



# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**No one is completely sure on which island in the Bahamas Columbus made his first landfall.**

([www1.minn.net/~keithp/](http://www1.minn.net/~keithp/))

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The Enrollment Test

### Resources:

- Government and History for Citizenship, CASAS Form 963
- Answer sheets & key
  1. This test uses the same answer sheets as the Reading CASAS. Distribute the answer sheets and make sure students write their names on the sheets.
  2. Distribute the booklets and go over the practice questions and how to mark answers on the sheets.
  3. Tell students NOT to mark or write in the test booklets and that they have 45 minutes to answer 30 questions.
  4. Start the test.
  5. After 45 minutes, ask students to stop and collect all the materials.
  6. Grade tests after class.



## 2 • “Maps and the World”

### Resources:

- *The Way to U.S. Citizenship*
- A globe or world map
  1. Read Lesson 1, “Maps and the World.”
  2. Ask the students about the number of continents in the world. The students may have different ideas on the number of continents.



## 3 • The Significance of Maps

1. Lead a discussion about the significance of maps and how maps reflect the world view of the map-maker. Show or explain the way that many maps show the U.S. as the center of the world.
2. Do Activity 2 and 3 in class, either as a class or in smaller groups.



## 4 • Columbus and the Native Americans

### Resources:

- *The Way to U.S. Citizenship*
  1. Have students read Lesson 2 in class.
  2. Discuss the long and dangerous journey of the spice merchants, as well as the journeys being made by explorers and missionaries.
  3. As an extension of this activity, ask students to go to the following website (at home if the classroom does not have Internet access) to explore the history of Columbus in more detail:  
[www1.minn.net/~keithp/](http://www1.minn.net/~keithp/)

### Take It Home Reading Assignment(s):

- *America’s Story, Book One*  
Chapters 3, 5, 6

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#13 Who was the first president of the United States?**

**#40 What is the capital of your state?**

**#88 What is the United States Capitol?**

**#100 How many states are there in the U.S.?**

## Person of the Day Estevanico

Estevanico (sometimes written as Esteban) was a Moroccan slave who should be remembered as a brave and skillful explorer. He was brought to the New World by his master, Dorantes. They joined an expedition to explore Florida in 1527. Estevanico was gifted at learning languages and he became fluent in many native languages. He was invaluable to the expedition as an interpreter. He and Dorantes were enslaved by natives for five years before they escaped and lived with another tribe as medicine men. Estevanico was later killed by Zuni Indians who distrusted him because he carried a medicine gourd trimmed in owl feathers, a symbol of death to the Zuni.

(<http://www.estevanico.org/history.html>)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual



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**Kentucky is officially a commonwealth not a state. The British term is used because it was originally a British colony. Massachusetts, Pennsylvania, and Virginia are the only other commonwealths in the U.S.**

(<http://www.uofl.edu/library/ekstrom/govpubs/states/kentucky/kyhistory/common.html>)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • Why the Spanish and I Came to the U.S.

### Resources:

- *America's Story, Book One*
- *The Way to U.S. Citizenship*
- Chart

1. Ask students why they came to the U.S. Make a list on the board as students write on their charts.

2. Read and discuss Lesson 3.

3. Based on Chapter 3, discuss reasons why the Spanish came to the U.S.

4. Have students write the reasons why the Spanish came to the U.S. on the chart under "Why the Spanish came to the U.S."

5. Discuss the two very different ideas that drove early exploration in the southwest by the Spaniards: the search for the seven cities of gold and the opposing quest to teach Christianity to inhabitants of the New World.

3. Ask the students to discuss in pairs possible reasons that a person of that time might have been willing to risk his or her life to accomplish either of those purposes.



## 2 • The English Settle America

### Resources:

- *America's Story, Book One*
- Chart

1. Go over the vocabulary in the "New Words" list on p. 25.

2. Using the information in Chapter 5, students should complete the "Why the English came to the U.S." portion of the chart.

3. Have students complete the "Skill Builder" activity on page 30.

4. To extend the activity, discuss where Kentucky is in relation to each colony. Practice using directions, i.e., "Georgia is south of Kentucky," etc. (Page 36 has compasses featuring the four "in-between" directions.)



## 3 • The French Come to America

### Resources:

- *America's Story, Book One*
- Chart

1. Go over the vocabulary in the "New Words" list on p. 31.

2. Review Chapter 6.

3. Compare the map on p. 33 to the current U.S. map; discuss where certain states exist on the p. 33 map.

4. Have students list the French reasons for coming to the U.S. on their charts.

## Take It Home

### Reading Assignment(s):

- *America's Story, Book One*  
Chapters 1, 4

### Writing Assignment(s):

- *America's Story, Book One*, p. 37

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

#9 What is the Fourth of July?

#44 Can you name the 13 original colonies?

#60 When was the Declaration of Independence adopted?

#75 What were the 13 original states of the United States called?

## Person of the Day

**Daniel Boone, pioneer  
1734-1820**

Daniel Boone spent most of his life exploring and settling the American frontier. In 1775, Boone and 30 other men were hired to improve the trails between the Carolinas and the West. Boone led a group through the Cumberland Gap to the Kentucky River, forging the Wilderness Trail. There they established Boonesborough, one of the first permanent white settlements in Kentucky.

(The Kentucky Encyclopedia)

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**Sacagawea, a Shoshone Native American woman who served as an interpreter and guide for the Lewis and Clark expedition in 1805-06, is pictured on the current \$1 coin.**

(<http://www.netsrq.com/~dbois/sakajawe.html>)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • “The First Americans”

**Resources:**

- *America’s Story, Book One*
- Map of the United States

1. Show students a map of the United States indicating different regions of the country and how each differ in climate and terrain.
2. Based on Chapter 1, explain how these differences affected the lifestyles of the different Native Americans tribes.
3. Ask students to list the contributions of the Native Americans.



## 2 • The Pilgrims’ Thanksgiving

**Resources:**

- *America’s Story, Book One*

1. Do the “Think and Apply” exercise on p. 23.
2. Explain the concept of “cause and effect.”
3. Ask students to talk about the first Thanksgiving using cause and effect relationships.
4. Focus on the content and the effects of the Mayflower Compact.

(<http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761591226>)



## 3 • Holidays

**Resources:**

- *The Way to U.S. Citizenship*

1. Divide students into small groups.
2. Assign each group a holiday from Lesson 27.
3. Ask students to prepare to present information about that holiday to the class.
4. Ask students to also discuss the holidays in their own countries and to find one that might be similar.
5. Have students present to the class.

## Take It Home

**Reading Assignment(s):**

- *America’s Story, Book One* Chapters 7, 8

**Writing Assignment(s):**

- Write a paragraph about 3 people/ things for which you are thankful including reasons why.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#55 Why did the pilgrims come to America?**

**#58 What holiday was celebrated for the first time by the American colonists?**

**#73 Who helped the pilgrims in America?**

**#74 What is the name of the ship that brought the pilgrims to America?**

## Person of the Day

**Sarah Josepha Hale**

**1788-1879**

Sarah Hale was an American woman who made 2 important contributions to American culture. First, she is the author of the popular children’s song “Mary Had a Little Lamb.” Second, she persistently petitioned U.S. Presidents to make Thanksgiving a national holiday so that everyone would celebrate at the same time. Finally, in 1863 President Abraham Lincoln granted her request. The year that Thanksgiving became a national holiday was during the Civil War.

(<http://www.senate.gov/~craig/releases/ed112100.htm>)

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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**By the time of the American Revolution, the Minutemen, an elite force of soldiers, had been in existence for six generations.**

([www.ushistory.org/brandwine/special/art01.htm](http://www.ushistory.org/brandwine/special/art01.htm))

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The Boston Tea Party

**Resources:**

- “Boston Tea Party Gazette” ([www.bostonteatpartyship.com](http://www.bostonteatpartyship.com))

1. Have students read December 16, 1773 to experience a first-hand account of the Boston Tea Party.



## 2 • The Colonists Were Unhappy

**Resources:**

- *The Way to U.S. Citizenship*

1. Remind the students of the cost of fighting the French and Indian War.

2. Explain that the war had the added effect of allowing the colonies to function without much interference on the part of the British government.

3. Ask the students to read Lesson 5 in class.

4. What were some of the problems with the taxation of the colonies?



## 3 • The Fight for Freedom

**Resources:**

- *America’s Story, Book One*

1. Explain the concept of a timeline and have the students look at the timeline on p. 39.

2. Do the “Skill Builder” activity on p. 45 together in class.

3. As an extension of this activity, ask students to go to the following website (at home if the classroom does not have Internet access) to read more about the Revolution: [www.pbs.org/ktca/liberty/chronicle](http://www.pbs.org/ktca/liberty/chronicle)



## 4 • A New Country Is Born

**Resources:**

- *America’s Story, Book One* Chapter 9
- [www.whitehouse.gov/history/presidents/jm4.html](http://www.whitehouse.gov/history/presidents/jm4.html)
- [xroads.virginia.edu/~CAP/ham/hamback1.html](http://xroads.virginia.edu/~CAP/ham/hamback1.html)
- [www.whitehouse.gov/history/presidents/tj3.html](http://www.whitehouse.gov/history/presidents/tj3.html)

1. Introduce the principal characters important in the writing of the Declaration of Independence (Jefferson, Franklin, Madison and Hamilton) using the sites above.

2. Ask students to summarize the contributions of these individuals.

## Take It Home

**Reading Assignment(s):**

- *America’s Story, Book One* Chapters 9, 10

**Writing Assignment(s)**

- *America’s Story, Book One*, p.45 Do the “Journal Writing” exercise.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#10 What is the date of Independence Day?**

**#11 Independence from whom?**

**#12 What country did we fight during the Revolutionary War?**

**#45 Who said, “Give me liberty or give me death”?**

**#94 Which president was the first commander in chief of the United States military?**

## Person of the Day

**Paul Revere**

**1735-1818**

Paul Revere was born in Boston, Massachusetts in 1735. He was a talented silversmith and engraver. He joined the Sons of Liberty and was an active planner and participant in the Boston Tea Party. On April 18, 1775, Revere and William Dawes set out to warn the patriots of British plans to raid the weapon stockpiles. His ride was memorialized in Henry Wadsworth Longfellow’s poem, “Paul Revere’s Ride.”

(<http://darter.ocps.net/classroom/revolution/revere.htm>)

## Legend



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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

In addition to the state and the nation's capital,  
**31 counties and 17 communities**  
**are named in George Washington's honor.**

(www.ipl.org/ref/POTUS/gwashington.html)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • “Reading” the Flag

### Resources:

- *The Way to U.S. Citizenship*
- Color version of U.S. flag
- www.ushistory.org/betsy/flagstar.html

1. Read Lesson 28.
2. Look at a color version of the U.S. flag. Discuss the symbolism of each element, including colors, number of stars, etc.
3. Use instructions from web site to make 5-point stars.



## 2 • The Symbolism of the Flag

1. Lead a discussion about the flag as national symbol, including ways that individuals and/or groups honor/dishonor a country via the country's flag.
2. What are some ways that groups or individuals dishonor a country via its flag? Why do people burn flags, etc.? What does it really mean?
3. What are some ways that groups/individuals honor a country via its flag? (Pledge of Allegiance, hand over heart, etc.)



## 3 • Honoring Flag and Country through Song

### Resources:

- *The Way to U.S. Citizenship*, Appendix 9
  - www.bcpl.net/~etowner/anthem.html
1. Have students read the lyrics to “The Star Spangled Banner” as they listen to it playing on the website.

2. How does listening to the anthem make them feel? How does it make them feel to hear their native country's anthem being played? What does their own national anthem say/sound like?

3. To extend the activity, study the anthem's first stanza. Assist students with vocabulary, and discuss the meaning of each line.



## 4 • The Father of Our Country

### Resources:

- *America's Story, Book One*
- *The Way to U.S. Citizenship*

1. Discuss Chapter 10 about George Washington.
2. What does it mean to be the “father” of a country? What kinds of qualities did Washington have to be given such a name (brave, honorable, protective)?
3. Create a list of words that could be used to describe Washington based on the actions described in Chapter 10.
4. Read Lesson 18.
5. Have students list significant contributions of these four presidents and then discuss as a class.

## Take It Home

### Reading Assignment(s):

- *America's Story, Book One*  
Chapter 11

### Writing Assignment(s):

- Answer questions on worksheet.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#1 What are the colors of our flag?**

**#3 What color are the stars on our flag?**

**#6 What color are the stripes?**

**#71 Which president is called “the father of our country”?**

## Person of the Day

**Benjamin Franklin**

**1734-1820**

Benjamin Franklin was an entrepreneur, statesman, diplomat, educator, inventor, author, printer, philosopher, scientist, economist, and public servant. He published his own newspaper, founded Philadelphia's first hospital and first public library, and he invented bifocals and the lightning rod, among other things. Franklin also helped draft the Declaration of Independence.

(*America's Story, Book One*, Chapter 9)

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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**Louisville was named for King Louis XVI in honor of the aid given by the French to the colonists during the Revolutionary War.**

(The Kentucky Encyclopedia)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • “The Constitution and the First Government”

**Resources:**

- *America’s Story, Book One*
- Text of the Constitution  
([www.archives.gov/exhibit\\_hall/charters\\_of\\_freedom/constitution/constitution.html](http://www.archives.gov/exhibit_hall/charters_of_freedom/constitution/constitution.html))

1. Summarize key points of Chapter 11.

2. Pair students to answer and discuss the “Think About As You Read” questions on p. 65 and the “Read and Remember” questions on p. 69

3. Call on members of the groups to share the answers with the class.



## 2 • Bill of Rights

**Resources:**

- *Way to U.S. Citizenship*, Appendix 7

1. Discuss and explain the Bill of Rights summary.

2. Divide students into small groups.

3. Ask each group to choose one right and discuss its potential benefits and pitfalls. (For example: Freedom of the press. Should the press be free to write about military strategies or future plans? What about discussing national vulnerabilities to terrorist attacks? What are the benefits of freedom of the press? What is the role of the press in the students’ home countries?)



## 3 • Where is Government located?

**Resources:**

- *The Way to U.S. Citizenship*
- Map of Kentucky with counties labeled and outlined

1. Point out the difference between the word “capital” and “capitol.”

2. Discuss Lesson 31.

3. Refer students to Appendix 2.

4. Have students locate the national capital and the capital of Kentucky. Remind students that counties have “seats” not “capitals.”

5. Refer to the map of Kentucky.

6. Using the map, have students look at the names and locations of the 120 counties and think about historical figures after whom each county might be named, giving special focus to one’s home and surrounding counties.

### Take It Home

**Reading Assignment(s):**

- *The Way to U.S. Citizenship*  
Lessons 10,13,17, 32, 33

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#19 What is the Constitution?**

**#20 Can the Constitution be changed?**

**#21 What do we call a change to the Constitution?**

**#22 How many changes or amendments are there to the Constitution?**

### People of the Day

**James Madison & Alexander Hamilton**

Madison and Hamilton were considered two of the most brilliant minds of their day. Madison, of Virginia, has often been called the Father of the Constitution. Hamilton, of New York, is often remembered the same way. Both men were involved in writing the Constitution and in vigorously lobbying for its adoption by the states. Hamilton was born on the Caribbean island of Nevis, and spent his early years outside the colonies. He witnessed there firsthand the oppressive culture of slavery, since sugar was the main product of the Caribbean. Hamilton remained opposed to the institution of slavery for the rest of his life. Madison became the fourth president of the United States, and Hamilton served under George Washington as the first Secretary of the Treasury.

([www.whitehouse.gov/history/presidents/jm4.html](http://www.whitehouse.gov/history/presidents/jm4.html))  
(<http://xroads.virginia.edu/~CAP/ham/hamback1.html>)

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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**The first Secretary of the Treasury, Alexander Hamilton, is pictured on the \$10 bill.**

(<http://encarta.msn.com/encnet/refpages/refarticle.aspx?refid=761560540>)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The Branches of Government

**Resources:**

- *The Way to U.S. Citizenship*

1. Divide class into 2 groups.
2. One group will learn about the Executive Branch. The other group will learn about the Legislative Branch.
3. The Executive Branch group should read Lessons 10-12 and prepare a brief description of who is part of this branch and what these people do. The Legislative Branch group should read Lessons 13-16 and also prepare a description.
4. The instructor should prepare a description of the Judicial Branch based on Lesson 17.
5. Share the descriptions with the class and discuss the roles of the different branches.



## 2 • The State and Local Government

**Resources:**

- *The Way to U.S. Citizenship*

1. Discuss Lessons 32 & 33
2. Have students refer to Appendices 3, 5.
3. Compare and contrast the roles and structures of Local, State and Federal governments.



## 3 • Understanding Governments

**Resources:**

- *The Way to U.S. Citizenship*

1. Creatively use the information in the quizzes in Lessons 10-16 to verify students' understanding. For example, make a crossword puzzle or play a quick recall game with teams.
2. Have students do Activity 3 in both Lesson 16 and 17.
3. Go over the answers to verify students' understanding.
4. Ask students for any additional questions they might have.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#41 Who is the current governor of your state?**

**#50 Who is the head of your local government?**

**#56 What is the head executive of a state government called?**

**#57 What is the head executive of a city government called?**

## Person of the Day

**Isaac Shelby  
1750-1826**

Isaac Shelby was born in Maryland, but served twice as the governor. In fact, he was unanimously elected the first governor of Kentucky. He was a Jeffersonian Republican and is remembered for his part in the Jackson Purchase. In 1818, he and future president Andrew Jackson purchased a small area of land west of the Tennessee River from the Chickasaw Indians.

([The Kentucky Encyclopedia](#))

### Take It Home

**Reading Assignment(s):**

- *America's Story, Book One, Chapters 12, 14*

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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**William Clark's grandson, Meriwether Lewis Clark, was a founder of Churchill Downs and headed the group that began the Kentucky Derby.**

(The Encyclopedia of Louisville)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • Louisville: Starting Gate for U.S. Expansion?

### Resources:

- *America's Story, Book One*
  - Copy of *LEO* article, "From the Falls with Love"
  - Map of Louisville area
1. Have students review Chapter 12.
  2. Discuss chapter information on Lewis and Clark.
  3. Show a map of the Louisville area (including the Ohio River and Clarksville, Indiana) to the class.
  4. Share the information found in the first three paragraphs of the *LEO* article, "From the Falls with Love," pointing out the Louisville and Clarksville shorelines on the map.
  5. Show the map found on p. 20 in the *LEO* article to show where Louisville and Clarksville fall into the Lewis and Clark expedition.
  6. Explain that the Falls of the Ohio, including the community of Clarksville, has been included as a site for one of 12 "National Signature Events" commemorating the Bicentennial of Lewis and Clark's journey. The Falls of the Ohio event will occur October 13-26, 2003, the period marking the

200th anniversary of Lewis' arrival at the Falls and the departure of the Corps of Discovery on its grand expedition.



## 2 • Edison's Connection to Louisville

### Resources:

- *The Way to U.S. Citizenship*
  - Copy of "Kentucky Connection" article from [www.edisonhouse.org](http://www.edisonhouse.org)
1. Have students read Lesson 20.
  2. Ask students to name some things they use around their homes on a daily basis. How many of these things, such as the lightbulb, were invented by Thomas Edison?
  3. Have students read the "Kentucky Connection" article.
  4. If there is extra time, ask students to come up with ideas for inventions that would make their lives easier.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#23 How many branches are there in our government?**

**#24 What are the three branches of our government?**

**#25 What is the legislative branch of our government?**

**#35 What is the executive branch of our government?**

**#36 What is the judicial branch of our government?**

## Person of the Day

**Thomas Alva Edison  
1789-1883**

Thomas Alva Edison, born in Milan, Ohio, had very little formal education, but had a great curiosity and taught himself much from reading on his own. Edison's curiosity led to the invention of the electric light bulb, the stock ticker, the phonograph, and motion pictures (both filming and showing). Edison lived in Louisville during 1866 and 1867. About a year after he left Louisville, Edison received the first of his more-than-1000 patents for his electric vote recorder.

(<http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761563582>)

## Take It Home

### Reading Assignment(s):

- *America's Story, Book One*, Chapters 13, 15

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**On a small island in the Seine in Paris, France, there stands a 9 ft. version of the 152 ft. statue officially called “Liberty Enlightening the World.”**

(<http://misabel.com/blog/arts.html>)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The Statue of Liberty

**Resources:**

- *The Way to U.S. Citizenship*

1. Ask students to skim Lesson 29 for content.

2. Discuss the details of how the United States got the statue and what it represents.

3. Have students work in pairs to answer these questions: What is liberty? Why is it important? How do people get it? What are people willing to do to keep it?



## 2 • The War of 1812

**Resources:**

- *America’s Story, Book One*
- Biographies from *MSN Encarta Online*

<http://encarta.msn.com/encnet/features/home.aspx>

1. Present a brief summary of the causes of the War of 1812.

2. Divide the students into 3 groups.

3. Assign each group a notable person(s) involved in 1812: James & Dolley Madison, Tecumseh, Andrew Jackson.

4. Using the information in Chapter 13 and 15 and the additional biographies, have students list the roles of their person(s).

5. Have each group read its list to the class.



## 3 • The Cherokee Language

**Resources:**

- *America’s Story, Book One*

1. Chapter 15 includes information about Sequoya. Ask students to describe his contributions to the Cherokee language.

2. Ask students if a particular person is credited with developing or standardizing their language. (For example, King Sejong developed the Korean alphabet and Noah Webster developed a dictionary to standardize spelling in American English.)



## 4 • The Trail of Tears

**Resources:**

- *America’s Story, Book One*

1. Have students read pp. 97-98.

2. As a class, answer the questions at the bottom of p. 98.

### Take It Home

**Reading Assignment(s):**

- *America’s Story, Book One*, Chapters 17, 18, 19

**Writing Assignment(s):**

- Have students write a paragraph about what freedom/liberty means to them.

# Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#62 What is the national anthem of the United States?**

**#63 Who wrote “The Star-Spangled Banner”?**

**#89 What is the White House?**

**#91 What is the name of the president’s official home?**

## Person of the Day

**Francis Scott Key**

**1780-1843**

While negotiating the release of a doctor being held prisoner by the British during the War of 1812, Francis Scott Key was caught in the Chesapeake Bay during the British attack on Fort M’Henry. The fort would not surrender and the British eventually retreated. Not knowing the outcome, he was relieved to see the American flag still flying over the fort. He was inspired to write a poem he called “Defence of Fort M’Henry.” The poem was put to music and called “The Star-Spangled Banner.” The song became the national anthem on March 3, 1931.

(<http://www.usflag.org/francis.scott.key.html>)  
(<http://americanhistory.si.edu/ssb>)

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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**In 1850, Louisville was larger than both Chicago and Washington, D.C., due to a great influx of German and Irish immigrants.**

([www.cathedral-heritage.org/concisehistory/concisehistory.html](http://www.cathedral-heritage.org/concisehistory/concisehistory.html))

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • Independence for Texas

**Resources:**

- *America's Story, Book One*

1. Ask students to draw a timeline of the settlement of Texas.
2. Do the "Think and Apply" exercise on p. 115 in class.



## 2 • Territory or Independence?

**Resources:**

- *America's Story, Book One*

1. Ask students to think about the reasons that the Mexican government encouraged Americans to move to Texas.
2. What are some reasons that problems developed between the two nations?
3. Are there any situations in their home countries that are similar to this struggle between loyalty to one nation, or independence?



## 3 • The U.S. Grows Larger

**Resources:**

- *America's Story, Book One*

1. Explain the concept of Manifest Destiny as the moving force behind all the expansion of the 19th century.

2. The concept drove explorers to venture into uncharted territories and claim them.
3. To demonstrate the power of this thinking, brainstorm a list of all the words in English for "pioneer," "explorer" and "settler."
4. Are there any words in students' native languages that carry similar cultural values?



## 4 • On to Oregon and California

**Resources:**

- *America's Story, Book One*

1. Do the "Skill Builder" exercise on p. 129 together in class.
2. Ask students to consider the changes that occurred in less than 100 years. In groups of 2-3 students or as a whole class, create a list of complications that could arise as a result of this rapid growth. (For example, if newly acquired land required military protection, was this possible? How much free land was available to be given to the settlers? What about the impact on the Native Americans?)

### Take It Home

**Reading Assignment(s):**

- *America's Story, Book One*

Chapters 15, 18, 20

**Writing Assignment(s):**

- Imagine you are a pioneer on the Oregon Trail. Describe your motivation for making this long journey.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#30 How many senators are there in Congress?**

**#33 How many representatives are there in Congress?**

**#95 In what month do we vote for the president?**

**#96 In what month is the president inaugurated?**

## Person of the Day

**James Bowie**

**1796-1836**

James Bowie was born in Kentucky in 1796. He is remembered as an adventurer and outdoorsman, who designed the famous "Bowie" knife. He became a folk hero of early Texas history. He moved to Texas in 1828 when it was a territory of Mexico. He became an active leader in fighting for independence for Texas. When the siege of the Alamo began, he and William Travis shared authority over the Texan forces. Ironically, Bowie died of pneumonia before the final day of the Alamo siege.

(<http://www.lsjunction.com/people/bowie.htm>)

## Legend



= Reading / Book Work



= Discussion



= Audio / Visual



# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**The Underground Railroad, through which more than 100,000 slaves sought freedom, was not a railroad at all. “Underground Railroad” is the symbolic term given to the routes taken by slaves to escape, often to places as far away as Canada and Mexico.**

([www.nationalgeographic.com/railroad/](http://www.nationalgeographic.com/railroad/))

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • Who Has the Right?

1. Write this question on the board: “Should there be free schools for all children?” Allow students to discuss. Take a vote, yes or no.

2. Now write this question on the board: “Should there be laws to end slavery?” Allow students to discuss. Take a vote, yes or no.

3. Finally, write this question: “Should men and women have the same rights?” Discuss. Take a vote, yes or no.

4. Explain that, although contemporary American society’s answers to these questions would be “yes” (although there are certainly dissenting opinions among Americans even today), in the early 1800s, many American people would have answered “no.” Society of the early 1800s reflected this. Those Americans who wanted a change – who wanted rights for children, African-Americans, women and others, began to work for reform.



## 2 • Americans Work for Reform

Resources:

- *America’s Story, Book One*

1. Have students review Chapter 16.

2. Have students complete the “Skill Builder” activity on p. 106.



## 3 • One State Divided

Resources:

- *America’s Story, Book One*
- *Our Kentucky* pp. 145-148

1. Have students review Chapter 20 and read the pages from *Our Kentucky*.

2. Look at the map on p. 135 of *America’s Story*. How is Kentucky labeled?

3. How must Kentuckians have felt about the split in the country?

## Take It Home

### Reading Assignment(s):

- *America’s Story, Book One*, Chapter 21

### Writing Assignment(s):

- Have students write a paragraph expressing their opinions about slavery.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#32 For how long do we elect each senator?**

**#34 For how long do we elect the representatives?**

**#97 How many times may a senator be reelected?**

**#98 How many times may a congressman be reelected?**

## Person of the Day

**Josiah Henson**

**1789-1883**

There is a historical marker on U.S. 60 outside of Owensboro, Kentucky, that marks the site of the former Riley Plantation, where Josiah Henson was a slave. (Henson later escaped to Canada.) Henson is well-known because his autobiography was the basis for Harriet Beecher Stowe’s novel, *Uncle Tom’s Cabin*. This novel sold 300,000 copies in its first year and is credited with raising awareness about slavery.

(<http://www.africanpubs.com/Apps/bios/0810HensonJosiah.asp?pic=none>)

## Legend



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# ESL Civics

Curriculum developed by the Jefferson County Public Schools Adult and Continuing Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**In June 1861, the western counties of Virginia separated from the rest of the state because they did not want to secede from the Union and on June 20, 1863, West Virginia became an official state.** (americancivilwar.com)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The Presidents from Kentucky

### Resources:

- Biographies of Davis from <http://americancivilwar.com/south/jeffdavi.html> and Lincoln from [America's History: Land of Liberty Beginning to 1877](http://America's History: Land of Liberty Beginning to 1877)

1. As discussed last class, Kentucky was a state divided. Give students copies of the biographies and ask them to compare and contrast these 2 Kentuckians who were presidents during the Civil War.

2. Discuss their similarities and differences.



## 2 • The Compromises

### Resources:

- Biographies of Henry Clay and John Crittenden from [The Kentucky Encyclopedia](http://The Kentucky Encyclopedia)
- Summaries of the Mason-Dixon Line and the Missouri Compromise from <http://encarta.msn.com/encnet/features/home.aspx> and the Crittenden Compromise from [The Kentucky Encyclopedia](http://The Kentucky Encyclopedia)

1. The Crittenden Compromise was a desperate attempt to prevent the Civil War. Use the biographies and summaries to explain to students how this compromise was created.

2. The Mason-Dixon Line and the Missouri Compromise had been used previously to deal with conflicts over slavery. Ask students to discuss possible reasons why all these compromises failed.



## 3 • Significant Events of the Civil War

### Resources:

- *America's Story, Book One*
- *The Way to U.S. Citizenship*
- Civil War Highlights handout based on timeline from website

1. Give students the handout.
2. Use chapters from the books and the timeline taken from [americancivilwar.com](http://americancivilwar.com) to give a brief overview of significant events during the Civil War.



## 4 • Famous Speeches

### Resources:

- Copy of the "Emancipation Proclamation" ([www.americancivilwar.com/eman.html](http://www.americancivilwar.com/eman.html))
- *The Way to U.S. Citizenship*
  1. Ask a student to read the "Emancipation Proclamation."
  2. Ask another student to read the "Gettysburg Address" from Appendix 10 of *WUSC*.
  3. Discuss the importance of these two speeches.

## Take It Home

### Reading Assignment(s):

- *America's Story, Book Two* Chapters 1-3

### Writing Assignment(s):

- Answer this question: Is war the price for freedom?

## Citizenship Q & A

Answers in *WUSC* pp.158-160

**#68 Who was the president of the United States during the Civil War?**

**#69 What did the Emancipation Proclamation do?**

**#79 Which president freed the slaves?**

**#93 Who is the commander in chief of the United States military?**

## Person of the Day

**Harriet Beecher Stowe  
1811-1896**

Harriet Beecher Stowe was born in Litchfield, Connecticut. After hearing stories from fugitive slaves about the horrible realities of slavery, she wrote an anti-slavery novel. *Uncle Tom's Cabin* was a story about 2 slaves. One escapes from Kentucky and finds freedom, but the other suffers greatly and is killed. The installments of the story were published in the journal *National Era* from June 1851 to April 1852. This novel made people living in the northern part of the United States acutely aware of slavery. (<http://americancivilwar.com/women/hbs.html>)

## Legend



= Reading/ Book Work



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# ESL Civics

Curriculum developed by the Jefferson County Public Schools Adult and Continuing Education ESL Program

Fun Fact € Fun Fact € Fun Fact € Fun Fact € Fun Fact € Fun Fact  
 Located in Washington D.C., the Washington Monument is a 555 ft. obelisk that was completed in 1884. Similarly, the Jefferson Davis Monument, a 351 ft. obelisk completed in 1924, stands in Fairview, Kentucky . (<http://encarta.msn.com>) ([www.state.ky.us/agencies/parks/wkyframes/jefdav2-body.htm](http://www.state.ky.us/agencies/parks/wkyframes/jefdav2-body.htm))  
 Fun Fact € Fun Fact € Fun Fact € Fun Fact € Fun Fact € Fun Fact



## 1€ Constructing Equality

**Resources:**

- *America's Story, Book Two*

1. Using Chapter 1, review the content of Amendments 13, 14, & 15.

2. These amendments attempted to create equality for African-Americans. Discuss what changes were made to the government and how these changes were implemented.

3. With the North and South reunited, America was a "new" country. Discuss the possible difficulties experienced by all-- Northerners, Southerners, and former slaves.



## 2€ States 49 and 50

**Resources:**

- *America's Story, Book Two*

1. Using Chapter 3, have students work in pairs to discover how Alaska and Hawaii became part of the United States.

2. Partners should compare and contrast the methods of acquisition and the reasons each area of land was desired.



## 3€ The Spanish-American War

**Resources:**

- *America's Story, Book Two*
- Spanish-American War handout from <http://encarta.msn.com/encnet/features/home.aspx>

1. Using Chapter 3 and the handout, explain the causes and effects of the Spanish-American War.



## 4€ Cause-and-Effect Relationships

**Resources:**

- *America's Story, Book Two*

1. The definitions of "cause" and "effect" are on p. 15. Use the "Think and Apply" exercise to make sure that the students understand the concepts.

2. Give students 15 minutes to find examples of Cause/Effect relationships from Chapters 1-3. For example, the Homestead Act caused people to move to the West.

3. Discuss the relationships they find.

### Take It Home

**Reading Assignment(s):**

- *America's Story, Book Two* Chapters 4-9

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

#2 How many stars are there in our flag?

#4 What do the stars on the flag mean?

#8 How many states are there in the union?

#47 What are the 49th and 50th states of the Union?

## Person of the Day

### The Carpetbagger

During the Reconstruction Period (1865-1870), many Northerners went to the South because there were many opportunities to acquire land cheaply or to gain political power. The outsiders were identified by their luggage (carpetbags) and called Carpetbaggers. Even though some people were honest, the term "carpetbagger" has a negative connotation. The word is used today to refer to a person who goes to a new location seeking power and position and does not consider the consequences of his/her actions.

(<http://thecarpetbagger.com/history.htm>)

## Legend



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