



WELCOME!

On behalf of Splash! Publications, we would like to welcome you to *Early American Government*, one of several books in our American History series. Since this curriculum was designed by teachers, we are positive that you will find it to be the most comprehensive program you have ever utilized to teach students about Early American Government. We would like to take a few moments to familiarize you with the program.

THE FORMAT

Early American Government is a nine lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the nine lessons requires students to complete vocabulary cards, read about a Government topic, complete a comprehension activity that will expose them to various standardized test formats, and answer thought provoking discussion questions. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes; primary and secondary source activities; grid and cardinal direction mapping; time lines; thought provoking discussion questions; and following directions are the types of activities that will guide students through their journey of *Early American Government*.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *Early American Government*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to make copies of before beginning each lesson. The answers to all activities, quizzes, and comprehension questions are located on pages 91-94.

THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 86-90 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words five times throughout their study of *Early American Government*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.





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LESSONS *at a* GLANCE

1. Before reading *Government*, students will:
 - complete Vocabulary Cards for *accused, ancient, Atlantic Coast, boundaries, citizen, colonists, conflicts, defend, democracy, discriminated, enforce, foreign, income, jury, majority, military, New World, North America, representative.* (pg. 1)

After reading *Government* (pps. 2-3), students will:

- answer *Government Comprehension Questions.* (pg. 4)
- complete *Government Discussion Questions.* (pg. 5)
- take a *Vocabulary Quiz for American Government Part I.* (pg. 6)

2. Before reading *First Governments in America*, students will:
 - complete Vocabulary Cards for *archaeologists, Asia, centuries, charters, Church of England, commissioners, confederacy, constitution, council, cultivate, elected, founded, fungus, governor, harsh, historians, independent, inhabited, longhouses, maize, merchants, monarch, New England, official, Pilgrims, prosper, Puritan, Quakers, unanimously, united, vetoed, wigwam.* (pg. 1)

After reading *First Governments in America* (pps. 7-11), students will:

- answer *First Governments in America Comprehension Questions.* (pg. 12)
- complete *First Governments in America Discussion Questions.* (pg. 13)
- take a *Vocabulary Quiz for American Government Part II.* (pps. 14-15)

3. Before reading *The French and Indian War*, students will:
 - complete Vocabulary Cards for *allies, ambushed, autobiography, biographies, captives, defeat, European, Great Lakes, gristmills, ignored, indigo, New France, outraged, preserve, proclamation, province, profit, raided, reserved, resources, sawmills, seized, surrendered.* (pg. 1)

After reading *The French and Indian War* (pps. 16-18), students will:

- answer *The French and Indian War Comprehension Questions.* (pg. 19)
- complete *French and Indian War Discussion Questions.* (pg. 20)
- differentiate between primary and secondary sources. (pg. 21)
- use a compass rose to create a *French and Indian War Battle Map.* (pps. 22-26)
- take a *Vocabulary Quiz for American Government Part III.* (pps. 27-28)



LESSONS *at a* GLANCE

4. Before reading Great Britain's Taxes, students will:
- complete Vocabulary Cards for *boycotting, debt, disguised, hostility, imported, intolerable, prohibited, protest, repealed, revolted*. (pg. 1)

After reading Great Britain's Taxes (pps. 29-31), students will:

- answer Great Britain's Taxes Comprehension Questions. (pg. 32)
- complete Great Britain's Taxes Discussion Questions. (pg. 33)
- create a Time Line for Great Britain's taxation in Time Travel. (pps. 34-35)

5. Before reading The Continental Congress, students will:
- complete Vocabulary Cards for *abolish, architects, Continental Army, delegates, loyalty, militia, minuteman, Patriots, Revolutionary War*. (pg. 1)

After reading The Continental Congress (pps. 36-37), students will:

- answer The Continental Congress Comprehension Questions. (pg. 38)
- complete The Continental Congress Discussion Questions. (pg. 39)
- follow written directions to construct a model of Carpenter's Hall. (pps. 40-53)

6. Before reading The Declaration of Independence, students will:
- complete Vocabulary Cards for *adopt, debate, overturn, rebel, transported, traitors, voyage*. (pg. 1)

After reading The Declaration of Independence (pps. 54-55), students will:

- answer The Declaration of Independence Comprehension Questions. (pg. 56)
- complete The Declaration of Independence Discussion Questions. (pg. 57)

7. Before reading The Articles of Confederation, students will:
- complete Vocabulary Cards for *interfere and federal government*. (pg. 1)

After reading The Articles of Confederation (pps. 58-59), students will:

- answer The Articles of Confederation Comprehension Questions. (pg. 60)
- complete The Articles of Confederation Discussion Questions. (pg. 61)
- take a Vocabulary Quiz for American Government Part IV. (pps. 62-63)



LESSONS *at a* GLANCE

8. Before reading The United States Constitution, students will:
- complete Vocabulary Cards for *abused, appealed, appointed, archives, artifacts, capital, census, civil, conserving, convinced, cultures, donations, economy, engraves, estate, exhibits, helium, illegal, justice, monopolies, mourned, outlawed, plantations, population, promoted, ratify, respected, retiring, Supreme Court, surveying, welfare.* (pg. 1)

After reading The United States Constitution (pps. 64-68), students will:

- answer The United States Constitution Comprehension Questions. (pg. 69)
- complete The United States Constitution Discussion Questions. (pg. 70)
- read about George Washington and answer thought provoking questions. (pps. 71-73)
- use a grid system to create a map of the National Mall in Washington, D.C. (pps. 74-79)

9. Before reading The Bill of Rights, students will:
- complete Vocabulary Cards for *amendments, bail, innocent, press, sued, testify, warrant.* (pg. 1)

After reading The Bill of Rights (pps. 80-81), students will:

- answer The Bill of Rights Comprehension Questions. (pg. 82)
- complete The Bill of Rights Discussion Questions. (pg. 83)
- take a Vocabulary Quiz for American Government Part IV. (pps. 84-85)