led to that decision. The students will complete a discussion regarding three major events leading up to the American Revolution and then the war itself. We will complete a one page notes outline on the political and social effects of the establishment of British colonies in America (overtime), the French and Indian War, and the 'Road to Revolution' which outlines the increased tension developed overtime between the British and the colonists of America and made the public realize the oppression of a monarchy should be replaced with a new form of government.

We will discuss the magnitude and importance of these events and their social and political impacts on the people during that time period. We will read historical documents to see the influence and change over time of the political mindset of the colonists. The students will be able to see how events taking place during or prior to the end of the American Revolution helped shape the idea of a change and how historical documents such as Thomas Paine's 'Common Sense' influenced the need for independence from Britain. Analyzing these events will help them see the importance of being fully educated on the topics going on at the time and how each played an important role in shaping our American identity. We will discuss major topics of the American Revolution as well as reading the philosophical political ideas of John Locke, Thomas Paine, Baron de Montesquieu, and Jean-Jacque Rousseau and mix this with more modern ideas from philosophical leaders of the 21st century. "All mankind... being all equal and independent, no one ought to harm another in his life, health, liberty or possessions"[ii] – John Locke. We do this and analyze historical documents like John Locke's Second Treatise of Government, to develop their sense of how a new form of government could be possible in America and how heroic measures were needed for the future of the United States.

H.A.P.I Template for Analyzing Historical Documents

Throughout this unit we will look at primary historical source documents such as Common Sense, the Second Treatise of Government, the Olive Branch Petition, and the Declaration of Independence. We also look at primary source political cartoons and propaganda of the time to see the influence (for or against) the American Revolution and the creation of a new democratic nation. We use the H.A.P.I. template to develop skills needed to analyze documents in order to increase student's ability at using historical documents to write a document based essay question required for the Advanced Placement exam. The DBQ requires students to analyze common themes, assess varied perspectives on major historical events, and provide historically based evidence and reasoning to support their ideas. These skills, of course, are valuable in completing tasks other than answering a DBQ. We use the H.A.P.I. template as a way to help analyze historical documents. – one is a strategy known as the acronym 'H.A.P.I':

- H (Historical Context explaining time period)
- A (Author's point of view of the document)
- P (Purpose of the document)
- I (Intended Audience of the document)

The analysis of documents will help students develop and establish different point of views from key events and leaders of the time period in hopes to see how literature, voice, and actions helped shape the idea of a democratic nation. For example, reading and discussing Thomas Paine's Common Sense, the students will be able to see a shift in colonists who were once loyal to an idea of living under a British monarchy to a sense of extreme pride for the idea of an independent America and a new government for the people and by the people. The overall goal of the historical documents is to have students focus on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

Collaborative Groups

Cooperative learning techniques usually demonstrate superior effects in instructional goals important to social studies teachers. These goals include improved student motivation and time on task, attendance, attitude toward school, friendship between students of different social groups (e.g., race, gender, handicap status, nationality), relationships between students of different groups, and academic achievement.[i] Cooperative or collaborative learning is a team process where members support and rely on each other to achieve an agreed-upon goal. The classroom is an excellent place to develop team-building skills needed later in life. Diverse skill levels, backgrounds, and experience allow each individual to bring strength to a group. Each member of the group is responsible to not only contribute his/her strengths, but also to help others understand the source of these strengths in order to develop the necessary skills required to be successful on the AP exam. Any member who is at a disadvantage or not comfortable with the majority should be encouraged and proactively empowered to contribute. Learning is positively influenced with a diversity of perspective and experience, increasing options for problem solving, and expanding the range of details to consider.

In this lesson, students will work together to analyze topics prior to the American Revolution through the War of 1812 and act as a group to discuss how the people, events, daily life and actions of the time period had the most influence on the development of a new democratic government and culture when the United States was established. Students will be grouped together based on diverse skill levels and backgrounds. Groups will be picked and organized by the teacher. They must work together to finish with the best product and group grade possible. Students will be responsible for answering the objective questions and back their answers with clear, concise reason and fact. The students will also reflect on whether the basic components of democracy were fair in the late 1700s when developed and also whether those same components are working in modern America. This thinking and reflection will lead to a debate between the groups.

Group Debates

Recently, former President Jimmy Carter was interviewed by the *Huffington Post*. He made a

very interesting comment in regards to democracy that I thought would be a great topic to debate in this unit. President Carter said, “Democracy is dead. Now it’s just an oligarchy with unlimited political bribery being the essence of getting the nominations for President or being elected President.”[ii] As we go through the unit, students understand what democracy is and its role in the development of a new nation in America. Once the students understand the meaning and purpose of a democracy, they will debate if this meaning and purpose still serves purpose in modern America and if democracy is “still alive” despite President Carter’s comments.

The intent of the strategy is to engage learners in a combination of activities that cause them to interact with the curriculum. Debate forces the participants to consider not only the facts of a situation but the implications as well. Participants think critically and strategically about both their own and their opponent's position. The competitive aspects encourage engagement and a commitment to a position. Most debates will center on the point of view of writers of historical documents during the historical time period discussed. Students will take a position asking themselves if the principles of democracy created during the historical time period of early America still serves the purpose for modern Americans and if it is ‘Still Alive?’. For example, when students read the *Huffington Post* article with President Carter, students can debate the original purpose of democracy and whether democracy works in the United States today like the Founding Fathers had originally planned. Debates require students to engage in research, reading comprehension, encourage the development of listening and oratory skills, create an environment where students must think critically, and provide a method for teachers to assess the quality of learning of the students. Debates also provide an opportunity for peer involvement in evaluation.

Free Response Writing

Free response essays are a requirement for the Advanced Placement exam. The free-response essay assesses the ability to think critically and analyze the topics studied in the curriculum. Free response writing allows students to demonstrate an understanding of the linkages among the various elements of government. Most free response essay topics are based upon historical document interpretations and content knowledge. Students are usually required to read an excerpt from a historical document, speech, or event. They are required to tie this excerpt with their content knowledge to develop a well thought out, detailed, and historically accurate essay following a rubric set forth by the College Board.

Students will use free response writing in preparing their ideas of American culture based upon what is learned from the curriculum that is presented to them. Students can use their own words and knowledge to develop a sense of how the daily life of Colonial America led to the development of American culture. For example, students can use their free response essays to analyze the colonists’ belief in the superiority of developed customs and cultures. They will emphasize the development of farming, foods, medicines, and meals created in both the United States and those influenced by other countries and people immigrating into the colonies and eventually the United States.

Guided Notes

Students are given an outline of notes (prepared by me) with blanks filled in throughout the notes. As we discuss new topics in class, the note outline is projected on my Promethean Board and as I discuss the material I fill in the blanks and they do the same on their outline. The students will participate in discussion as we fill in the notes and will use the notes to study later on when the assessment is assigned. This allows the students to have a detailed, specific, and organized outline for the content I want them to know for their assessment, but also to incorporate into this lesson. Students will keep the new content material in their notebooks to study later for their test.

Student Resources

Study Guide Outlines

For content knowledge purposes, students will complete a detailed chart outlining the formation of the colonies until 1775. Students will analyze the social, political, and economic impacts experienced and the events that may have influenced their role in developing the American government and culture. I suggest putting students into groups to complete this role. This is a large amount of material and will cut down on the class time for students to divide the colonies and get the information for purposes of analyzing it to see how the colony played a role prior to and during the revolution. Students will focus on the environment, economy, labor, religion, food, and more importantly, the type of government of each individual colony to focus on change over time and an eventual movement towards democracy. They will research the history of the colony to see how each colony and its influences from outside Colonial America contributed to the establishment of an independent United States and the development of American culture over time.

Guided Discussion Note

I provided guided notes for my students and posted them on my website to download, print, and study.These note outlines focus on the key developments and factual knowledge needed during the time period of pre-American Revolution War through the War of 1812. These will help students understand the information in hopes of discussing the material in order to answer the objective questions for the unit. Students are responsible for printing off each PowerPoint and are assessed on the material of the PowerPoint's at the end of the unit. The PowerPoint's are located on my class website.

Historical Document Reading

Students will read the documents experts from *Common Sense*, the *Declaration of Independence*, *Two Treatises of Government*, and *Federalist Paper #10*. Students will use the HAPI outline to analyze each document and distinguish how these documents influenced American behavior and

led to the demise of a monarchy and need for democracy. The students will also have to distinguish how each historical document led to an increased form of American nationalism or influenced thought that led to an increase in nationalism during the time period. This nationalism will influence the development of a new government with power to the people. The Internet provides a large amount of options providing the texts of the documents. The best website for the documents and the one I have my students use is https://www.archives.gov/historical-docs/.[iv] I post all documents for students to access on my class website.

Free Response Writing

Students will discuss the topics of 'Is American democracy still alive?' and 'Which historical document had the most influence on America to create a Democracy?'A class discussion will be led about the historical literacy that was created during the time period and its effect on the time period, based on events that took place between the pre-American Revolution eras through the American Revolution. During the year the students learn skills needed for this activity to work effectively. From the beginning of the year the students will develop the Four C's content literacy skills written by Ramona Chauvin and Kathleen Theodore. The four C's consist of Critical Thinking, Communication, Collaboration, and Creativity. This provides an approach to content instruction that cultivates the skills for 21st century literacy. Students will be able to use these skills to develop a written essay that incorporates all aspects of the Advanced Placement rubric for essay writing.

Another topic of discussion for this unit will incorporate the discussion and writing about the 'Food Origins.' This topic was discussed in my Charlotte Teachers Institute seminar 'Carolina Cuisine' and guided me to have this discussion with my students. In the seminar as we discussed the development and impact of crops, foods, and medicines that were developed in the colonies and United States, but were actually developed in other countries and cultures that influenced the daily life of what would become America. A great resource for students to interact with is "A Map of Where Food Originated." This is a great resource to show to the students that things they believe are American customs or cultures actually originated from other countries. Food is the greatest example in terms of influences from other countries in America.

Identification Exercise

The identification exercise is a great way of incorporating the whole class into a discussion regarding democracy. The development of social media allows us to see people in a different light. It got me thinking of what the American Revolution would be like through the eyes of social media and got me thinking of what Facebook would look like from the perspective of historical figures from the American Revolution and thought it would be a good idea for my students to do the same.

The students will create Facebook pages for the historical figures of the Revolutionary time period with points of emphasis being placed on the encouragement and

support of a democratic form of government. The students were required to incorporate the perspective of the historical figures and any influences of their written works that might show their point of view. Unlike traditional literacy, in which authors create and readers introduce users to a new interactive medium that requires them to interact and respond to text, as well as become authors of their own texts. Students are required to post Facebook pages for a specific historical figure of the time period and other historical figures are required to respond to their Facebook pages from the point of view of their figure. We brought up the Facebook pages via the Internet and showed the interactions from the students and it was quite entertaining. Students were required to show, historically accurately, the interactions between figures using historical literacy skills.

Pacing Guide

Day 1:

● Begin content: "Colonization Begins" PPT. Students will discuss the outlines with the teacher and fill in the missing information during the discussion.

● Pass out and go over the 'HAPI' outline for reading historical documents. Also located on my website.

● Pass out and have students complete the HAPI template for the Mayflower Compact. Complete the HAPI template chart on the Promethean Board. Have students write in the categories. Show the importance of establishing a direct democracy for the first time. ● Assign project presentation – Top Ten list

● Students can find the UNIT 2 Identifications on the website. Show students how to complete an effective ID on the Promethean Board.

- ○ Assign 'Bacon's Rebellion' historical documents. Students must fill out a HAPI template for both documents and be able to compare the two.
- ○ Have students print off the PPT outline "Colonies in America"

Day 2:

- ● Read and go over Bacon's Rebellion
- ● Content: "Colonies of America" – complete chart outlines as a class
- ● Pass out Colonial Map with directions. Allow students to work with partners to complete the map in class. Students may use technology of their choice to complete the assignment.
- ● Begin brainstorming for in class discussion/writing topics "Is Democracy Alive?"

Day 3:

- ● Content: Quickly go over Colonial Life. PPT is complete on the website. Emphasize important points – highlight/star significant information.
- ● Short Answer Questions/Discussion – What is Democracy? How has Democracy in America changed overtime? Is Democracy Alive?
- ● Finish free response writing on discussion topics

- Introduce and discuss identification exercise with Facebook

Day 4:

- Take **quiz on notes** (I usually give them open response questions based on all PowerPoint notes taken up to this point)
- Read and go over John Winthrop historical document
- Work on Top Ten project
- Content: 'Beginning of Rebellion' PPT. PPT is complete on website. Emphasize important points – highlight/star significant information.

Day 5:

- Road to Revolution PowerPoint Outline
- Present Facebook pages and historical figures

Day 6:

- Turn in Top Ten list project and Unit 2 Formal Test

Classroom Resources

I. Thirteen Colonies Chart

REGIONAL COMPARISONS OF THE COLONIES

Southern Colonies *Virginia, Maryland, South and North Carolina, Georgia*	Middle Colonies *New York, New Jersey, Pennsylvania, Delaware*	New England Colonies *Massachusetts, Connecticut, New Hampshire, Rhode Island*
Pilgrims initially settled region at under a royal charter to Virginia Company. Stock holders and settlers expected profits from gold and crops.	Dutch initially settled region, followed by Swedes, and finally the English. Quakers, under Wm. Penn, given royal charter to develop area as they saw fit.	Puritans initially settled Jamestown but strict adherence to a godly community led to dissenters leaving & establishing new colonies. Jamestown, the first British colony, was a corporation.
Plantation economy based on single-crops, mainly tobacco and rice	Small farmers, craftsmen, and merchants form basis of commercial economy.	Small farmers & merchants basis of subsistence, family-operated farms.
Growth of large plantations led to reliance upon slavery.	Small businesses tended to rely upon indentured servants.	Family–run businesses meant little need for servants or slaves.
Biracial, socially-stratified society Based on English tradition and wealth.	Diverse, heterogeneous society of many cultures, languages, and religions.	Homogeneous society based upon idea of a perfect, godly, religious community.
Lived on large and small plantations, which led to rule of wealthy elite at county level.	Lived in small, dispersed settlements that encouraged the growth of county government.	Lived in close-knit, clustered village/towns which led to town rule and town meetings.
English tradition formed basis for traditionally English viewpoints about politics, religion, economy.	Many cultural traditions encouraged growth of diverse cultural, economic, political, and social traditions.	Separatist nature of colonies to creating a distinctly American point of view.
Religion was traditionally Church England/Anglican. Played minor role in politics and economy.	Religious tolerance was the rule and practiced by the Quakers. Played minor role in politics and economy.	Religion was strictly Calvinist although little uniformity existed among practitioners. Religion dictated political, economic, and social lives of colonists.

II. PowerPoint Note Outlines can be found on my class website:[Baker Canvas Page Resources]

III. Historical Document outlines needed for the unit can be found at:
https://www.archives.gov/historical-docs/

IV. H.A.P.I Template

~Interpreting and Dissecting Historical Documents in APUSH~

Historical Context: *When was the document created and what does that imply?* *What historical events, circumstances, and issues surround this time period and source?*	

Author's Purpose:
Who is the author of the source? What was his or her goal in writing the document? What is the main idea?

Point of View: *What is the point of view of the author? What is the feeling that you get reading the document? What stance is taken on what issue?* *Additional questions you <u>might</u> answer: What is the author's profession? What is the author's gender or social class? What religion does the author follow? Does the author have an identifiable allegiance to a particular group?*	
Intended Audience: *For whom is this document intended? How do you know?*	

Teacher Standards

Advanced Placement requires six major 'Historical Thinking Skills'. The AP U.S. History framework included in the course and exam description outlines distinct skills that students should practice throughout the year—skills that will help them learn to think and act like historians.

SKILL DEVELOPMENT
1. Developments and Processes Identify and explain historical developments and processes.
2. Sourcing and Situation Analyze sourcing and situation of primary and secondary sources.

3. Claims and Evidence in Sources Analyze arguments in primary and secondary sources
4. Contextualization Analyze the contexts of historical events, developments, or processes.
5. Making Connections Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
6. Argumentation Develop an argument.