

## Program Overview

### Introduction

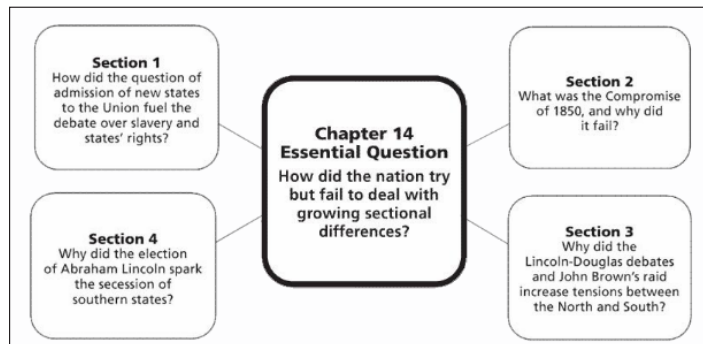
This guide introduces America: History of Our Nation. It discusses the program design and organization. This guide also discusses Essential Questions and how they help students develop enduring understandings of America’s history. Finally, it explores the program features that help students connect to history, experience it in personal ways, and understand why it matters.

### Program Design and Organization

America: History of Our Nation is designed to help students of all abilities engage in the exciting story of America’s past. It presents a chronological exploration of the American experience.

U.S. Events	World Events
<b>1850</b> Fugitive Slave Act requires citizens to help catch runaway slaves. <b>1853</b> Harriet Beecher Stowe publishes Uncle Tom's Cabin.	<b>1853</b> Commodore Matthew Perry arrives in Japan to open trade.
<b>1854</b> Kansas-Nebraska Act leads to violence.	<b>1857</b> Soldiers in India revolt against the British.
<b>1857</b> Supreme Court declares Missouri Compromise unconstitutional.	<b>1861</b> Russian tsar frees serfs.
<b>1860</b> <b>1861</b> Abraham Lincoln is elected President.	<b>1862</b> Civil War begins with bombardment of Fort Sumter.

The program is organized around thought-provoking Essential Questions that identify the big ideas and concepts students will explore in each chapter. Essential Questions form the foundation for student learning.



Lesson activities are designed to help students connect to history, experience it through multiple pathways, and understand why it matters.

Students connect to history as they activate prior knowledge and make personal connections to the content. They experience history by immersing themselves in historical events and issues through meaningful hands-on activities and technology explorations.

Students also gain an understanding about why history matters. They show their understanding by completing a variety of assessments that require them to transfer what they learn to unique problems, situations, and new content.

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**Understanding by Design**

Understanding by Design (UbD) features Essential Questions, which form the foundation for building enduring understandings.

UbD, developed by program consultant Grant Wiggins, provides a way to move from simply covering the curriculum to ensuring enduring understanding. The goal is to help students apply or “transfer” knowledge to new and unfamiliar situations.

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**Essential Questions**

Essential Questions are scaffolded throughout the program. They provide a reference point for students to connect prior knowledge to what they are learning now. These questions provide a framework for lessons and help students realize the goal toward which they will work.

The unit and chapter Essential Questions, along with the section Focus Questions, stimulate conversation, emphasize source analysis and hands-on learning, and foster critical thinking.



America: History of Our Nation helps students achieve enduring understandings of America’s past. They realize why history remains important today and how each generation struggles with the same issues.

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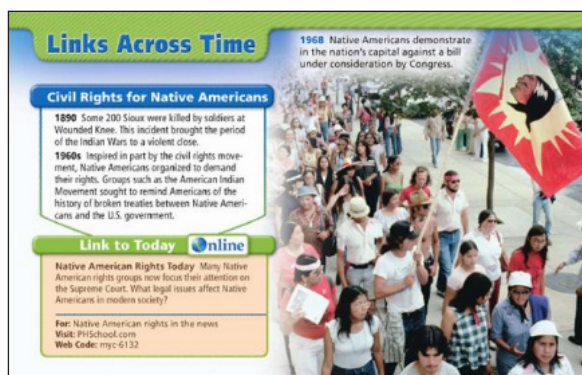
**Connect– Experience– Understand**

Next, explore how lessons built around Essential Questions help students connect, experience, and understand America’s history.

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**Connect**

Teachers can help students connect to the content by activating prior knowledge, engaging students, and making learning meaningful and personal for them.



Essential Questions challenge students to gain a greater understanding of how American history is relevant and still affects them today.

The program features Discovery School Videos that connect students to the places and times they are studying.

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## Experience

After students make connections, they experience history through hands-on and minds-on learning activities. Dynamic, interactive technology brings the people, sights, and sounds of American history to life.

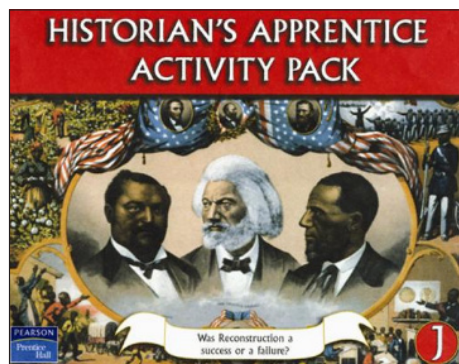
Teachers can use the ready-made presentations, media, interactive quizzes, and Hip Hop History to enrich their lessons. They will find these online and on the PresentationEXPRESS™ Premium DVD-ROM.



The Historian's Apprentice Learning System helps students learn how to think like a historian. Students explore, gather, and analyze information, form hypotheses, and write about their ideas.

This Historian's Apprentice Learning System includes Historian's Apprentice Activity Packs, the Historian's Apprentice Toolkit, online activities, and Historian's Apprentice Workshops.

The Historian's Apprentice Activity Packs ask students to use primary and secondary sources, such as letters, speeches, and photographs, in hands-on investigations.



The Historian's Apprentice Toolkit includes skill building activities, such as evaluating Internet sources, writing history, and developing chart and geography skills.

The online Student Edition provides embedded multimedia resources, such as videos, WebQuests, and reference materials. The online activities go beyond the textbook and help students develop 21st century skills.

The Historian's Apprentice Workshops at the end of each chapter challenge students to answer the Essential Questions and apply skills to new situations.

**Unit 1** **Historian's Apprentice** **Workshop**

**Unit Question:** How did the colonists, with strong roots in the past, develop their own way of life?

**DIRECTIONS:** Analyze the following documents on the colonial period. Answer the questions that accompany each document or set of documents. You will use your answers to build an answer to the unit question.

**HISTORIAN'S CHECKLIST**

- WHO produced the document?
- WHERE was it made?
- WHEN was it produced?
- WHY was it made and for what audience?
- WHAT is its viewpoint?
- HOW does it connect to what I've learned?
- WHY is the document important?

**document 1 Religion**

"No person or persons whatsoever within this province... professing to believe in Jesus Christ, shall from henceforth be in any way troubled, molested, or discountenanced for or in respect of his or her religion, nor in the free exercise thereof within this province... nor in any way compelled to the belief or exercise of any other religion against his or her consent."  
—Maryland, Toleration Act, 1649

**How did religion influence the colonies?**

## Understand

Essential Questions help students develop enduring understanding. This understanding helps students transfer knowledge to new situations, which is the ultimate instructional goal.

The program offers a variety of tools to assess student understanding of key concepts. The Student Edition includes Quick Study Guides that provide a graphic overview of the content and scaffolding of the Essential Questions.

**CHAPTER 4 Quick Study Guide**

**Unit Question:** How did colonial life take shape?

**Section 1: Governing the Colonies**

- The Magna Carta and English Bill of Rights guaranteed the rights of English citizens.
- By 1700, each of the 13 colonies had a legislature to make laws.
- The trial of John Peter Zenger helped establish the idea of freedom of the press.
- England passed the Navigation Acts to regulate colonial trade.

**Section 2: Colonial Society**

- In colonial society, men, women, and children had clearly defined roles.
- Colonial America offered poor and middle-class whites the opportunity to own land and improve their social status.

**Section 3: Slavery in the Colonies**

- More than 10 million Africans were transported to the Americas in the Atlantic slave trade.
- The plantation economy of the South became dependent on the labor of enslaved African Americans.
- Slave codes did not stop occasional slave revolts.

**Section 4: The Spread of New Ideas**

- Education during colonial times was influenced by religion.
- Colonial era literature included poetry, sermons, and popular writing.
- The Great Awakening of the 1730s and 1740s led to the rise of new churches.
- Enlightenment thinkers influenced ideas about government and natural rights.

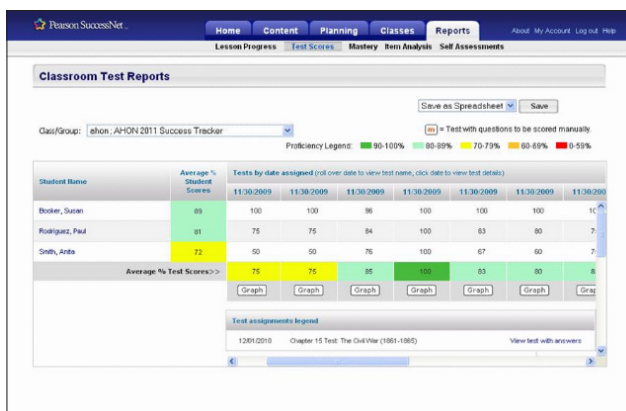
**Exploring the Essential Question** Use the online study guide to explore the essential question.

**Chapter 4 Essential Question:** How did colonial life take shape?

- Section 1:** How did English ideas about government and trade affect the colonies?
- Section 2:** What were the characteristics of colonial society?
- Section 3:** How did slavery develop in the colonies and affect colonial life?
- Section 4:** How did ideas about religion and government influence colonial life?

Students show their understanding of the unit-level Essential Questions as they write responses and complete Historian’s Apprentice Workshop activities.

Success Tracker on Pearson SuccessNet enables teachers to effectively analyze student data and performance and assign remediation.



## Review

This guide introduced America: History of Our Nation’s program design and organization that provides a chronological exploration of the American experience.

It discussed the use of Essential Questions that help students develop enduring understandings of America’s history. This guide also explored program features that help students connect to history, experience it, and understand why it matters.

For more information, please watch the other tutorials on this Web site.