

CLN Televised Courses  
GED Preparation/Social Studies  
Nina Beegle, Instructor

## **GED Social Studies Course Description**

GED Preparation/Social Studies is designed to provide participants with background in the skill areas covered on the GED Social Studies test. The subject areas covered in these lessons are: US history and world history, geography, civics and government, and economics. The support material for this course includes focus sheets, worksheets and answer keys for each lesson, and suggested supplemental activities. The instructor seeks to develop skills that will assist students as they prepare for other parts of the GED test. Some of these skills include summarizing the main idea, restating information, applying, analyzing and evaluating information. Practice in class will include the use of information from charts, graphs, maps, political cartoons, practical documents, government documents, photographs and sample GED style questions.

### **Standards for GED course:**

GED Social Studies curriculum and materials are based on the national standards developed by SCANS and Equipped for the Future. This course is also in alignment with Washington State CORE Competencies

### **Course Objectives:**

Participants will learn and practice the basic elements of social studies in order to perform successfully on the GED Social Studies test.

### **Course Scope and Sequence:**

The following relevant, life-application themes/essay topics will be integrated into the course as students learn and practice the basic elements of social studies.

### **Classroom Resources and Course Materials:**

Course materials include focus sheets for daily lessons, worksheets and answer sheets, assignment sheets and handouts. There will be one sample GED Social Studies textbook provided for each site by the Corrections Learning Network. The teacher generated materials are printable and available online. Go to our online enrollment form to enroll students and have access to materials. The supplemental materials can also be ordered directly from McGraw-Hill Publishing at 1-800-621-1918. Suggested textbook is ISBN # 0-8092-2229-9.

**Student Evaluation:**

This course does not grant credits or grade students' work since criteria for successful completion is a passing score on the GED Test. Sites or students who use this course for other academic objectives can arrange an evaluation plan with the instructor.

On-going self-assessments, as well as teacher evaluation, are encouraged. Students self-correct daily work while skill area mastery reviews and writing assignments are evaluated by the instructor. Final evaluations for GED Test readiness will be determined at the conclusion of the course through the administration of simulated tests.

**Suggested Textbook:**

Title: Contemporary's GED Social Studies

ISBN#: 0-8092-2229-9

Publisher: McGraw-Hill/Contemporary

Retails price: \$10.95

## **GED Social Studies**

### **Focus Sheet: Lesson 1**

- FOCUS:**
- Overview of GED Social Studies Course
  - Early Settlement of North America and Early Civilizations
  - Keeping a timeline
  - Using a map
  - Vocabulary
  - Comprehension skill: Main Idea
- SKILLS:**
- Interpret information & identify main idea
  - Identifying implications from a map
  - Locating events on a timeline, sequencing
  - Using vocabulary in context
  - Developing evidence to support a theory
  - Drawing conclusions
- MATERIALS:**
- Course Outline
  - Contemporary's GED: Social Studies  
Chapter 1: Main idea, pp. 27 - 41  
Pretest, pp. 1 - 24
  - Worksheet: Lesson 1
  - Prehistoric timeline hand-out
- SCANS Standards:**
- Workplace Competencies  
Resources C1  
Information C5, C6, C7
  - Foundation Skills  
Basic Skills – F1, F2, F3  
Thinking Skills – F10, F12
- SITE FACILITATOR TASKS:**
- Send enrollments
  - Encourage students to create & use a timeline
  - Assign pages Contemporary's GED: Social Studies and worksheets

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## GED Social Studies Worksheet: Lesson 1

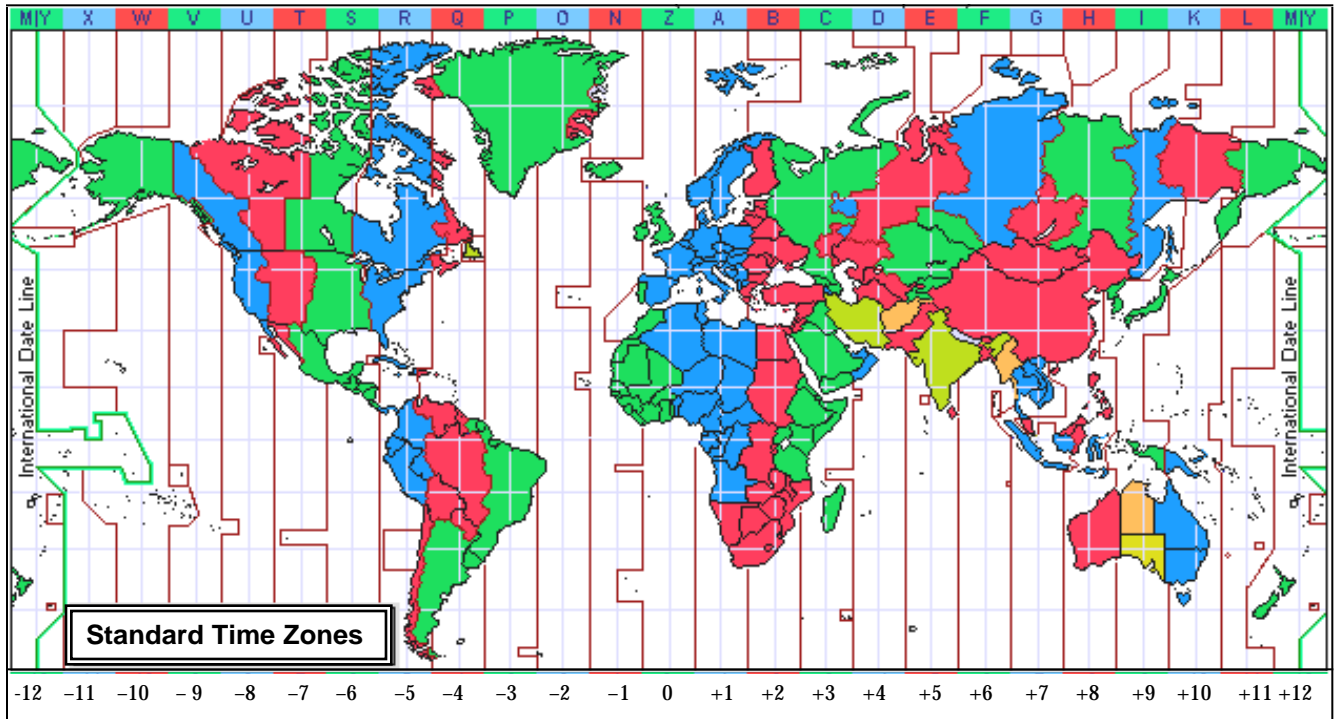
### I VOCABULARY

- |          |             |    |   |
|----------|-------------|----|---|
| _____ 1  | Latitude    | a) | belonging to the era before recorded history  |
| _____ 2  | Longitude   | b) | a proportion that compares a map to the land it represents                                |
| _____ 3  | Century     | c) | a system of intersecting lines that allow a spherical object to be represented on a plane |
| _____ 4  | Globe       | d) | a period of time characterized by particular events and people                            |
| _____ 5  | Projection  | e) | lines that encircle the globe, converging at the North and South poles                    |
| _____ 6  | Scale       | f) | shows the relationship between historical events on a time continuum                      |
| _____ 7  | Legend      | g) | period of time equaling 100 years   |
| _____ 8  | Era         | h) | lines that encircle the globe parallel to the equator                                     |
| _____ 9  | Timeline    | i) | a table that gives key information explaining a map                                       |
| _____ 10 | Prehistoric | j) | a sphere representing the earth   |

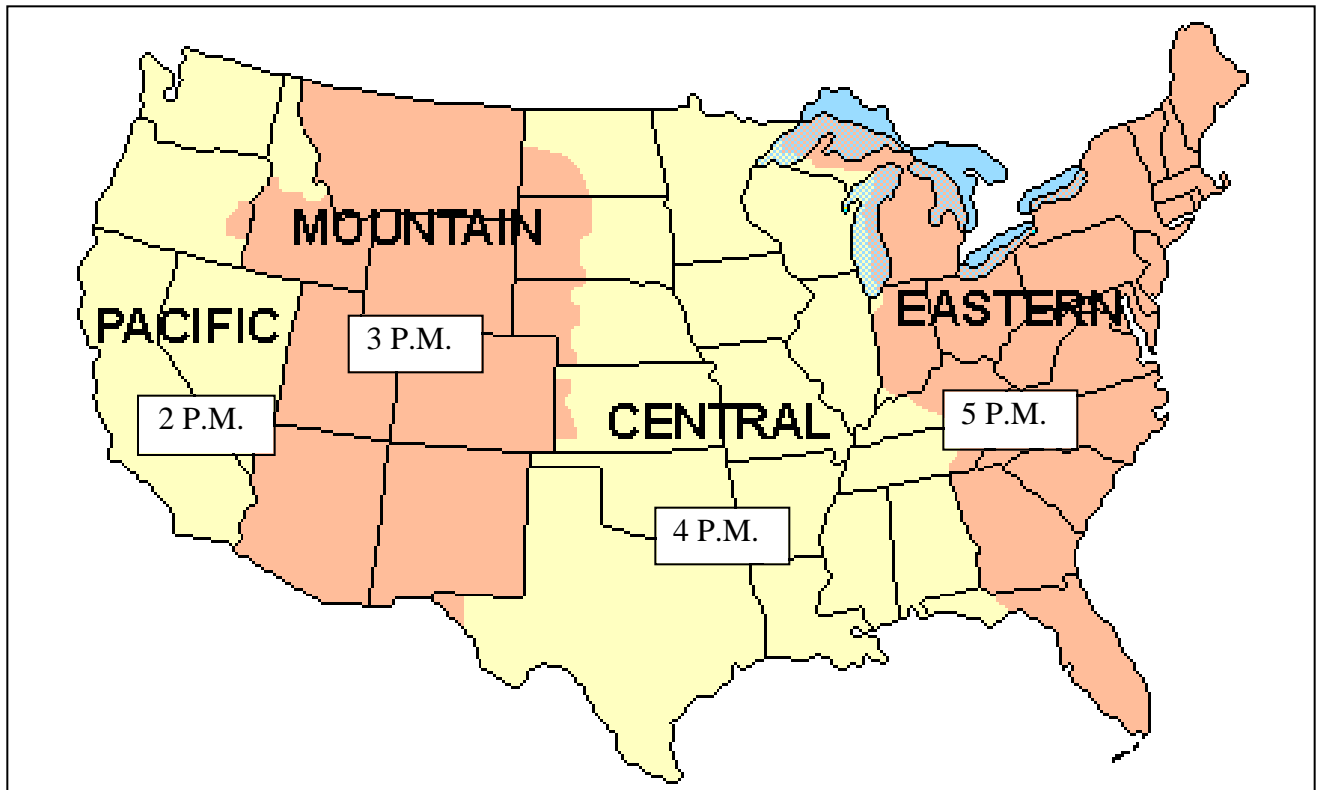
### TIME ZONES:

1. Look at the map of world time zones below and find London, Great Britain. Great Britain is on UTC, which stands for Universal Time coordinator. Find where you live and calculate the time difference between your time zone and UTC. If it is 19:08 UTC, what time is it where you live? What time is it in New York City? In Tokyo? In Paris? In Honolulu? (HINT: 19:08 hours = 7:08 PM. & 7 AM would be 7:00 hours)

### WORLD MAP OF TIME ZONES (Standard Time Zones, 2003)



### TIME ZONES OF THE CONTIGUOUS U.S.



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## **GED Social Studies**

### **Worksheet: Lesson 1**

### **Answer Key**

#### **I. VOCABULARY**

- |          |    |             |    |   |
|----------|----|-------------|----|---|
| <u>h</u> | 1  | Latitude    | a) | belonging to the era before recorded history  |
| <u>e</u> | 2  | Longitude   | b) | a proportion that compares a map to the land it represents                                |
| <u>g</u> | 3  | Century     | c) | a system of intersecting lines that allow a spherical object to be represented on a plane |
| <u>i</u> | 4  | Globe       | d) | a period of time characterized by particular events and people                            |
| <u>c</u> | 5  | Projection  | e) | lines that encircle the globe, converging at the North and South poles                    |
| <u>b</u> | 6  | Scale       | f) | shows the relationship between historical events on a time continuum                      |
| <u>i</u> | 7  | Legend      | g) | period of time equaling 100 years   |
| <u>d</u> | 8  | Era         | h) | lines that encircle the globe parallel to the equator                                     |
| <u>f</u> | 9  | Timeline    | i) | a table that gives key information explaining a map                                       |
| <u>a</u> | 10 | Prehistoric | j) | a sphere representing the earth   |

#### TIME ZONES:

1. If 7:08 in Great Britain (19:08 UTC), then the following is true:
  - 2:08 PM Eastern Time (New York City, Washington D.C.)
  - 1:08 PM Central Time (Chicago)
  - 12:08 PM Mountain Time (Denver)
  - 11:08 AM Pacific Time (Los Angeles, Spokane)
  - 10:08 AM in Anchorage
  - 9:08 AM in Honolulu
  - 4:08 AM in Tokyo
  - 8:08 PM in Paris

2. According to the above passage, the Bering Strait Theory is supported by the similarities in the mythology of
  - b) the Northwest Coast Indians and the Koryak
  
3. The main idea of the above passage is that
  - b) there are many similarities between the cultures on both sides of the Bering Strait.

TIMELINE

Place the following events in order on the attached timeline. You might want to make you own timeline, incorporating other events from history.

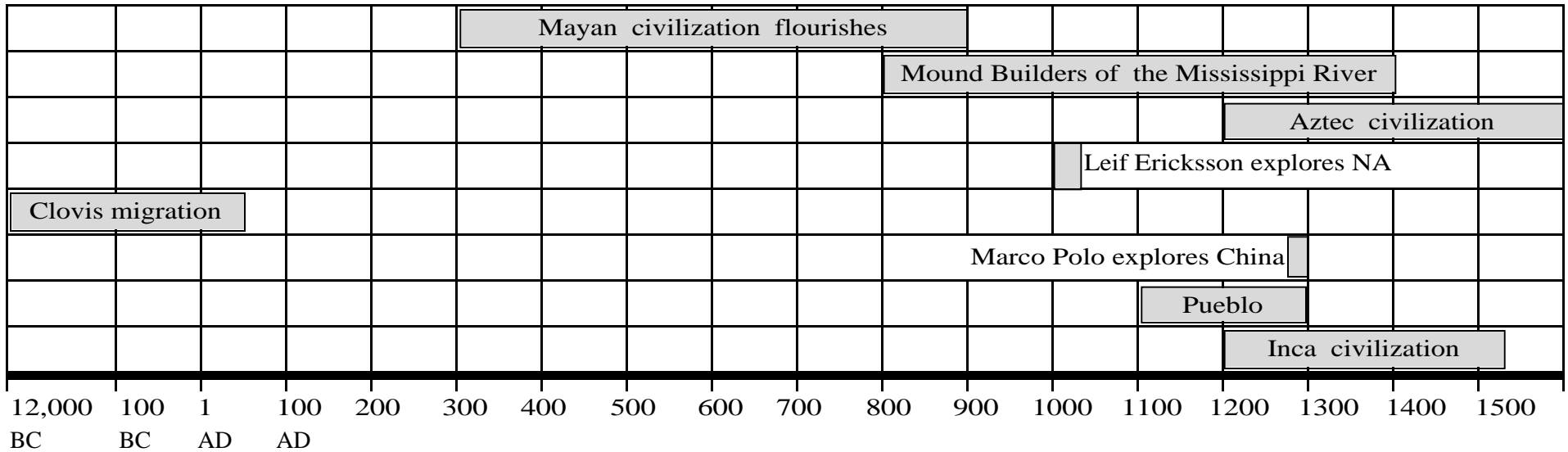
- 2 300 - 900 AD: Mayan civilization flourishes
  
- 3 800-1400 the Mound Builders of the Mississippi River characterized by trade and an organized socio-religious culture called the Southeast Ceremonial Complex.
  
- 6/7 1200: Aztecs conquer the Toltecs. By 1600, their capital is larger than any European city of it's time.
  
- 4 1000 AD: Lief Ericksson explores parts of North America, especially Newfoundland and Greenland.
  
- 1 12000 BC: Clovis migrate from Asia throughout North America
  
- 8 1275: Marco Polo explores China
  
- 5 1100-1300 Pueblo live in cliffside "apartment houses"
  
- 6/7 1200-1530: The Incas dominated the west coast of South America building a road system that covered hundreds of miles.





## EARLY AMERICAN HISTORY

### LESSON 1: TIMELINE ANSWER KEY



## **GED Social Studies**

### **Focus Sheet: Lesson 2**

- FOCUS:** European Exploration of the New World
- Vocabulary
  - History: Time line
  - Geography: map of exploration routes
  - History: Middle Ages, Crusades, Marco Polo, Prince Henry of Portugal, life on a sailing ship, Early Spanish settlements
  - Global Connections, Chapter 10, pp. 283 - 301
- SKILLS:**
- Identifying key words & phrases
  - Application of knowledge
  - Develop an understanding of the cause & effect, relation of events and implications
  - Locate historical events on a time line
  - Applying ideas from a map or illustration
  - Form a conclusion based on the map & historical information
- MATERIALS:**
- Contemporary's GED: Social Studies, Chapter 10, Global Connections pp. 283 - 301
  - Early Explorers Worksheet
  - Websites:
    - <http://www.pbs.org/> (Do a search for Vikings)
    - <http://www.korcula.net/mpolo/>
- SCANS Standards:**
- Workplace Competencies
    - Information C5
    - Systems C15
    - Interpersonal C9
    - Foundation Skills
  - Basic Skills Standards F1, F2, F3, F5
  - Thinking Skills: F7 – F10
- SITE FACILITATOR TASKS:**
- Enroll students for this semester & send forms to instructor
  - Distribute texts & encourage students to take pretest & work in the text

## **GED Social Studies Worksheet: Lesson 2**

FOCUS: EUROPEAN EXPLORATION OF THE “NEW WORLD” / EARLY EXPLORERS

### VOCABULARY:

Find the definitions of the following words and use them in a sentence.

- |                  |                                       |
|------------------|---------------------------------------|
| 1. exploration   | 8. envoy                              |
| 2. civilization  | 9. alternate                          |
| 3. archeological | 10. mirage                            |
| 4. inhabitants   | 11. foreign                           |
| 5. seafaring     | 12. conquistadores<br>(conquistadors) |
| 6. missions      |                                       |
| 7. continents    |                                       |

### MARCO POLO

In 1298, Marco Polo dictated an account of his travels through Asia to a writer from Pisa. The book, which Polo called “Description of the World,” was the first known travel account, and opened the little known world of Asia to Europeans. Marco Polo’s great skill at story telling, combined with the wealth he had brought back from his travels, caused many Europeans to favor developing trade with Asia. Since travel over land was generally difficult and dangerous, explorers like Columbus and da Gama began to look for alternate ways to reach Asia by sea.

Marco Polo’s adventures began when he was 17 years old, when he left with his father and uncle for China. Nikola and Mate Polo had recently returned from a 15 year journey in Asia, where they had served at the court of Kublai Khan, the Mongol emperor who ruled over two thirds of Asia. The Khan had asked the Polos to bring some European scholars to his court so that they could teach him about Christianity. The explorers traveled overland from Palestine to China. Marco describes the many sights and cultures he saw along the way, sometimes with great accuracy and sometimes with fanciful imagination. In fact, when Marco Polo was on his deathbed, he was accused of making up many of the stories he told. However, we now know that some of the accounts that seemed difficult to believe

are actually based in fact. For example, few Europeans believed Marco's description of desert travelers getting separated from their caravan and then seeing false figures of their fellow travelers in a completely different direction from the caravan. We now know the combination of extreme thirst and waves of heat from the ground create mirages.

When the Polos arrived in China, Marco was presented to Kublai Khan by his father. The Khan was impressed with Marco's wisdom, behavior, and his ability to learn the Asian customs and languages quickly. When Marco was sent as an envoy to one of the Khan's distant provinces, he did the job with intelligence and excellence. From that time, Marco enjoyed the favor and affection of the Khan. Seventeen years later, the Polos returned to Italy, sailing from China to India as escorts for a Mongol princess traveling to Iran.

When Marco returned to Venice, he and his family earned the respect of the city when he showed them the great wealth with which he returned. Marco's stories opened European minds to the wealth and cultures of China, Japan, and India.

Later, when Marco was 44 years old, Venice went to war with its rival Italian city-state, Genoa. Marco had the knowledge and skill needed to command a ship in a naval battle, strong leadership skills and the finances to equip a ship. However, the battle did not go well for the Venitians and Marco was taken captive and imprisoned. While in prison, he dictated an account of his experiences for his book.

#### QUESTION:

Which of the following was not a long term result of Marco Polo's legacy:

- a) Europe was introduced to previously unknown parts of the world.
- b) Europeans brought Christianity to Asia for the first time.
- c) Europeans desired to trade with India and China.
- d) Columbus tried to find a route to China by sea.
- e) Europeans learned that desert travel could be dangerous.

#### THE VIKINGS

The Vikings were seafaring explorers who had traveled over much of northern Europe, as far as the rivers of Russia in the east and North America to the west. By 1000 AD, they had established a thriving colony on Iceland and a small outpost on the less hospitable island of Greenland.

The Vikings were the undisputed rulers of the Atlantic at that time because of the design of their ships. The ships were wonderful for sailing long distances in rough water, but they took much skill to sail properly. They didn't ride very low in the water, so the Vikings could go into shallow bays without worry, and land their boats on the beach. They also developed a technique that allowed them to use the oars as outrigger when the wind was blowing. The sides of the ships had

a row of shields with holes in the center. The Shields were used to hold the oars at just the right angle so that the boat was lifted slightly out of the water when traveling about 5 knots per hour. This, combined with the sails, allowed the ships to skip over the tops of the waves at speeds of more than 10 knots.

Viking ships were both functional and safe, even though there were no cabins on board. Shelter for the sailor was made by turning 3 small boats upside down and lashing them to the decks of the larger ship. This provided shelter for sleeping etc. and made it easier to use a small boat for exploring. The weight of the boats also provided enough ballast to ensure the ship wouldn't tip in heavy seas.

Under the leadership of Lief Eriksson, son of Erik the Red, the Vikings set out to explore the waters west of Greenland. Their accounts show that they found a wonderful, bountiful land, which they called Vinland. This was because grapes grew wild there. There is some dispute about what land was actually Vinland, but there is archeological evidence indicating that the Vikings may have sailed up the Mississippi river as far north as Oklahoma.

Because the shipping season in Greenland was very short, it was impossible to adequately explore Vinland if they wintered in Greenland. So Lief built Liefsbdir (Lief's camp) on what is now called Newfoundland as a place to winter and to repair his ships.

Liefsbdir consisted of a group of buildings. There are 3 larger halls and a few huts for servants and serfs. The largest is hall was Lief's headquarters. Each of the halls had a specific function, as well as serving as home for the men (60-90 in all). One of the houses was also used for the manufacturing of iron. The Vikings make the nails they needed to keep their boats in good repair. The boat repair was done at a separate building. The middle hall had a carpentry shop, which allows them to make and repair everything they need to continue their explorations. There were a few women living at Liefsbdir, but most of the inhabitants were strong men. It is possible that they may have created additional winter shelter using their ships. The Vikings were known to lay the boat upside down on walls of sod to form a temporary house. The hull was covered with wet sand to keep the wood from drying out, and sod laid on top to keep the sand in place.

QUESTION:

According to the passage, Liefsbdir was located in:

- a) Iceland
- b) Russia
- c) Greenland
- d) Newfoundland
- e) Oklahoma

FAMOUS EUROPEAN EXPLORERS

Columbus: Christopher Columbus, an Italian sailor and navigator, sailed from Spain in 1492 with the belief that the world was shaped like a ball and that ports in the Far East could be reached by traveling west. A desire for valuable trading goods from the Far East motivated seafaring nations in Europe to look for non-land routes that might be faster. In the process, Columbus landed on an island in the Caribbean Sea, south of what is now Florida. He did not realize that this was not India, hence the name given to the native inhabitants - Indians.

Christopher Columbus spent 5 years trying to get approval from the king and queen of Spain for his trip west over the “Sea of Darkness”. He estimated that the Asian islands were only 2600 miles west of Spain. Queen Isabella and King Ferdinand finally agreed to outfit and pay the 90 crewmembers for 3 ships: the Nina, the Pinta and the Santa Maria. Their motivation was to gain riches from shipments of spices, silks and gold. Spain was in competition with Turkey and Portugal, who were trying to perfect a route around Africa.

His first voyage sailed from Palos, Spain on August 2, 1492. They found land, but no riches. Nevertheless, he continued to believe all his life that he had discovered a sea route to Asia. In fact, Columbus made three more trips across the “Sea of Darkness”, trying to prove that Asia lay just beyond the islands he had explored.

Magellan: Ferdinand Magellan left Spain in 1519 to head for the Far East via a western route over the ocean. Three years later, his ship returned to Spain with only 18 sick and hungry sailors. While Magellan died during this first voyage of a ship around the world, the completion of journey proved that the world was indeed round and much larger than Columbus had originally suggested.

Cabot: Giovanni Caboto, an Italian sailor, shared many of Columbus’ ideas and he too found a land on the North American continent while pursuing a western sailing route to Asia. He sailed from England using his anglicized name, John Cabot, with one ship and only 18 men. He landed on the coast of Canada in 1497. The English later believed that Cabot’s discovery gave them the right to settle North America.

## QUESTION:

From the above passage, you can conclude that the main reason the Europeans explored unknown territory was:

- a) for religious freedom
- b) to found colonies of settlers in foreign lands.
- c) to find a sea route to Asia.
- d) to prove the world was round.
- e) all of the above.

SPANISH EXPLORATION AND SETTLEMENT IN  
SOUTHWESTERN UNITED STATES AND CENTRAL AMERICA

Although Columbus did not find a western route to Asia, his voyages did lead to further exploration of the continents of North and South America. In claiming land in the “New World”, Spain was interested primarily in finding gold and in sending missionaries to convert the continent’s inhabitants to Christianity.

To gain a strong foothold in the Americas, Spain originally relied on *conquistadores* or conquerors. These professional soldiers were known for their boldness and ruthlessness. Motivated by the lure of adventure and riches, the Spanish crown gave permission to establish outposts & settlements in America. In return, the conquistadores agreed to send back to the crown one fifth of the gold or silver they mined. These military adventurers generally had to provide their own funding for their expeditions.

As Spain gradually gained control of most of South and Central America and parts of North America, the native civilizations and empires were conquered. This included the Aztecs in Mexico and Incas of Peru. The first Spanish settlements were based at Santo Domingo on the island of Hispaniola starting in the late 1400’s. As claims and holdings increased, the Spanish needed a more formal form of government than the one-man rule of the conquistadores. A viceroy, deputy of the king, was sent to govern Mexico as a Spanish colony. A set of rules to govern colonial life was established.

The *Laws of the Indies* specified three types of Spanish settlements reflecting the main settlement activities: Presidios, Pueblos and Missions.

Presidios were designed for military activities, and were built in the shape of a rectangle, fortified by high, thick walls. Inside the walls, there were barracks, storehouses, stables, shops, and even a few houses. Over time, the Presidios became towns as homes and farms grew up around them.

Pueblos were centers of farming, trade and town life that were usually situated in the middle of a huge tract of farmland. They used Spanish architectural style for the homes, shops and churches of these communities. The farming and ranching they supported was a profitable occupation for many Spanish colonists. The Spanish colonists used Native Americans as indentured or even slave laborers for both their farming and mining activities.

The missions were meant to be centers from which the Spanish could carry on the work of converting the Native Americans to Christianity. Roman Catholic priests ran the missions, which often included a few Spanish settlers and a small garrison of soldiers. Each mission was a self-supporting settlement. They farmed, manufactured pottery, blankets, leather, wine, and olive oil. The surplus goods were sold to colonists or exported to Spain. In California, the missions were established a day’s walk apart and have developed into cities with saints names like San Juan Capistrano, San Luis Obispo etc.

QUESTION:

The main idea of the above passage is:

- a) the Catholic Priests made many converts among the Native Americans
- b) a viceroy was appointed to govern the colonies
- c) the Spanish settled in Presidios, Pueblos and Missions
- d) the conquistadors were bold and ruthless conquerors
- e) the king collected one fifth of the gold mined

TIMELINE FOR MAJOR EVENTS 1492 TO 1608

Place the following events in order on the attached timeline. You might want to make you own timeline, incorporating other events from history.

- \_\_\_\_\_ 1494 - line of Demarcation established
- \_\_\_\_\_ 1519 - Cortes begins conquest of Aztecs
- \_\_\_\_\_ 1000 - The Vikings explore parts of North America
- \_\_\_\_\_ 1608 - Champlain founds Quebec
- \_\_\_\_\_ 1513 - Balboa discovers Pacific Ocean
- \_\_\_\_\_ 1534 - Cartier explores St. Lawrence River
- \_\_\_\_\_ 1275 - Marco Polo explores China
- \_\_\_\_\_ 1492 - Columbus's ships land in America
- \_\_\_\_\_ 1517 - Protestant reformation begins in Europe
- \_\_\_\_\_ 1585 - First English settlement at Roanoke
- \_\_\_\_\_ 1535 - Charles V appoints first viceroy of New Spain.



WRITING ASSIGNMENTS:

Write a short opinion essay on one or both of the following topics. Your essay should include an introductory paragraph stating your opinion, two or three paragraphs with supporting details and a conclusion.

1. Imagine that you live in the early 1500's and that you have been given the task of finding the right person to explore North America. You have decided that the perfect candidate would be someone like Marco Polo, Leif Eriksson and Christopher Columbus. Review what you know about their lives. What kind of men do you think they were? What traits did they have in common? Based on your observations, write a description of the type of person you need to hire.
2. Compare and contrast the three types of Spanish settlements. Each type of settlement had very different purposes. Do you think their goals and practices showed a unified policy or do you think the work of one type of settlement conflicted with the work of the others?

GED Social Studies  
Worksheet Answer Key  
Lesson 2

FOCUS: EUROPEAN EXPLORATION OF THE "NEW WORLD" / EARLY EXPLORERS

VOCABULARY:

Find the definitions of the following words and use them in a sentence.

- |                  |                                       |
|------------------|---------------------------------------|
| 1. exploration   | 8. envoy                              |
| 2. civilization  | 9. alternate                          |
| 3. archeological | 10. mirage                            |
| 4. inhabitants   | 11. foreign                           |
| 5. seafaring     | 12. conquistadores<br>(conquistadors) |
| 6. missions      |                                       |
| 7. continents    |                                       |

MARCO POLO QUESTION:

Which of the following was not a long term result of Marco Polo's legacy:

- a) Europe was introduced to previously unknown parts of the world.
- b) Europeans brought Christianity to Asia for the first time.
- c) Europeans desired to trade with India and China.
- d) Columbus tried to find a route to China by sea.
- e) Europeans learned that desert travel could be dangerous.

THE VIKINGS QUESTION:

According to the passage, Liefsbdir was located in:

- d) Newfoundland

FAMOUS EUROPEAN EXPLORERS QUESTION:

From the above passage, you can conclude that the main reason the Europeans explored unknown territory was:

- c) to find a sea route to Asia.

SPANISH EXPLORATION AND SETTLEMENT IN SOUTHWESTERN UNITED STATES AND CENTRAL AMERICA QUESTION:

The main idea of the above passage is:

- c) the Spanish settled in Presidios, Pueblos and Missions

TIMELINE FOR MAJOR EVENTS 1492 TO 1608

Place the following events in order on the attached timeline. You might want to make you own timeline, incorporating other events from history.

- 4 1494 - line of Demarcation established
- 7 1519 - Cortes begins conquest of Aztecs
- 1 1000 - The Vikings explore parts of North America
- 11 1608 - Champlain founds Quebec
- 5 1513 - Balboa discovers Pacific Ocean
- 8 1534 - Cartier explores St. Lawrence River
- 2 1275 - Marco Polo explores China
- 3 1492 - Columbus's ships land in America
- 6 1517 - Protestant reformation begins in Europe
- 10 1585 - First English settlement at Roanoke
- 9 1535 - Charles V appoints first viceroy of New Spain.

WRITING ASSIGNMENTS:

Answers will vary.

## **GED Social Studies**

### **Focus Sheet: Lesson 3**

- FOCUS:**
- Settlement of North America
  - Who settled where and why
  - Analyzing cause and effect
  - Formation of the 13 colonies
  - Life in the colonies
  - Question: Why did the colonies fall under British rule?
- SKILLS:**
- Evaluate events for cause and effect
  - Evaluate/analyze the influence of geography on early settlements
  - Use of logical reasoning
  - Understand unstated assumptions & drawing inferences from contextual clues
  - Identify difference between facts and opinions
  - Use of map to locate settlements
- MATERIALS:**
- Contemporary's GED: Social Studies, Chapter 2: Applying Social Studies Concepts, pp. 43 - 58
  - Colonial America Worksheet
- SCANS Standards:**
- Workplace Competencies  
Resources CI, C5, C6, C7, C8, C9, C12, C13
  - Foundation Skills – Resources F1, F2, F5, F6, F7, F8, F9, F10, F12  
Basic Skills – F1, F2, F3
- SITE FACILITATOR TASKS:**
- Assist students with phone calls to instructor during or after class
  - Encourage students to do support lessons in text and participate in group activities

## GED Social Studies

### Worksheet: Colonial America

### Lesson 3

FOCUS: COLONIAL AMERICA

#### MATCH THE FOLLOWING:

Match the following statements with the founders of three colonies (names may be used more than once):

- |                     |       |   |
|---------------------|-------|---|
| 1. James Oglethorpe | _____ | • Was granted the land by King Charles as a repayment of a debt to his father   |
| 2. William Bradford | _____ | • Made a formal proclamation for the observation of Thanksgiving on the morning of Thursday, November 29, 1623  |
| 3. William Penn     | _____ | • Led a colony that was governed with a civil “compact” that ensured that all who signed it would have an equal say in making and administering laws. |
|                     | _____ | • Colony was settled by former prisoners, poor shop keepers, and artisans   |
|                     | _____ | • Purchased land from Massasoit of the Wampanoag tribe  |
|                     | _____ | • belonged to the “Society of Friends”, also known as the Quakers   |
|                     | _____ | • believed in the separation of church and state  |

#### LIFE IN THE COLONIES

The American colonies are shared many similarities but differed in significant ways. One reason the colonies differed was because they were founded for different reasons. In addition, they were often lead by individuals who had very different motivations and were very influential on the colonists of the region. The colonies also differed because of the diverse geography of the lands that were settled. The combination of these differences had an important influence on the type of economy that developed in each region.

The Colony at Plymouth, Massachusetts was founded by William Bradford and the Pilgrims in 1620. They were seeking religious freedom and they were dissatisfied with the reform movement in the Church of England. They wanted to build new lives with better opportunities and they set the example of self-governance by establishing the Mayflower Compact.

The English, who financed this settlement, formed a joint stock company called the Plymouth Company, which pooled the funds of investors by selling stock or shares in the company. Profits from the venture would be shared with the investors. The Plymouth Company received a land grant from the King of England, which gave them the right to settle land from Maine to New York, which became known as New England.

The New England settlers had to deal with harsh winters and dense forests. As a result, they tended to settle in small, self-sufficient farms. On the other hand, the government that developed out of the Mayflower Compact and the activities of the Plymouth Company gave rise to cities which were active trade and shipping centers. The area's harbors allowed the development of prosperous fishing and ship-building industries.

The Middle Colonies included Pennsylvania, New York, New Jersey & Delaware. The settlements had a diverse population that valued independence. Because of the rich farmland in that area, the economy was based on agriculture.

The colony of Pennsylvania was founded by William Penn and the Quakers (Pennsylvania means "Penn's woods"). King Charles gave the land to William Penn in payment for a debt owed to Penn's father. Penn bought more land which would later become the colony of Delaware. The colony of Pennsylvania was governed by a legislature with an upper and lower house.

The Southern Colonies were begun in 1663 as a land grant from Charles II given to Sir William Berkeley, Governor of Virginia, and eight nobles. The land, which lay between Virginia and Florida, was named Carolina. In 1712, it was divided into North and South Carolina, and in 1732 Georgia was partitioned from South Carolina.

Georgia was not founded as either a money making venture or as a religious refuge. Instead, the settlement, led by James Oglethorpe, provided a place where people imprisoned for a debt could start a new life. As a result, poor shopkeepers and artisans from all over Europe settled there, although Roman Catholics were forbidden. In addition, the colony also served as a barrier against the Spanish in Florida.

The southern colonies enjoyed a long growing season and temperate climate that was ideal for crops like tobacco, cotton and indigo. However, these crops required large tracts of land & plentiful, cheap labor, which resulted in the plantation system and the expansion of slavery.

1. What was the main reason for the founding of the colony of Massachusetts?
  - a) for religious freedom
  - b) as a trading post
  - c) as a place to send convicts from debtors' prison
  - d) to ensure the land was settled by the British rather than the French or Spanish
  - e) as a base for hunting for gold
  
2. What was the main reason for the founding of the colony of South Carolina?
  - a) for religious freedom
  - b) as a trading post
  - c) as a place to send convicts from debtors' prison
  - d) to ensure the land was settled by the British rather than the French or Spanish
  - e) as a base for hunting for gold
  
3. As you move through the colonies from New England to Georgia you would observe that:
  - a) cities and slavery became increasingly important to the economy
  - b) farms increased in size and slavery became more important to the economy
  - c) farms increased in size and slavery became less important to the economy
  - d) farms decreased in size and slavery became more important to the economy
  - e) all southerners were more refined than northerners

FARMING IN MASSACHUSETTS:

When the English first settled in Plymouth, they had a difficult time adapting to the cold New England climate and the strange growing conditions. The first European attempts to plant crops were dismal failures and the colonists would have starved to death if they had not received help from the Native Americans. The Wampanoag Indians taught the settlers the planting techniques they had developed, which proved very successful in the small gardens that surrounded each house within the Plymouth stockade.

First, the farmer would dig a hole about six inches deep and bury a dead fish or a few fish heads. Then he would make several mounds of earth about five inches high and plant corn in the center of the mound. The mounds received more sunlight, allowing the corn to germinate more quickly in the cool New England springs. When the corn was about a hand-height, the

farmer would then plant some type of climbing bean around the base of the corn and plant squash around the base of the mound. The beans used the corn stalk as a pole and replaced the nutrients that the corn took out of the soil. As the squash spread, the leaves kept the soil moist, prevented the growth of weeds and discouraged animals from damaging the crop.

**QUESTION:**

According to the above passage, what characterized the first few years of the Plymouth colony?

- a) The Wampanoag Indians frequently raided the food supplies
- b) The settlers frequently raided the Wampanoag food supplies
- c) The Europeans taught the Wampanoags more efficient farming techniques.
- d) The Wampanoags taught the Europeans more efficient farming techniques.
- e) none of the above

**WRITING ASSIGNMENT:**

Write a short opinion essay on the following topic. Your essay should include an introductory paragraph stating your opinion, two or three paragraphs with supporting details and a conclusion.

Write a brief essay comparing and contrasting the early U.S. colonies.



## GED Social Studies Worksheet Answer Key Lesson 3

FOCUS: COLONIAL AMERICA

### MATCH THE FOLLOWING:

James Oglethorpe	Penn	• Was granted the land by King Charles as a repayment of a debt to his father
William Bradford	Bradford	• Made a formal proclamation for the observation of Thanksgiving on the morning of Thursday, November 29, 1623
William Penn	Bradford	• Led a colony that was governed with a civil “compact” that ensured that all who signed it would have an equal say in making and administering laws.
	Oglethorpe	• Colony was settled by former prisoners, poor shop keepers, and artisans
	Bradford	• Purchased land from Massasoit of the Wampanoag tribe
	Penn	• Belonged to the “Society of Friends”, also known as the Quakers
	Bradford	• Believed in the separation of church and state

### LIFE IN THE COLONIES

#### QUESTIONS:

1. What was the main reason for the founding of the colony of Massachusetts?  
a) for religious freedom
2. What was the main reason for the founding of the colony of South Carolina?  
c) as a place to send convicts from debtors prison

3. As you move through the colonies from New England to Georgia you would observe that:
- b) farms increased in size and slavery became more important to the economy.

**FARMING IN MASSACHUSETTS:**

**QUESTION:**

According to the above passage, what characterized the first few years of the Plymouth colony?

- d) The Wampanoags taught the Europeans more efficient farming techniques.

**WRITING ASSIGNMENT:**

Write a short opinion essay on the following topic. Your essay should include an introductory paragraph stating your opinion, two or three paragraphs with supporting details and a conclusion.

1. Answers will vary.

## **GED Social Studies**

### **Focus Sheet: Lesson 4**

- FOCUS:**
- Revolutionary War Causes & Results
  - Vocabulary and terms
  - Growth of the Colonies & Rival Claims
  - The Roots of Independence: From Protest to Revolution
  - Revolutionary War and its effects
  - Fighting a Colonial War, significant events, & American victory
- SKILLS:**
- Application of prior and new knowledge
  - Using context clues
  - Drawing inferences
  - Recognizing cause & effect in historical events
  - Analyzing: conclusions and inference
- MATERIALS:**
- Contemporary's GED: Social Studies, Chapter 7: Power, Authority and Governance, pp. 183-215
  - Journal or notebook
  - American Revolution Worksheet
- SCANS Standards:**
- Workplace Competencies  
Information C5- C7
  - Foundation Skills  
Basic Skills F1, F2, F5, F6  
Thinking Skills F7 - F12
- SITE FACILITATOR TASKS:**
- Encourage students to participate in group activity

**GED Social Studies**  
**Worksheet: American Revolution**  
**Lesson 4**

FOCUS: AMERICAN REVOLUTION

**VOCABULARY:**

Match the following with their definitions.

- |                     |  |
|---------------------|--|
| _____mercantilism   | a) freedom from outside control                                    |
| _____dispute        | b) sell more than you buy  |
| _____duty           | c) agreement where each side makes concessions                     |
| _____compromise     | d) someone elected to carry out will of the people                 |
| _____continental    | e) relating to the work of representatives when they meet together |
| _____representative | f) tax on imported goods   |
| _____sovereignty    | g) an argument or debate   |
| _____congressional  | h) related to a body of land                                       |
| _____               |  |

**CHECK OUT THESE WEBSITES:**

**Declaration of Independence:**

<http://www.nara.gov/> Click on Search and enter “Declaration of Independence”

Ben Franklin:

<http://www.fi.edu/tfi/exhibits/franklin.html>

**General:**

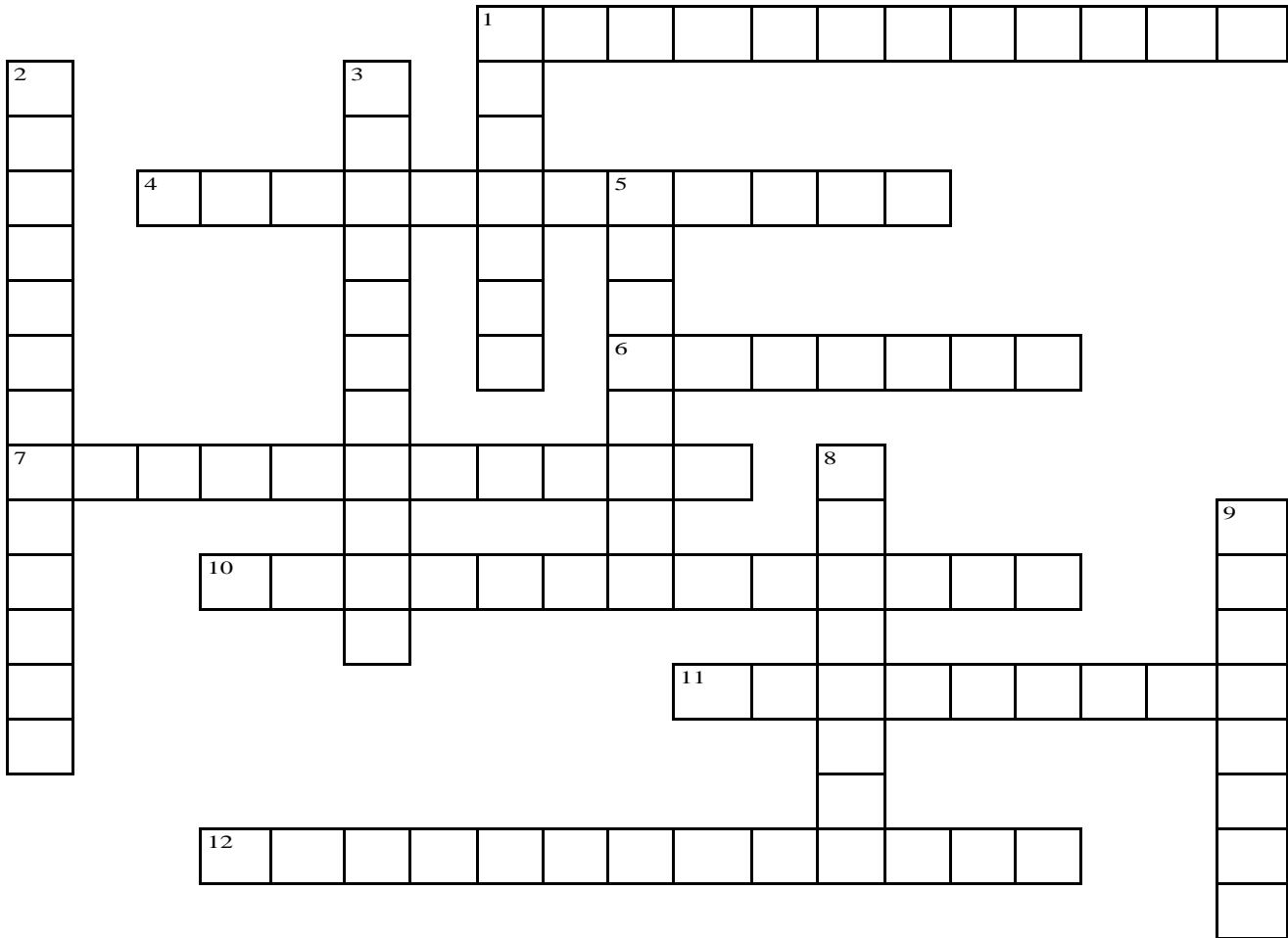
<http://www.historyplace.com/unitedstates/>

<http://www.multnomah.lib.or.us/lib/homework/>

**CROSSWORD OF THE 13 COLONIES (THIS IS A LIST OF THE ANSWERS FOR THE CROSSWORD):**

Connecticut	New Hampshire	Rhode Island
Delaware	New Jersey	South Carolina
Georgia	New York	Virginia
Maryland	North Carolina	
Massachusetts	Pennsylvania	

CROSSWORD OF THE 13 COLONIES



Down:

- 1 The largest city in this colony was originally settled by the Dutch and called New Amsterdam.
- 2 This was the northern most part of the colony founded by James Oglethorpe.
- 3 Part of New England, this was the first colony to mint copper coins.
- 5 The first black slaves were brought to this colony.
- 8 This colony was originally called New Sweden.
- 9 This colony was settled largely by Roman Catholics.

Across

- 1 This colony separated from Massachusetts in 1680.
- 4 Originally, this colony was settled by Quakers.
- 6 This colony acted as a buffer between the English and Spanish settlements.
- 7 Founded by man who was banished from Massachusetts, this colony believed in the separation of church and state.
- 10 The first settlement in this colony was called Charleston.
- 11 This colony came to be known as the “crossroads of the revolution.”
- 12 This colony was first governed by the Mayflower Compact.

TIMELINE OF THE REVOLUTIONARY WAR

Put the following events in order:

- \_\_\_\_\_ 1775 - "Shot heard round the world"
- \_\_\_\_\_ 1777 - Flag adopted
- \_\_\_\_\_ 1780 - British Capture Charleston, SC
- \_\_\_\_\_ 1776-77 - Washington crosses the Delaware and captures Trenton, NJ
- \_\_\_\_\_ 1782-83 - British evacuate American cities
- \_\_\_\_\_ 1776-77 - Battle of Princeton
- \_\_\_\_\_ 1778 - British occupy Savannah
- \_\_\_\_\_ 1781 - Cornwallis, surrounded on land and sea, surrenders at Yorktown
- \_\_\_\_\_ 1776 - Benedict Arnold defeated at Lake Champlain
- \_\_\_\_\_ 1782-83 - Treaty of Paris
- \_\_\_\_\_ 1776 - Declaration of Independence
- \_\_\_\_\_ 1778 - Winter at Valley Forge
- \_\_\_\_\_ 1781 - Articles of Confederation Adopted
- \_\_\_\_\_ 1777 - British occupy Philadelphia
- \_\_\_\_\_ 1782-83 - British sign Articles of Peace
- \_\_\_\_\_ 1777 - British attempt to cut New England off from rest of colonies
- \_\_\_\_\_ 1780 - French troops arrive in Rhode Island to aide Americans
- \_\_\_\_\_ 1775 - Small skirmishes between British and Americans at Lexington, MA and Concord, MA over collection of tea tax
- \_\_\_\_\_ 1778 - French Alliance
- \_\_\_\_\_ 1776 - 30,000 British troops arrive in New York and take the city
- \_\_\_\_\_ 1775 - Battle of Bunker Hill

THE WRITING OF THE CONSTITUTION

In May of 1787, Philadelphia was the site where delegates from all the colonies (except Rhode island) met to draft a document that would assure men of rights & construct a government which would receive power from the consent of the citizens. The framers of the Constitution held differing views, and where only able to reach an agreement through compromise. The most important of these disputes centered on the issues of the balance of power between the state and federal governments, representation in the new Federal government, and slavery.

The first dispute arose in deciding how much power should go to the federal government and how much should remain with the states. Some representatives believed the states should retain their sovereignty to ensure that they would never again be subjected to the tyranny of a central government. They feared that the interests of some states would be ignored while serving the interests of another. Other representatives, known as Federalists, argued that it would be impossible to

hold the federation together unless it was lead by a strong central government. Eventually, the Continental Congress reached a compromise by which the government is limited to rule by law and government can be controlled by a balance of powers. The resulting document also included the Bill of Rights, which was designed to protect individual rights, and election laws.

A second area of dispute involved the way each state was to be represented in the federal government. Some believed that each state should send an equal number of delegates to congressional meetings while others favored representation based on population. The Continental Congress reached an agreement in which states would send representatives to two houses: the Senate and the House of Representatives. Each state was to send two delegates to the part of the Congress known as the Senate. The number of delegates each state could send to the House of Representatives would be based on the state's population.

A third area of disagreement focused on issue of slavery. Some states believed that slaves should be counted as part of the population when calculating the number of state representatives, while others felt slaves were property and should not be counted as part of the population. After a great deal of debate, the delegates agreed to count slaves as three-fifths of a person for the purposes of taxes and state representation. In addition, the importing of slaves would be illegal after 1808, and slaves would not be given the vote.

QUESTION:

From the information given in the above passage, you can imply that

- a) the delegates believed in liberty for all people.
- b) the delegates considered slaves as unworthy of liberty.
- c) the delegates believed that individual liberties were more important than state rights.
- d) all of the above
- e) none of the above

WRITING ASSIGNMENTS

1. List the advantages and disadvantages of fighting the Colonial War on your own soil.
2. The Revolution was not supported by all the colonists. About one third of the population, who were known as the United Empire Loyalist, felt that they should support the British. They believed that revolting against the established government was to rebel against God. After the Treaty of Paris, many of the Loyalists moved to Canada. Imagine that you were an United Empire Loyalist, and write a short essay supporting your opinion.





**TIMELINE OF THE REVOLUTIONARY WAR**

1775	Small skirmishes between British and Americans over collection of tea tax “Shot heard round the world” Battle of Bunker Hill
1776	Declaration of Independence 30,000 British troops arrive in New York and take the city Benedict Arnold defeated at Lake Champlain
1776-77	Washington crosses the Delaware and captures Trenton, NJ Battle of Princeton
1777	British attempt to cut New England off from rest of colonies Flag adopted British occupy Philadelphia
1778	Winter at Valley Forge French Alliance British occupy Savannah
1780	British Capture Charleston, SC French troops arrive in Rhode Island to aide Americans
1781	Articles of Confederation Adopted Cornwallis, surrounded on land and sea, surrenders at Yorktown
1782-83	British sign Articles of Peace British evacuate American cities Treaty of Paris

**THE WRITING OF THE CONSTITUTION QUESTION:**

From the information given in the above passage, you can imply that  
b) the delegates considered slaves as unworthy of liberty.

**WRITING ASSIGNMENTS**

1. Answers will vary

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Nina Beegle, Instructor

## **GED Social Studies Focus Sheet: Lesson 5**

- FOCUS:**
- Results of the Revolutionary War
  - Outcomes of victory: the effect on trade and culture
  - The New American States: the need for a national government
  - The Articles of Confederation
  - The Constitution and the Bill of Rights
  - The Branches of Government: system of checks and balances
  - Formation of political parties
- SKILLS:**
- Recognize the effects of this war and the impact, economical and political
  - Evaluate and explain the meaning of a political cartoon
  - Answer multiple choice questions correctly
  - Put events in logical order
  - Recognize differences between central and local government
  - Application of Articles of Constitution to present day
  - Identify the powers and limitations of branches of government
- MATERIALS:**
- Contemporary's GED: Social Studies  
The Constitution, pp. 144 – 152
  - American Revolution Worksheet (Lesson 4)
  - Constitution Handout
  - Checks and Balances Handout
- SCANS Standards:**
- Workplace Competencies  
Information: C5 - C8  
Systems: C15, C16
  - Foundation Skills  
Basic Skills: F1 – F6
- SITE FACILITATOR TASKS:**
- Encourage students to do writing assignments

## GED Social Studies Checks and Balances

In the United States, power is divided among the three branches of government. **The Legislative Branch** has the power to make law, the **Executive Branch** has the power to carry out the law, and the **Judicial Branch** has the power to judge the law. The government was designed this way so that each branch would act as a restraint on the power of the other branches of government. This system, which was written into the Constitution, is called the system of checks and balances, and was designed to ensure that no branch of the government became too powerful.

<u>Legislative Branch,</u> or Congress	<u>Judicial Branch,</u> or the Supreme Court	<u>Executive Branch,</u> or the President
<u>Checks on Court:</u> <ul style="list-style-type: none"> <li>• Provides money</li> <li>• May impeach and remove federal judges</li> <li>• Approves, or refuse to approve, judicial appointments</li> <li>• Reorganizes court system</li> <li>• Regulates jurisdiction of federal courts</li> <li>• Can propose constitutional amendments to overturn court decisions</li> </ul>	<u>Checks on Congress:</u> <ul style="list-style-type: none"> <li>• Interpreting laws</li> <li>• Interpreting treaties</li> <li>• May declare laws passed by Congress as unconstitutional</li> </ul>	<u>Checks on President:</u> <ul style="list-style-type: none"> <li>• Appoints Supreme Court justice and other federal judges</li> <li>• Can grant reprieves and pardons to federal offenders</li> </ul>
<u>Checks on President:</u> <ul style="list-style-type: none"> <li>• May override the President's veto by a two-thirds vote</li> <li>• Controls appropriation of money</li> <li>• Can confirm or refuse to confirm presidential appointments</li> <li>• Can approve or refuse to ratify treaties</li> <li>• Reorganizes departments</li> <li>• May impeach and remove the President</li> </ul>	<u>Checks on President:</u> <ul style="list-style-type: none"> <li>• Interpreting treaties</li> <li>• May declare executive acts unconstitutional</li> <li>• Appointment for life makes judges free from executive control</li> </ul>	<u>Checks on Congress:</u> <ul style="list-style-type: none"> <li>• Can veto acts of Congress</li> <li>• Can suggest legislation and send messages to Congress</li> <li>• Can call special sessions of Congress</li> <li>• Proposes federal budget</li> <li>• Can control patronage</li> </ul>

## **GED Social Studies**

### **Lesson 5**

#### **Constitution of the United States**

**PREAMBLE:** We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and or Posterity, do ordain and establish this Constitution for the United States of America.

**ARTICLE I:           Legislative Powers of Congress (House and Senate)**

Qualifications

Vice President of the U.S. is President of Senate

House's power of impeach

Senate's power to try impeachments

Immunity from arrest while in office

All revenue bills must originate in House

Veto power of president; Congress can override

Specific Powers:

to lay and collect taxes

to borrow money

to regulate commerce

to regulate immigration

to coin money

to establish Post Offices

to enact copyright laws

to declare war:

to raise, support and maintain an Army and Navy

to make all laws necessary and proper

Restrictions/Prohibitions

Habeas Corpus shall not be suspended

no Bill of Attainder nor Ex Post Facto Law

no tax on interstate commerce

limits States' specific powers: restrictions

**ARTICLE II:           Executive Power of President**

Term of Office/Electoral College

Qualifications (natural born citizen)

Oath of Office described

Specific Powers:

Commander in Chief of Army and Navy

make treaties (with Senate consent)

conduct foreign policy

appoint federal officers and judges

Grounds for removal

**ARTICLE III:           Judicial Power of Supreme Court**

Judges appointed by President  
Hold office for life  
Original jurisdiction was very limited

Appellate jurisdiction includes almost all cases  
Federal cases  
State cases (where there is federal or constitutional issue)

**ARTICLE IV:**

Full faith and credit clause  
Privileges and immunities clause  
Extradition  
Admission of new states

**ARTICLE V:           Amending Process** (out of date)

**ARTICLE VI:           Constitution is the Supreme Law of the Land**

**BILL OF RIGHTS:**

**AMENDMENT I:**           Freedom of Speech, Press, Religion (Establishment/Free Exercise),  
& Peaceable Assembly

**AMENDMENT II:**           Right to Bear Arms

**AMENDMENT III:**           No soldiers to be quartered in citizens' homes

**AMENDMENT IV:**           Freedom from unreasonable, unwarranted searches. No warrants  
shall be issued except on probable cause and affidavit, specifically  
describing the place to be searched and things or persons to be  
seized.

Exceptions: Plain view, exigent circumstances, incident to arrest,  
Terry type "stop and frisk".

**AMENDMENT V:**           Indictment from Grand Jury required for felony;  
No double Jeopardy;  
No compelled self incrimination (taking the fifth);  
No taking of private property without due process of law (right to  
confront witnesses/ opportunity for hearing)

**AMENDMENT VI:**           Right to fair, speedy, and public trial;  
Right to an impartial jury (not of your peers, but of a fair cross  
section of society);  
Right to have witnesses;  
Right to a lawyer

- AMENDMENT VII:** Right to Jury Trial in civil matters  
No “Double Jeopardy” in civil matters: “Res Judicata”
- AMENDMENT VIII:** No excessive bail  
No cruel and unusual punishment
- AMENDMENT IX:** Certain rights, not mentioned herein, still exist -- the right to privacy, for example.
- AMENDMENT X:** Powers not given to for the Federal Government nor prohibited by it to the states are reserved for the states or the people.

**ADDED AMENDMENTS:**

- 11TH AMENDMENT:** Limits jurisdiction of federal courts (1798).
- 12TH AMENDMENT:** Electoral process revised (1804).
- 13TH AMENDMENT:** Slavery abolished (1865).
- 14TH AMENDMENT:** Incorporates Bill of Rights and makes them applicable to the states.  
No states shall deprive any citizen of life, liberty or property without due process of law.  
Equal protection of law to all citizens (1868).
- 15TH AMENDMENT:** Right to vote given to former slaves (1870).
- 16TH AMENDMENT:** Income tax made legal (1913).
- 17TH AMENDMENT:** Senators elected by popular vote (1913).
- 18TH AMENDMENT:** Prohibition of alcohol (1919).
- 19TH AMENDMENT:** Women given the right to vote (1920).
- 20TH AMENDMENT:** Presidential succession revised (1933).
- 21ST AMENDMENT:** Prohibition repealed. Alcohol regulation given to states (1933).
- 22ND AMENDMENT:** Presidents limited to two terms, or ten years (1951).
- 23RD AMENDMENT:** Washington D.C. allowed to vote for President (1961).
- 24TH AMENDMENT:** Poll tax abolished (1964).
- 25TH AMENDMENT:** Presidential succession revised (1967).
- 26TH AMENDMENT:** Eighteen-year-olds given the right to vote (1971).

**GLOSSARY:**

<b>Bill of Attainder:</b>	A legislative act pronouncing a person guilty of a crime, usually treason, without trial, and punished with capital punishment (the death penalty).
<b>Double Jeopardy:</b>	Being tried for the same crime twice.
<b>Ex Post Facto Law:</b>	A law that is passed, but is affective retroactively (in the past).
<b>Habeas Corpus:</b>	A writ (a written order from a court of law) issued to bring someone before a judge, to release them from unlawful restraint.
<b>Res Judicata</b>	Point of law on which a judge has already ruled, thereby setting a standard for future cases of a similar type.

## **GED Social Studies**

### **Focus Sheet: Lesson 6**

- FOCUS:**
- Louisiana Purchase
  - Lewis & Clark Expedition
  - Western Expansion
  - Manifest Destiny
  - Using a map to draw conclusions
  - How a Bill Becomes a Law
- SKILLS:**
- Apply cause & effect to American attitudes about land and expansion on the resulting growth of the country and its impact on the inhabitants
  - Use a map to draw conclusions about western expansion by the US.
  - Place events in order
  - Inference
- MATERIALS:**
- Contemporary's GED Social Studies Chapter 3: Analyzing Social Studies, pp. 59 - 74
  - Growing Nationalism Worksheet
  - Hand-out: How a Bill Becomes a Law
- SCANS Standards:**
- Workplace Skills  
Information: C5 – C7  
Systems: C15, C16,
  - Foundation Skills:  
Basic Skills: F1, F2, F5, F6  
Thinking Skills: F7 – F12
- SITE FACILITATOR TASKS:**
- Make sure students are doing assignments & correcting work



## **GED Social Studies**

### **Worksheet: Growing Nationalism**

### **Lessons 6**

#### FOCUS: GROWING NATIONALISM

VOCABULARY:

- |                         |   |
|-------------------------|---|
| _____ republic          | a) a meeting of local members of a political party to select delegates or a political candidate |
| _____ democracy         | b) a preliminary election in which voters nominate party candidates for office                  |
| _____ judicial          | c) a body of electors who would elect the president and vice-president                          |
| _____ primary election  | d) preparing for the main matter or business  |
| _____ federalism        | e) government by the people, exercised either directly or through a representative.             |
| _____ caucus            | f) government ruled by one person with absolute power.  |
| _____ ratification      | g) government headed by a sovereign who usually has inherited power for life                    |
| _____ veto              | h) government in which power is divided between central authority and individual states.        |
| _____ preliminary       | i) representative form of government  |
| _____ monarchy          | j) a decision that sets a pattern for future decisions  |
| _____ electoral college | k) relating to the administration of justice  |
| _____ dictatorship      | l) the power of one branch of government to refuse to approve the proposal of another branch.   |
| _____ precedent         | m) to approve using a favorable vote in the legislature   |

#### HOW A BILL BECOMES A LAW

When the founding fathers designed the American system of government, they included a system of checks and balances to ensure that no branch of government could gain enough power to dominate the other two.

A bill can be proposed in either the House of Representatives or the Senate. After the bill has been introduced, it is numbered and referred to the

appropriate committee for study. Following a committee hearing and possible amendment, the bill is returned to the legislative body of origin for approval.

Back in the House or Senate, the proposed bill is put on the calendar, debated, possibly amended, and put to a vote. If it passes, it is sent to the other house, where it follows the same procedure. When it is passed, it usually must go to Joint Conference Committee for Compromise. Only when a compromise is approved by both houses, does it go to the president to be signed.

Several things can happen at this point. The president can sign the bill into law or he can allow the bill to become a law without his signature. If the president strongly disagrees with the law, he may veto it, which means he is using his authority to prevent a bill passed by the legislature from being enacted. However, Congress has the power to override a veto if the law is approved by 2/3 of both houses.

Finally, a law may be overturned if it is brought before the Supreme Court and found to be unconstitutional. This means that the justices feel the law contradicts the principles of the constitution.

#### QUESTION:

Which of these statements can be inferred by the information provided in this presentation of “how a bill becomes a law”?

- a. A bill introduced by the House of Representatives has a better chance of passing than one which starts in the Senate.
- b. The system provides many opportunities to insure that a bill is well considered and “fine tuned” before it becomes a law.
- c. Once a bill becomes a law it is irrevocable.

#### THE ELECTORAL COLLEGE

The men who drafted the rules of the American government did not believe that all men were equally prepared to select a president. Therefore, they decided that the president should be elected by group of electors who were knowledgeable about the workings of government. This group was called the Electoral College.

In one sense, a presidential election is like fifty-one mini elections, one for each state and for Washington D.C. States have a number of electoral votes equal to the number of senators and representatives they send to Washington. Political parties nominate a slate of electors, one for each of the state’s electoral votes, who are pledged to support their choice for president. Voters must then choose which slate of electors will be sent to the Electoral College.

The electoral slate that wins the majority of the popular vote will then cast all the state’s vote for their party’s choice for president. This means a

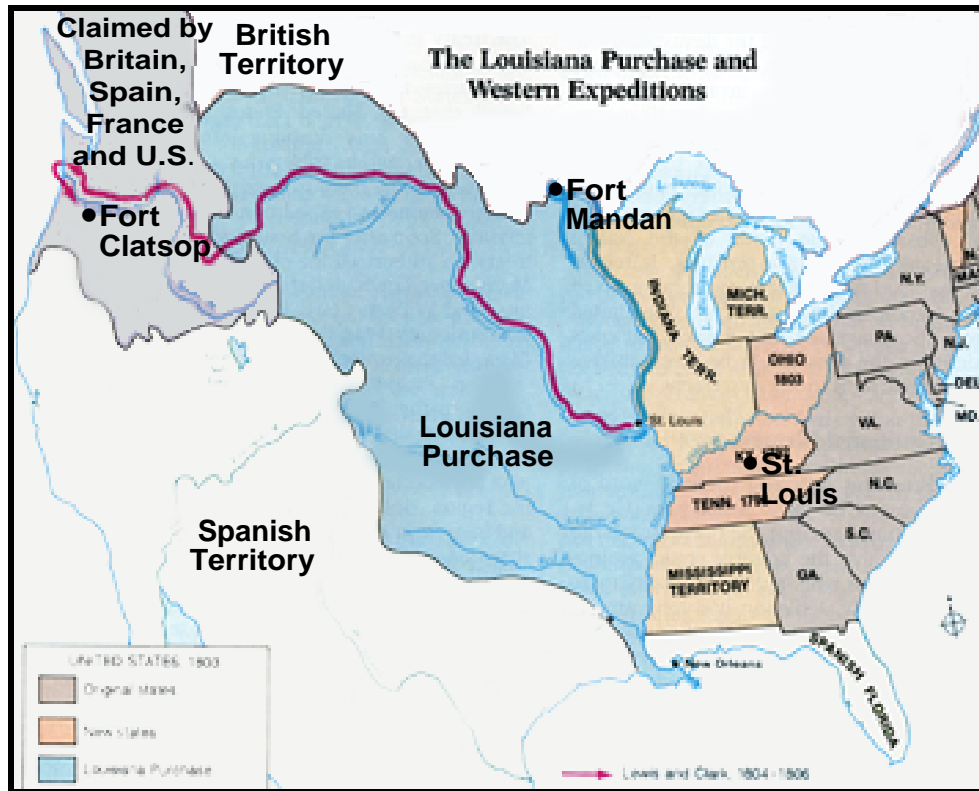
presidential candidate could be supported by 51% of the voters of Virginia, but receive all 13 of Virginia's electoral votes. However, it should be remembered that the electors are not bound by law to cast their vote according to the decision established by the popular vote. This rarely happens since most electors are die-hard party members who vote the party's choice.

**QUESTION:**

From the above information, it can be concluded that:

- The president is elected by the people
- The president is elected by majority vote.
- The president is elected by representatives of the people.
- The insiders of the political parties are the ones who really choose the president.

THE JOURNEY OF LEWIS AND CLARK



Shortly after the U.S. acquired the Louisiana Purchase, President Jefferson commissioned Lewis and Clark to explore the new territory and to see if they could find an overland trade route to the Pacific using the Missouri and Columbia rivers. The Corps of Discovery expedition, led by Lewis and Clark, was gone almost two and a half years. They spent their first winter (1804 - 1805) at Fort Mandan and the second winter (1805 - 1806) at Fort

Clatsop on the Pacific coast. The party left Fort Clatsop in the spring of 1806, returning to St. Louis on September 23, 1806.

**QUESTION:**

Read the paragraph and study the map above. From this information, you can infer that:

- a) the Corp of Discovery traveled mainly in American territory.
- b) the Louisiana Purchased nearly double the American territory.
- c) Jefferson was anxious for Lewis and Clark to explore the west to support U.S. land claims of Oregon and Washington
- d) all of the above

**WRITING ASSIGNMENT:**

Write a short opinion essay on one or both of the following topics. Your essay should include an introductory paragraph stating your opinion, two or three paragraphs with supporting details and a conclusion.

Look at the map of the travels of Lewis and Clark. Why do you think it took them twice as long to reach the Fort Clatsop on the Pacific than it did to return to St. Louis?

**THE MONROE DOCTRINE:**

In December of 1823, President Monroe gave his annual address to Congress, in which he presented what came to be called the Monroe Doctrine. The following is a summary of the ideas he presented.

The American government had had discussions with the Russian Imperial Government and the Government of Great Britain about their interests in the lands of North America, especially on the northwest Pacific coast. The United States made it clear that as far as they were concerned, the American continents were not to be “considered subjects for future colonization.”

The Americans were “anxious and interested spectators” of events in Europe and hoped that Europeans would soon enjoy the same freedom and happiness Americans did. However, European countries were involved in several wars in which the United States would not get involved. Even though the United States was concerned about the European conflicts, they remained neutral. At the same time, the U.S. made it clear that they would not tolerate any attempt by a European nation to interfere politically in the Western Hemisphere. If a European country had already established a colony, the Americans would not interfere. However, if the government of a colony had declared and maintained their independence, and that government had

been acknowledged by the United States, any attempt by a European country to retake the colony would be viewed as a threat to American security.

Events in Europe have proved that Europe was politically unsettled. The U.S. was particularly concerned by the decision of allied powers to interfere in the internal affairs of Spain and wondered if they would consider similar activities in other countries. However, the United States decided that they would consider the government in power as the legitimate government, and cultivate friendly relations with them. Since it was unlikely that the people of Mexico and other Spanish colonies would choose the type of government the allied powers favored, Americans would view any attempt to export European style government to the Americas as a threat to American “peace and happiness.” For these reasons, the United States would continue its policy of minding their own business in the hopes that other countries would do the same.

**QUESTION:**

The main idea expressed in the Monroe Doctrine was that the United States

- a) would have a policy of not getting involved in the affairs of other nations.
- b) would now establish colonies in the Western Hemisphere.
- c) considered the wars in Europe as a threat to their national security
- d) would be buying Alaska from the Russian Imperial Government

**WRITING ASSIGNMENT:**

Write a short opinion essay on one or both of the following topics. Your essay should include an introductory paragraph stating your opinion, two or three paragraphs with supporting details and a conclusion.

What are the pros and cons of the Monroe Doctrine? Do you think we still follow the Monroe Doctrine today? Should we?

**WEBSITES:**

<http://www.lewis-clark.org/>

<http://www.pbs.org/lewisandclark/>

<http://womenshistory.about.com/education/womanshistory/library/weekly/aa051199.htm>

<http://www.mankato.msus.edu/dept/>

<http://usinfo.state.gov/usa/infousa/politics/eleccol/katz.htm>

<http://gi.grolier.com/presidents/ea/side/mondoc.html>

## **GED Social Studies Answer Key**

### **Worksheet: Lesson 6**

FOCUS: GROWING NATIONALISM

VOCABULARY:

<u>i</u> republic	a) a meeting of local members of a political party to select delegates or a political candidate
<u>e</u> democracy	b) a preliminary election in which voters nominate party candidates for office
<u>k</u> judicial	c) a body of electors who would elect the president and vice-president
<u>b</u> primary election	d) preparing for the main matter or business
<u>h</u> federalism	e) government by the people, exercised either directly or through a representative.
<u>a</u> caucus	f) government ruled by one person with absolute power.
<u>m</u> ratification	g) government headed by a sovereign who usually has inherited power for life
<u>l</u> veto	h) government in which power is divided between central authority and individual states.
<u>d</u> preliminary	i) representative form of government
<u>g</u> monarchy	j) a decision that sets a pattern for future decisions
<u>c</u> electoral college	k) relating to the administration of justice
<u>f</u> dictatorship	l) the power of one branch of government to refuse to approve the proposal of another branch.
<u>i</u> precedent	m) to approve using a favorable vote in the legislature

HOW A BILL BECOMES A LAW QUESTION:

Which of these statements can be inferred by the information provided in this presentation of “how a bill becomes a law”?

- b. The system provides many opportunities to insure that a bill is well considered and “fine tuned” before it becomes a law.

THE ELECTORAL COLLEGE QUESTION

From the above information, it can be concluded that:

- c) the president is elected by representatives of the people.

THE JOURNEY OF LEWIS AND CLARK QUESTION

Read the paragraph and study the map above. From this information, you can infer that:

- d) all of the above

WRITING ASSIGNMENT:

Answers will vary.

THE MONROE DOCTRINE QUESTION

The main idea expressed in the Monroe Doctrine was that the United States

- a) would have a policy of not getting involved in the affairs of other nations.

WRITING ASSIGNMENT:

Answers will vary.

## **GED Social Studies**

### **Focus Sheet: Lesson 7**

- FOCUS:**
- War of 1812
  - Nationalism
  - Monroe Doctrine
  - Foreign Policy: Isolationism
  - Economics and Growth:
    - ◊ Gold in California
    - ◊ Industrialism in North
    - ◊ Slavery and plantation system in south
  - Causes of the Civil War: Sectionalism and Slavery
  - Conflict, Compromise and Secession
  - North vs. South: the war begins
- SKILLS:**
- Recognize political philosophies and policies, match to outcomes
  - Identify significance of historical events (such as War of 1812) as a symbol of a pivotal point in an era
  - Give supporting reasons for action (example: Monroe Doctrine)
  - Understand integration of history, government, geography, economics and psychology or sociology
  - Identify conflict, identify main issues: conflict causes and results
- MATERIALS:**
- Growing Nationalism Worksheet (Lesson 6)
  - Civil War Worksheet (Accomplishments and Challenges)
- SCANS Standards:**
- Workplace Skills  
Systems: C15  
Interpersonal: C9, C12, C13  
Information: C5, C7
  - Foundation Skills  
Basic Skills: F1, F2, F5, F6  
Thinking Skills: F7 - F11
- SITE FACILITATOR TASKS:**
- Encourage students to participate in group discussions, team activities and writing assignments



GED Social Studies  
Worksheet: Pre-Civil War  
Lesson 7

FOCUS: ACCOMPLISHMENT AND CHALLENGES OF A NEW NATION

AGE OF INVENTION TIMELINE: 1820-1850

Put these events in chronological order

- \_\_\_\_\_ 1837: John Deere Patents steel plow
- \_\_\_\_\_ 1845: Famine in Ireland
- \_\_\_\_\_ 1831: Nat Turner's Rebellion
- \_\_\_\_\_ 1839: Charles Goodyear patents vulcanized rubber
- \_\_\_\_\_ 1848: Revolution in Europe
- \_\_\_\_\_ 1844: Samuel Morse invents the telegraph
- \_\_\_\_\_ 1843: Cyrus McCormick patents reaper
- \_\_\_\_\_ 1846: Elias Howe invents the sewing machine

THE COTTON KINGDOM:

The late 1700's was a time when many southerners were struggling financially. Soil exhaustion had lowered farm yields and the markets for the traditional cash crops of the south had become unstable. However, cotton was in high demand. The spinning and weaving machines of the cotton mills in England and the northern United States had revolutionized the textile industry, and factories needed ever increasing amounts of raw materials. Unfortunately, supply was limited by the fact that the long-fiber cotton would only grow in coastal areas, and it was very time consuming to clean the seeds out of the short-fiber cotton that grew inland.

All that changed in 1793 when Eli Whitney invented the Cotton Gin, a machine that could quickly clean the seeds out of the cotton. The Cotton Gin changed the south in three ways. First, because cotton was so profitable, the south quickly became the only cash crop of the southern economy. Second, because cotton could now be grown anywhere in the south, not just on the coast, vast numbers of people migrated westward searching for new lands on which to grow cotton. These states became known as the Cotton Kingdom. Third, the cotton plantations needed huge numbers of workers, strengthening the system of slavery more than ever. In fact, thousands of surplus slaves were herded in "gangs" from Virginia, where slavery was increasingly less

important, to the Lower South, where they supplied the labor needed for the expanding cotton plantations.

QUESTION:

According to the above passage, the Cotton Kingdom was the result of:

- a) the industrial revolution in England and the northern states.
- b) the need to find employment for surplus slaves
- c) soil exhaustion in the southern states
- d) the invention of the Cotton Gin
- e) a and d

### TRAIL OF TEARS

In 1830, Congress passes the Indian Removal Act, a highly controversial bill that provided the funds to buy land from Indians living in areas that had opened up to white settlement. The idea was to move Indians from fertile land in the east to dry arid land in Oklahoma. However, the law caused great hardship and injustice for the Indians in several ways.

First, many white speculators swindled the land rights from Indians before the relocation actually took place. Later, they sold land to the government, pocketing the proceeds and many Indians were forced to leave their homes with nothing but their clothes. With no food or shelter, many died along the way. On one trek, about one-quarter of the Cherokees died from starvation, hardship and disease. The harsh journey west came to be known as the Trail of Tears. Those tribes who resisted, such as the Blackfoot, were put down by the militia. The Seminole War lasted three years.

Tragically, the Indian Removal Act only solved the Indian “problem” temporarily. At first, the American government was content to allow the Indians to live in peace on the plains, known as the “Great American Desert.” However, by the 1850’s, white settlers reported that the plains were good for ranching, farming and mining. Soon, white settlers moved onto the prairie in waves, a trend that was intensified by the arrival of the railroad.

In 1851, the Indians agreed to a new government treaty which guaranteed they would continue to control the plains on the condition that they allowed settlers safe passage through their territory and confined hunting to specific areas. This was called the policy of concentration. The aim of this treaty was to limit conflict between Indians & settlers. In part, this treaty failed because the Indians followed the buffalo herds, which did not remain within the specified hunting areas. In addition, the discovery of gold in Colorado triggered a wave of prospectors who had no regard for Indian land rights. Within 10 years, miners were claiming land that had been given to Indians forever.

In 1864, all hopes for reaching an agreement were destroyed after the Massacre of Sand Creek. Chief Black Kettle of the Cheyenne had agreed to an

armistice with the American government. However, no one told the Colorado militia of the settlement. One November dawn, 1000 troops attacked a sleeping Cheyenne village and killed 450 men, women and children, although the camp had been flying both an American flag and the white flag of peace.

The United States had similar problems with the Sioux and other plains Indians. Finally, the government abandoned the policy of concentration and began to establish reservations. These were small, well-defined areas of land, usually of the poorest quality, that were to be supervised by federal officials. Although some Indians agreed to move to the reservations, many continued to fight for their way of life and against the settlers who had consistently lied to them. In the end, the Indians were forced to comply, since the US government could wage a long-term battle while the Indians could not. One tactic used by the government was to encourage the slaughter of the buffalo, which was the Indians' main source of food and supplies.

By 1890, thousands of Indians had died in battles to keep their lands, while thousands more had died from starvation and exposure. Although the United States had promised to send food to the reservations, much of it was embezzled by government workers.

The final attack on the Indians' way of life was the Dawes Act. Its purpose was to force Indians to be "Americanized," or adopt the ways of white society, by undercutting the tribal ties. The reservations were carved up into small parcels that were given to families with the idea that the Indians would support themselves by farming. Indians who accepted the plan would become American citizens. However, the Indians were not given the training or the tools to succeed as farmers, and many sold their lands at a fraction of their value. Others refused the offer and remained on the reservations as dependents of the government.

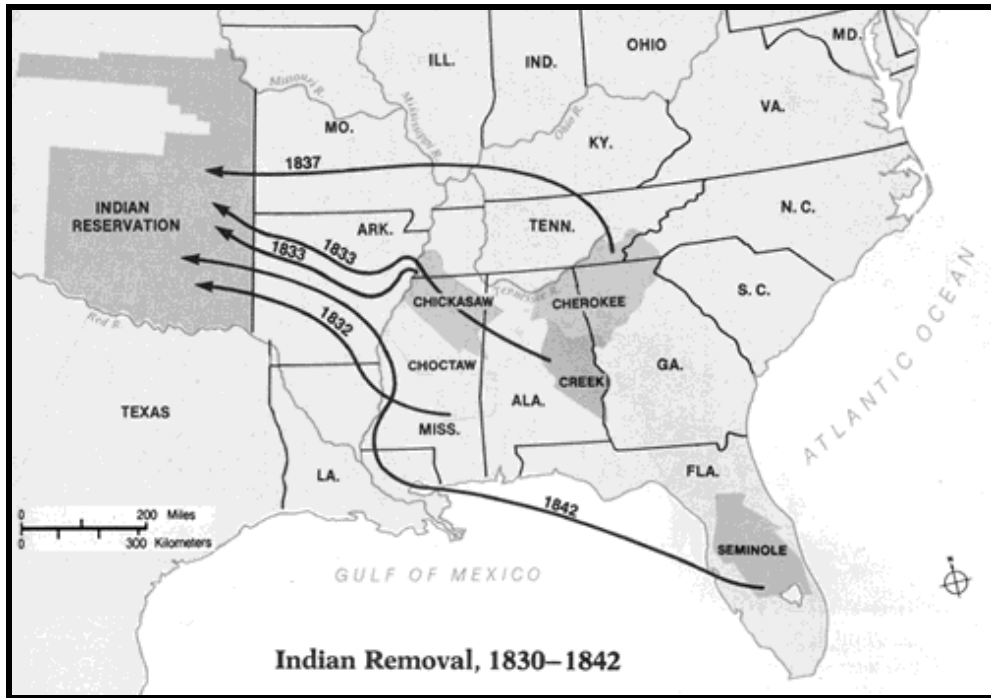
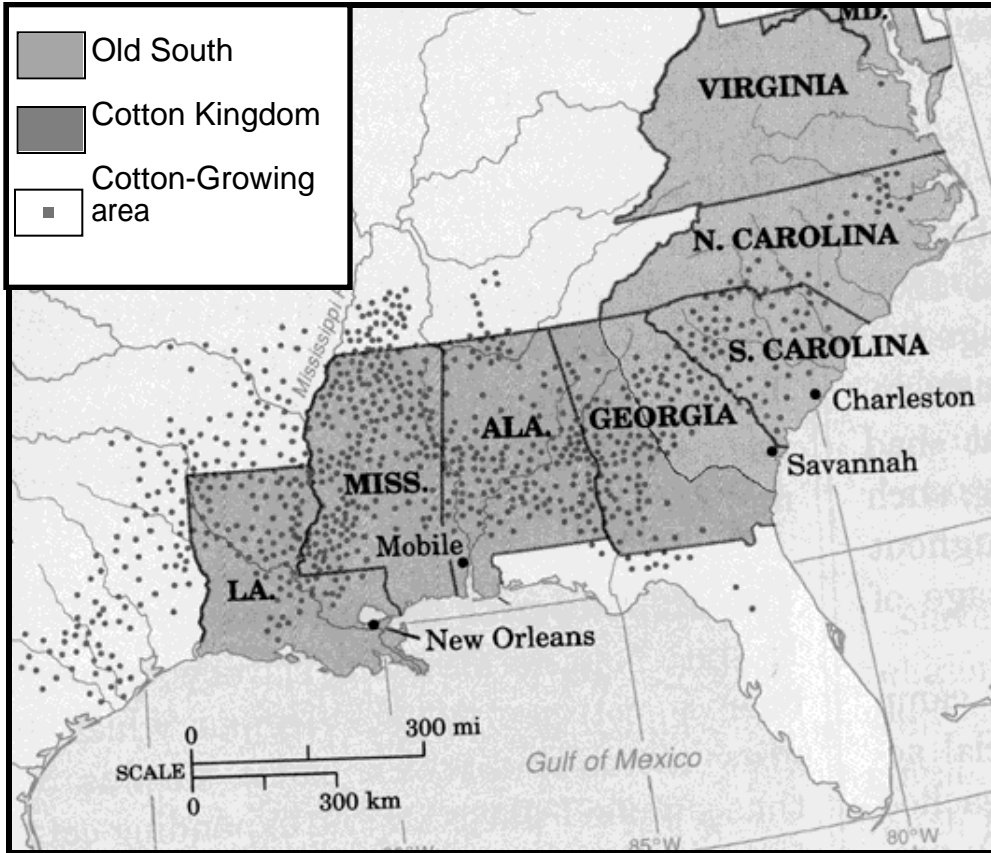
**QUESTION:**

What is the suggested reason for the failure of the policy of concentration?

- a) Troops massacred a Cheyenne village in Colorado.
- b) Indians needed to be Americanized in order to get along with settlers.
- c) White hunters killed all the buffalo.
- d) The Indians followed the buffalo herds out of their specified hunting grounds.

**MAP ANALYSIS:**

The historian Robert Remini wrote that the Indian Removal Act was "...harsh, arrogant, racist ---and inevitable." Examine the two maps below and compare the growth of the Cotton Kingdom to the location of the Chickasaw, Choctaw and Cherokee lands. Do you agree with Remini that the relocation of the Indians was inevitable? Give reasons for your opinion.



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GED Social Studies  
Worksheet: Pre-Civil War  
Lesson 7 – Key

FOCUS: ACCOMPLISHMENT AND CHALLENGES OF A NEW NATION

AGE OF INVENTION TIMELINE: 1820-1850

Put these events in chronological order

<u>2</u>	1837: John Deere Patents steel plow
<u>6</u>	1845: Famine in Ireland
<u>1</u>	1831: Nat Turner's Rebellion
<u>3</u>	1839: Charles Goodyear patents vulcanized rubber
<u>8</u>	1848: Revolution in Europe
<u>5</u>	1844: Samuel Morse invents the telegraph
<u>4</u>	1843: Cyrus McCormick patents reaper
<u>7</u>	1846: Elias Howe invents the sewing machine

THE COTTON KINGDOM:

According to the above passage, the Cotton Kingdom was the result of:

**a) a and d**

TRAIL OF TEARS

What is the suggested reason for the failure of the policy of concentration?

**d) The Indians followed the buffalo herds out of their specified hunting grounds.**

MAP ANALYSIS:

**Answers will vary**

## **GED Social Studies**

### **Focus Sheet: Lesson 8**

- FOCUS:**
- The Civil War: 1861 - 1865
    - ◊ Key events and major battles
    - ◊ Main effects: personal, political and economic
    - ◊ Influencing factors
  - Emancipation Proclamation
  - Gettysburg Address
- SKILLS:**
- Put events in order (sequencing)
  - Identify main ideas from integrated information and categorize
  - Apply knowledge of history to skill of cause and effect
  - Interpret written material and summarize
  - Analyze information from a map
- MATERIALS:**
- Contemporary's GED Social Studies  
Chapter 3: Analyzing Social Studies, pp. 75 - 98
  - Gettysburg Address Handout
  - Pre-Civil War Worksheet (Accomplishments and Challenges – Lesson 7)
- SCANS Standards:**
- Workplace Competencies  
Information: C5, C6, C7  
Systems: C15
  - Foundation Skills  
Basic skills: F1 – F5  
Thinking Skills: F7 – F10, F12
- SITE FACILITATOR TASKS:**
- Help students correct assignments with answer key in text and discuss the results, help students assess their progress and suggest study strategies

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## **GED Social Studies**

### **Handout: Gettysburg Address**

### **Lesson 8**

FOCUS: THE GETTYSBURG ADDRESS

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract.

The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

President Abraham Lincoln  
November 19, 1863,  
Gettysburg, Pennsylvania

QUESTION:

The main idea of the Gettysburg address was:

- a) The purpose of the Civil War was to uphold the ideals of a one nation under God with liberty for all.
- b) The Civil War was costing the lives of many American soldiers.
- c) To give up fighting would mean all who had died would have died for nothing.
- d) If the north lost the Civil War, there would be no more democracy on the earth.

WRITING ASSIGNMENT:

Make a list of pros and cons for the Civil War from the point of view of the northern states. Now make a second list of pros and cons for the Civil War from the point of view of the southern states. Choose one side and write a short opinion essay to explain why your side should enter the war



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## GED Social Studies: Pre-Civil War Worksheet Answer Key - Lesson 8

FOCUS: THE GETTYSBURG ADDRESS

### GETTYSBURG ADDRESS QUESTION

The main idea of the Gettysburg address was:

- a) The purpose of the Civil War was to uphold the ideals of a one nation under God with liberty for all.

### WRITING ASSIGNMENT

Answers will vary.

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## **GED Social Studies Focus Sheet: Lesson 9**

- FOCUS:**
- End of the Civil War: Lee surrenders at Appomattox
  - Assassination of Lincoln
  - Legislation:
    - ◊ impeachment
    - ◊ 14 & 15 Amendments to Constitution
  - Results of the War
- SKILLS:**
- Evaluate cause & effect
    - ◊ application of historical events to outcomes
    - ◊ impact of technology on society
  - Recognize integration of elements of history, government, economy & culture
  - Interpretation of information and inference
- MATERIALS:**
- Contemporary's GED: Social Studies - continue Lesson 8 assignment
  - Civil War and Industrial Revolution Worksheet
- SCANS STANDARDS:**
- Workplace Competencies:  
Information: C5, C6, C7
  - Foundation Skills: F1, F2, F3, F4, F5  
Basic Skills: F1, F2, F3, F4, F5  
Thinking skills: F7 – F12
- SITE FACILITATOR TASKS:**
- Encourage students' participation on air , during class and in additional study

## **GED Social Studies**

### **Worksheet: The Civil War**

### **Lesson 9**

#### THE CIVIL WAR: CAUSE AND EFFECT

Decide if an item in the “Causes” column was an immediate cause (IC) of the Civil War or if it was long-term (LT) problem that led to the War. Do the same for the items listed in the “Effects” column.

	<u>CAUSES</u>		<u>EFFECTS</u>
	Election of Lincoln		Boom of industry
	Economic differences between the North and South		Devastation of Southern economy
	Conflict over slavery in the territories		Abolition of slavery
	Firing on Fort Sumter		Nation reunited
	Congress fails to reach compromise		Federal authority dominates United States
	Secession of the southern states		Reconstruction of the South

#### CIVIL WAR LETTER

The passage below is a transcription of letters written by a civil war soldier to his family. This soldier had only received an elementary school education and his letter is full of mistakes. Rewrite the passage, correcting his spelling and grammar errors.

Dear Parents and Sister Barbara

...I am in Fort Porter in Berigs one the best name is to call it Pig Pen and we are locked Just like Prisoners. and I would like to have you all come out and see me because I cant get no chance to get out and I

want some little things fore use what a Soldier uses we cant get it  
ourselves. bring me something to Eat. I can not eat this slopp we get to  
Eat

I Remain your Truly Son

Felix Voltz

Read the following letter, from Felix’s brother John to a third brother. Answer the question that follows.

Dear Brother

...there is no use crying after spilt milk let him [Felix] go ahead he will come to his journeys end after a while he will regret the day that he went into the army or if as I have done since I am I have cursed the day that I enlisted for what benefit will I ever drive from being a Soldier. the common Soldier will not reap the Harvest of the Victories but it is some other men that will gain all the Praise Honor and Wealth. ...I do wish that Sister Bar bury had not given him a mouthful of anything to eat He will before he gets through be dam glad to get such Slop as he speaks of in his letter that He gets out at the Barracks I have seen the times that I would give \$1.00 for a Hard Tack...

Good Day Yours Respectfully &c &c

Dear Brother

Jno S. Voltz

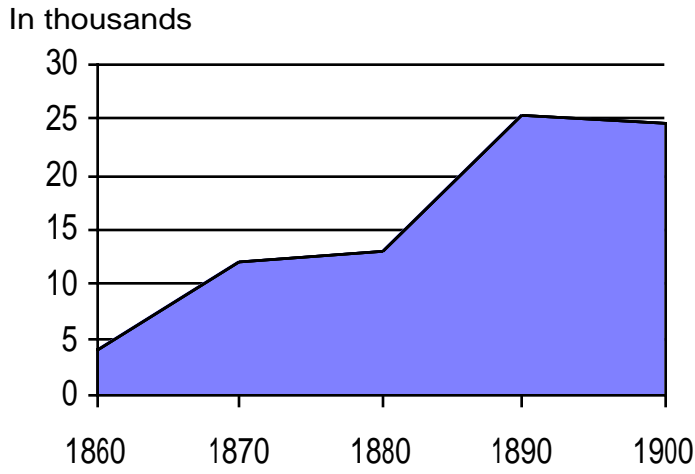
From the above letters, you can infer that

- a) The Union army took good care of their soldiers.
- b) Many who volunteered for the army had unrealistic expectations about war.
- c) Officers were not fed well.
- d) All who fought expected an equal share in the “Harvest of the Victories.”

#### GROWTH FACTORS FOLLOWING THE CIVIL WAR

In the years following the Civil War, the United States experienced an era of high economic growth and great social changes. The economic growth was spearheaded by the iron and steel industries, the use of steam and electrical power and by unprecedented advances in science and innovation. The American economic system encouraged innovation. Anyone who invented something could patent their idea, which meant they had the exclusive right

to develop and sell it. The graph below shows the number of patents registered in the United States between the years of 1860 and 1900.



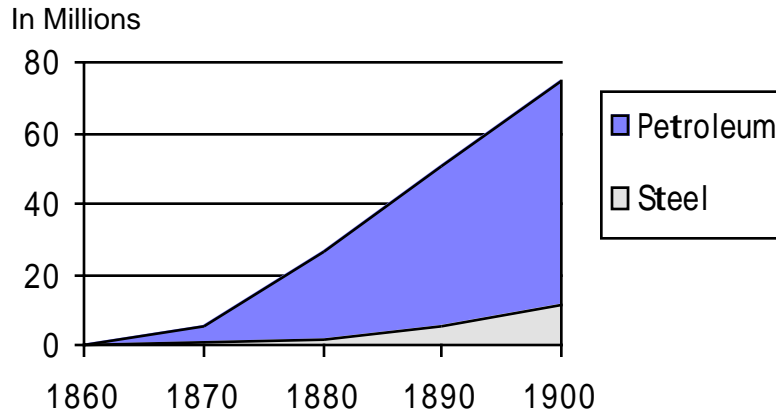
Patents Registered In The United States

QUESTION

Americans increased their economic productivity twelve-fold during the second half of the 19th Century, and much of this was due to innovation. From the chart above, infer which decade experienced the highest rate of growth.

- a) 1860-1870
- b) 1870-1880
- c) 1880-1890
- d) 1890-1900

Two of the most important inventions of the late 19th century were petroleum and affordable steel. Initially, oil was used primarily for oil lamps and for lubricating machinery, but by the late 1800's, the internal combustion engine, which burns petroleum, was being used to power industry. Steel was used to build ships, trains and miles of train tracks. The miles of track in the United States increased from 35,000 in 1860 to 193,000 miles in 1900. The chart to the right shows the production of oil and steel in the United States.



Steel and Petroleum Production

QUESTION

Which of the following statements can be inferred from the Steel and Petroleum Production

- a) Farmers discovered petroleum in 1860.
- b) Petroleum production increased at a much faster rate than steel production in the late 1800's.

- c) Petroleum production was the fastest growing American industry in the late 1800's.
- d) The steel industry was the backbone of the American economy in the late 1800's.

WRITING ASSIGNMENT

Write a 5 paragraph opinion essay on why the railroads were important to industrial growth in the late 1900's.

## GED Social Studies Answer Key: Lesson 9 Worksheet: Civil War

### The Civil War: Cause and Effect

	<u>CAUSES</u>		<u>EFFECTS</u>
IC	Election of Lincoln	LTE	Boom of industry
LTC	Economic differences between the North and South	IE	Devastation of Southern economy
LTC	Conflict over slavery in the territories	IE	Abolition of slavery
IC	Firing on Fort Sumter	IE	Nation reunited
LTC	Congress fails to reach compromise	LTE	Federal authority dominates United States
IC	Secession of the southern states	IE	Reconstruction of the South

#### CIVIL WAR LETTER

NB The original text is crossed out and corrections are underlined.

Dear ~~P~~Parents and ~~S~~Sister Barbara

...I am in Fort Porter in ~~barracks Berigs, one t~~barracks Berigs, one tThe best name ~~is~~is to call it is Pig Pen and we are locked ~~j~~just like Prisoners. ~~and~~and I would like to have you all come out and see me, because I ~~cant get no~~can't get no ~~don't have~~don't have a chance to get out, ~~and~~and I want some little things ~~fore use what that~~for use what that a ~~S~~Soldier uses ~~and he~~and he can't get. ~~it ourselves.~~it ourselves. ~~b~~bring me something to ~~E~~Eat. I can not eat this ~~stopp-slop~~stopp-slop we get to ~~E~~Eat.

I ~~R~~Remain yours ~~T~~Truly, your ~~S~~Son,

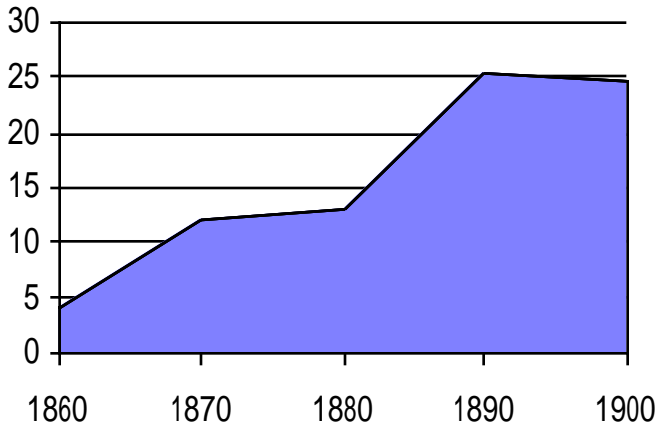
Felix Voltz

From the above letters, you can infer that

- b) Many who volunteered for the army had unrealistic expectations about war.

GROWTH FACTORS FOLLOWING THE CIVIL WAR

In thousands



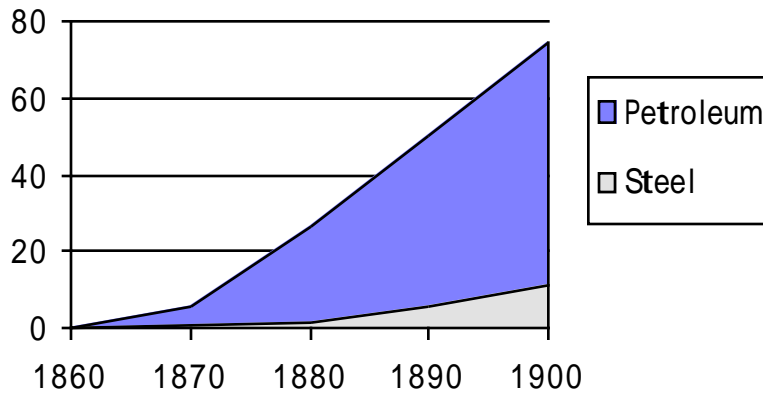
QUESTION

Americans increased their economic productivity twelve-fold during the second half of the 19th Century, and much of this was due to innovation. From the chart above, infer which decade experienced the highest rate of growth.

- c) 1880-1890

Patents Registered In The United States

In Millions



Steel and Petroleum Production

QUESTION

Which of the following statements can be inferred from the Steel and Petroleum Production

- b) Petroleum production increased at a much faster rate than steel production in the late 1800's.



## **GED Social Studies**

### **Focus Sheet: Lesson 10**

- FOCUS:**
- Reconstruction:
    - ◊ Carpetbaggers and scalawags
    - ◊ Rebuilding and healing
  - Growth Factors following the Civil War
  - Industrial Revolution
    - ◊ Economic systems
    - ◊ Supply and demand
    - ◊ Growth of cities
  - Movement west
    - ◊ Trail of Tears (relocation of Indian Tribes)
  - Immigration from Europe
- SKILLS:**
- Evaluate cause and effect: the impact of technology on society
  - Recognize integration of elements of history, government, economy and culture
  - Identify major economic systems and current applications of each
  - Interpret information from political cartoons
  - Pros and Cons of industrialization
  - Identify main idea
  - Recognize relation of economic principles to events in history
- MATERIALS:**
- Contemporary's GED: Social Studies  
Chapter Review pp. 153 – 156  
Chapter 8: Production, Distribution and Consumption,  
pp. 217 - 230
  - Civil War and Industrial Revolution Worksheet (Lesson 9 )
- SCANS Standards:**
- Workplace Skills  
Information: C5 – C7  
Systems: C15, C16  
Technology: C18

- Foundation Skills  
Basic Skills: F1 – F 6  
Thinking Skills: F7 – F 12

SITE FACILITATOR TASKS:

- Provide opportunity for students to share a list of advantages and disadvantages, show interpretation of political cartoons and encourage the articulation of cause and effect factors

## **GED Social Studies**

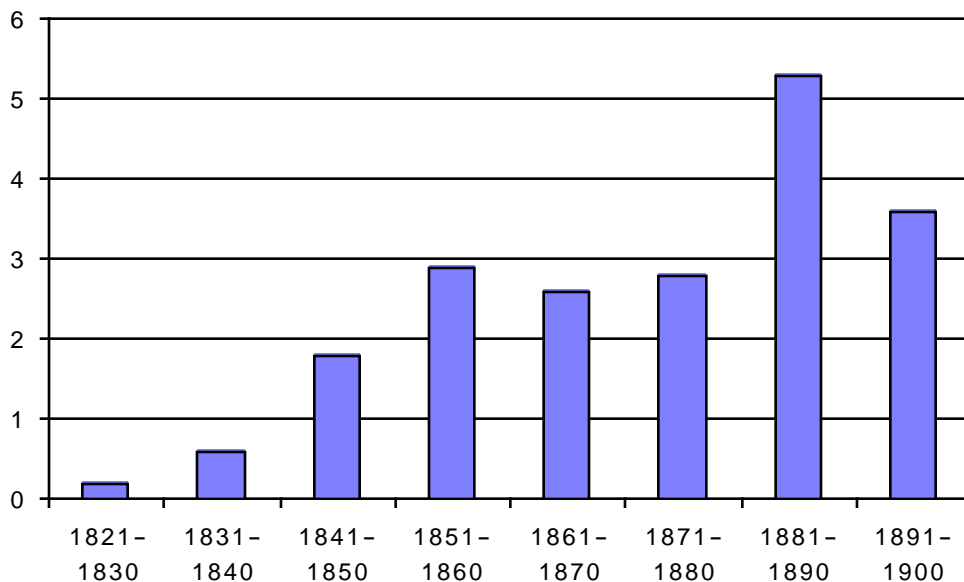
### **Focus Sheet: Lesson 11**

- FOCUS:** Immigration
- New Americans arrive from Europe
  - Ellis Island and Statue of Liberty (The Lady of the Lamp)
  - Personal look at immigrants: “Grandma’s Trunk”
  - Contributions of immigrants
- SKILLS:**
- Using information from a graph
  - Evaluating information for cause and effect: Why did so many immigrants come from Ireland and Germany at this time?
  - Using contextual clues
  - Writing from a prompt
  - Find inter-relation of historical events
- MATERIALS:**
- Worksheet: Social Changes
  - Contemporary’s GED: Social Studies Chapter 5: Time Continuity and Change, pp. 119 - 141
  - Worksheet: Social Changes
  - Handout: Grandma’s Trunk
- SCANS Standards:**
- Workplace Skills  
Resources: C1  
Information: C5, C7
  - Foundation Skills  
Basic Skills: F1 – F6  
Thinking Skills: F7 – F12  
Personal Qualities: F13, F 16
- SITE FACILITATOR TASKS:**
- Help students correct completed work and evaluate progress, update instructor

## GED Social Studies Worksheet Sheet: Social Changes Lesson 11

### CHANGING PATTERNS OF IMMIGRATION:

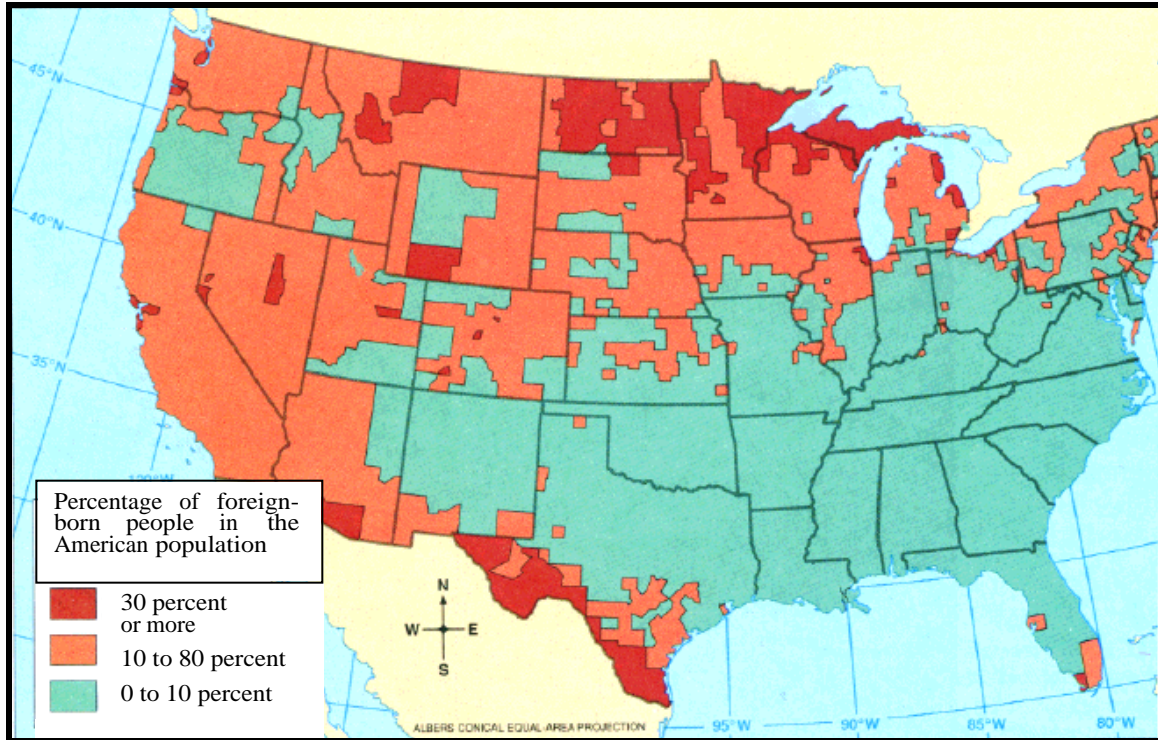
Immigration to the United States from 1821-1900



### Questions:

1. Look at the graph Immigration to the United States from 1821-1900. In which decade did the United States have the highest level of immigration?
2. Economists consider 4% a minimum rate of unemployment, caused by people moving from one type of job to another. During the last part of the 19th century (1880-1900), the United States experienced this low 4% rate of unemployment. Given this information and the information shown in the chart above, you can infer that the following
  - a) The American economy was stable.
  - b) The American economy was experiencing rapid growth.
  - c) The American economy had a hard time keeping up with the flow of immigrants.
  - d) High levels of immigrants stimulated the American economy.

WHERE DID IMMIGRANTS GO?



1. According to the above map, most immigrants settled
  - a) in the northern and western United States.
  - b) in the southern United States.
  - c) near the Mexican and Canadian borders.
  - d) near factories in the industrialized areas of the United States.
2. Many immigrants first worked as manual laborers and in other menial jobs. Why do you think so few immigrants choose to settle in the south? Write a short essay supporting your opinion.

## **GED Social Studies**

### **Worksheet Answer Key**

### **Lesson 11**

#### CHANGING PATTERNS OF IMMIGRATION QUESTION:

1. Look at the graph Immigration to the United States from 1821-1900. In which decade did the United States have the highest level of immigration?  
1881-1890
  
2. Economists consider 4% a minimum rate of unemployment, caused by people moving from one type of job to another. During the last part of the 19th century (1880-1900), the United States experienced this low 4% rate of unemployment. Given this information and the information shown in the chart above, you can infer that the following
  - b) The American economy was experiencing rapid growth.

#### WHERE DID IMMIGRANTS GO?

1. According to the above map, most immigrants settled
  - a) in the northern and western United States.
  
2. Many immigrants first worked as manual laborers and in other menial jobs. Why do you think so few immigrants choose to settle in the south? Write a short essay supporting your opinion.

Answers will vary.

## **Handout: Grandma's Trunk**

### **A Look at Immigration in 1900**

#### **Lesson 11**

The late 1800's and early 1900's brought thousands of immigrants to the United States. Most of them entered through Ellis Island in New York harbor. Many of these newcomers arrived in America with only what could fit in a trunk and a couple of suitcases. The contents of those trunks represented the ties that immigrants held to their homelands and families left behind, as well as the hope for the future in their new home.

In many peoples' homes today you might find such a trunk passed down for several generations and stored in a basement or attic. The contents of one of these trunks might tell a story of the journey it witnessed and the lives it touched in the early years of the 20th Century.

Let's take a look inside just such a trunk. It made its journey to the United States in 1890 and traveled across the continent by rail to the wheat farming country of the far west. The compartments in the top tray contained items of a useful and a personal nature. Among them were tintypes, the predecessors of photographs, which provided some connection with loved ones overseas.

One might also find small keepsakes, some as fragile as china, which managed to survive a long sea voyage and a trans-continental rail & wagon trip. This piece of glassware may have belonged to the family back in the "old country". Sometimes it was a favorite teacup or a piece of family silver, often the only valuables they had were sold for cash to survive.

In working class and farming families most purchases were practical and any special occasion clothing was saved, worn by others or given practical wear. Although the Industrial Age brought the increase of machine fabricated items, many people made clothes at home by hand or on a treadle machine. Women wore layers of petticoats and undergarments, usually with corsets. The outfits shown here were made for special occasions.

The 2-piece wedding suit was worn by a bride in 1890. It was a country wedding and the dove colored riding outfit would serve the new bride well.

The white dress made from delicate lawn or voile and hand tucked, was worn as a high school graduation dress in 1910 by the daughter of this immigrant. This elegant jet black beaded vest came a little later as the farming family was well established, the house was built, the children raised and a few dollars were available for luxuries. The little pair of shoes were once worn by a brother long since grown and gone. The ladies shoes required a special hook to button them.

Even the most practical items could be works of art. The creation of a quilt was a form of self expression and needle artistry as well an opportunity for socializing with other women. This "Drunkard's Path" quilt design has been quilted with the tiny stitches characteristic of a hundred years ago. It was made by the elder sister of our trunk's owner. If you look closely you will see that the pattern repeat is not perfect, which was very likely done by design. Quilters often stitched an error into an otherwise perfect quilt pattern because nothing in this world is without error and all "fall short of the glory of God".

Besides the practical items, apparel and memorabilia; the immigrant also would have brought important papers or documents. These birth and marriage certificates were written in the language of their country of origin and serve as reminders of the roots of each family. Generally, these papers were highly decorated and written in a flowing script.

As the years progressed, the immigrant families had put down new roots and established their homes in this new country. In the back compartment of the top tray we find the drawings and receipts for the construction of the homestead's farmhouse. The materials cost about \$800 at the turn of the century. Along with this came the acquisition of furnishings like this settee and chair from the parlor of our trunk's owner. Before the advent of electric light, their home was lit by these kerosene lamps.

Assignment:

The story of a family can be told from the contents of a "Grandma's Trunk". What stories do the contents of this trunk bring to mind?

Write a story of the owner of this trunk and its travels or tell a story from your family's history. Send a copy to Nina!



## **GED Social Studies**

### **Focus Sheet: Lesson 12**

- FOCUS:**
- History
    - ◊ Labor Organization: response to Industrial Revolution (unions)
    - ◊ Social Reform
      - Economics -
        - ◊ Federal Reserve System
      - Impact of technology on society: pro and con
      - Industrial Revolution
  - Reform Movement: Society and Legislative response
- SKILLS:**
- Use information from a graph
  - Evaluate cause and effect: the impact of technology on society
  - Recognize integration of elements of history, government, economy and culture
  - Identify major economic systems and current applications of each
  - Geography: reading and interpreting information from a political and migration map
  - Using graphs
  - Identify cause and effect relationship
  - Apply knowledge to GED style questions
  - Recognize trends in history that continue today and had roots in early 20th Century
- MATERIALS:**
- Contemporary's GED: Social Studies
  - The role of government and the Economy pp. 231 – 251
  - Worksheets: Industrial Revolution and Social Changes (Lesson 9)
- SCANS Standards:**
- Workplace Skills  
Information: C5 – C7  
Systems: C15 – C17
  - Foundation Skills: F1 – F6  
Basic Skills: F1 – F6  
Thinking Skills: F7 - F12

**SITE FACILITATOR TASKS:**

- **Provide support materials from text and assistance during class study outside broadcast time**

## **GED Social Studies**

### **Focus Sheet: Lesson 13**

- FOCUS:**
- History
    - ◊ Spanish American War
    - ◊ Events leading to World War I
  - Political Science:
    - ◊ Isolationism vs. Imperialism
    - ◊ Teddy Roosevelt's administration
- SKILLS:**
- Identify "key" words and vocabulary
  - Recognize main reasons for altered political view of non-involvement foreign policy
  - List and evaluate causes of World War I
  - Use test taking skills: multiple choice and process of elimination
- MATERIALS:**
- Contemporary's GED: Social Studies Chapter 4: Evaluating Social Studies Materials: pp. 99 - 115
  - Worksheet: World War I
- SCANS STANDARDS:**
- Workplace Skills
    - Information: C5 – C7
    - Systems: C15 – C16
  - Foundation Skills
    - Basic Skills: F1 – F6
    - Thinking Skills: F7 – F 12
- SITE FACILITATOR TASKS:**
- Provide support materials from text and assistance during class study outside broadcast time

## **GED Social Studies**

### **Worksheet: Suffrage and World War I**

### **Lesson 13**

VOCABULARY:

- |                         |   |
|-------------------------|---|
| _____ enfranchise       | a) National policy of avoiding political or economic relations with other countries |
| _____ suffrage          | b) An agreement between two governments for cooperative action                      |
| _____ isolationism      | c) To add territory to an existing nation   |
| _____ foreign policy    | d) A policy of ruling over extensive lands and colonies                             |
| _____ annexation        | e) To give the rights of citizenship, especially the right to vote                  |
| _____ domestic          | f) A political unit made up of several nations that is governed by a supreme ruler  |
| _____ imperialism       | g) Diplomacy based on intimidation by threat or use of military action              |
| _____ empire            | h) The right to vote  |
| _____ gunboat diplomacy | i) Relating to a country's internal affairs   |
| _____ entente           | j) A nation's policy on how to interact with other nations                          |

TIMELINE OF EVENTS LEADING TO THE 19TH AMENDMENT TO THE CONSTITUTION

On August 26, 1920, the Nineteenth Amendment was adopted and the women of the United States were finally enfranchised, which meant they were given full rights of citizenship, including the right to vote. The amendment was the result of almost a century of pressure from women activists. Arrange the events on the following page in chronological order.

TIMELINE (CON'T)

1866	Elizabeth Stanton tests women's constitutional right to hold public office by running for Congress. She receives 24 of 12,000 votes cast.
1916	Jeannette Rankin, a Republican from Montana, is elected to the House of Representatives and becomes the first woman to serve in Congress.
1872-1873	Susan B. Anthony is arrested for voting. At her trial the judge does not allow her to testify on her own behalf, dismisses the jury, rules her guilty, and fines her \$100. She refuses to pay.
1920	Henry Burn casts the deciding vote that makes Tennessee the thirty-sixth, and final state, to ratify the Nineteenth Amendment.
1840	The World's Anti-Slavery Convention is held in London, England. When the women delegates from the United States are not allowed to participate, Lucretia Mott and Elizabeth Cady Stanton determine to have a women's rights convention when they return home. It is called in 1848.
1874	The Supreme Court decides that citizenship does not give women the right to vote and that women's political rights are under the jurisdiction of each individual state.
1919	The Nineteenth Amendment to the Constitution granting women the vote is adopted by a joint resolution of Congress and sent to the states for ratification. New York and twenty-one other states ratify the Nineteenth Amendment.
1911	National Association Opposed to Women's Suffrage is founded.
1917	Members of the National Women's Party picket the White House. Alice Paul and ninety-six other suffragists are arrested and jailed for "obstructing traffic." When they go on a hunger strike to protest their arrest and treatment, they are force-fed.
1868	The 14th amendment to the U. S. Constitution is adopted. The amendment grants suffrage to former male African-American slaves, but not to women. For the first time, voting rights were explicitly restricted to "males." This divides the women's suffrage movement.
1918	House of Representatives passes a resolution in favor of a women's suffrage amendment to the Constitution. The resolution is defeated by the Senate.

WOMEN'S SUFFRAGE:

<u>YEAR FULL SUFFRAGE GRANTED</u>		<u>YEAR FULL SUFFRAGE GRANTED</u>	
Wyoming	1869	Kansas	1912
Colorado	1893	Nevada	1914
Idaho	1896	Montana	1914
Utah	1896	New York	1917
Washington	1910	South Dakota	1918
California	1911	Oklahoma	1918
Oregon	1912	Michigan	1918
Arizona	1912		

QUESTIONS:

- Study the above table. Compare the states that gave women full suffrage before the passage of the 14th Amendment, with the location of those states. Which of the following best describes the geographic location of the states?
  - Women's suffrage was most accepted in the northern United States.
  - Women's suffrage was most accepted in the eastern United States.
  - Women's suffrage was most accepted in the southern United States.
  - Women's suffrage was most accepted in the western United States.
- Why do you think that most of states that gave full suffrage to women before the 19th amendment was ratified were in the western part of the country?
- Alabama, Georgia, North and South Carolina, Virginia, West Virginia, Maryland and Pennsylvania did not grant women even partial suffrage until 1920, when the 19th amendment was ratified. Do you think there is a connection between this and the fact that most of these states were former slave states?
- Write a short essay explaining your opinion on either question 2 or 3.

WORLD WAR I

At first glance, it appears that Europe stumbled into World War I over the assassination of the Archduke Ferdinand, heir to the Austro-Hungarian Empire. However, there were other factors that had contributed to the outbreak of war, many of which had been undercurrents in European politics for almost a century. These included rising nationalism, imperial competition, and a fear of war that led to military alliances and an arms race.

Nationalism was a strong force in 19th century Europe, leading to the unification of Italy and Germany, and causing resentment in France over the loss of Alsace-Lorraine to Germany after the Franco-Prussian War. In addition, Austria-Hungary struggled with rising nationalism among the various ethnic groups that populated the Balkans.

Imperialism caused further division between European powers. Britain, France and Germany competed for overseas colonies that they saw as markets for their industrial products, while Russia and Austria-Hungary considered carving up the crumbling Ottoman Empire.

A fear of war had led to a series of military conflicting alliances. In 1882, a Triple Alliance had been created between Germany, Italy and Austria-Hungary. By 1910, Britain, France and Russia had formed the Triple Entente, or understanding, in part out of fear of the growing military in Germany. Between 1870 and 1914, France and Germany doubled the size of their standing army, while Britain and Germany significantly increased the size of their navies. In the end, Europe was divided into two armed camps poised for war. All that was needed was a match to light the fuse, and the assassination of the Archduke was just that. Austria-Hungary declared war on Serbia with the full backing of Germany. Russia immediately sent troops to defend Serbia. Germany responded by declaring war first on Russia, and then on France. When the Germans invaded Belgium, a neutral nation, to attack France, prompting Britain to declare war on Germany. World War I had begun.

QUESTION:

According to the above passage, World War I was caused by

- a) an accidental sliding into war.
- b) an arms race.
- c) the assassination of the Archduke Ferdinand.
- d) nationalism and a fear of war.
- e) the military alliances that divided Europe into two armed camps.

WRITING ASSIGNMENT (OPTIONAL):

British historian C. V. Wedgwood wrote:

“The war solved no problems. Its effects, both immediate and indirect, were either negative or disastrous. Morally subversive, economically destructive, socially degrading, confused in its causes, devious in its course, futile in its result, it is the outstanding example in European history of meaningless conflict.”

Wedgwood was writing of a different war but many believe his statement is a good summary of World War I. Based on what you have learned in class and from your reading, do you agree or disagree? Write a brief essay supporting your opinion.

## GED Social Studies

### Suffrage and World War I Answer Key

### Lesson 13

VOCABULARY:

- |   |   |
|---|---|
| <p>e    enfranchise</p> <p>h    suffrage</p> <p>a    isolationism</p> <p>j    foreign policy</p> <p>c    annexation</p> <p>i    domestic</p> <p>d    imperialism</p> <p>f    empire</p> <p>g    gunboat diplomacy</p> <p>b    entente</p> | <p>a) National policy of avoiding political or economic relations with other countries</p> <p>b) An agreement between two governments for cooperative action</p> <p>c) To add territory to an existing nation</p> <p>d) A policy of ruling over extensive lands and colonies</p> <p>e) To give the rights of citizenship, especially the right to vote</p> <p>f) A political unit made up of several nations that is governed by a supreme ruler</p> <p>g) Diplomacy based on intimidation by threat or use of military action</p> <p>h) The right to vote</p> <p>i) Relating to a country's internal affairs</p> <p>j) A nation's policy on how to interact with other nations</p> |
|---|---|

TIMELINE OF EVENTS LEADING TO THE 19TH AMENDMENT TO THE CONSTITUTION

1840	The World's Anti-Slavery Convention is held in London, England. When the women delegates from the United States are not allowed to participate, Lucretia Mott and Elizabeth Cady Stanton determine to have a women's rights convention when they return home. It is called in 1848.
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1916	Jeannette Rankin, a Republican from Montana, is elected to the House of Representatives and becomes the first woman to serve in Congress.
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1918	House of Representatives passes a resolution in favor of a women's suffrage amendment to the Constitution. The resolution is defeated by the Senate.
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1920	Henry Burn casts the deciding vote that makes Tennessee the thirty-sixth, and final state, to ratify the Nineteenth Amendment.

WOMEN'S SUFFRAGE QUESTIONS:

- Study the above table. Compare the states that gave women full suffrage before the passage of the 14th Amendment, with the location of those states. Which of the following best describes the geographic location of the states?
  - Women's suffrage was most accepted in the western United States.
- Why do you think that most of states that gave full suffrage to women before the 19th amendment was ratified were in the western part of the country?
 

Answers will vary, but might include something about the economic role of women in pioneering areas.
- Alabama, Georgia, North and South Carolina, Virginia, West Virginia, Maryland and Pennsylvania did not grant women even partial suffrage until 1920, when the 19th amendment was ratified. Do you think there is a connection between this and the fact that most of these states were former slave states?
 

Answers will vary, but might include something about the early association between the suffrage and abolitionist movements.

WORLD WAR I QUESTION:

According to the above passage, World War I was caused by

- nationalism and a fear of war.

## **GED Social Studies Focus Sheet: Lesson 14**

- FOCUS:**
- History: Major Events and Results of World War I
  - Behavioral Sciences: Class stratification
- SKILLS:**
- Sequence events in logical order
  - Apply principles of Behavioral Science to several eras in history
  - Cause and effect
  - Summarize
- MATERIALS:**
- Contemporary's GED: Social Studies Chapter 9, Science, Technology and Society, pp. 253 - 282
  - Worksheet: World War I (Lesson 13)
- SCANS Standards:**
- Workplace Competencies  
Resources: C1, C4  
Information: C5, C7  
Systems: C15, C16
  - Foundation Skills  
Basic Skills: F1, F2, F5, F6  
Thinking Skills: F7 – F12
- SITE FACILITATOR TASKS:**
- Encourage students to research and write a feature on their community

## **GED Social Studies**

### **Focus Sheet: Lesson 15**

- FOCUS:**
- History: The Roaring Twenties
  - Political Science: Women's Suffrage
  - Economics: Measures of Economic Activity
- SKILLS:**
- Interpretation of information from charts, graphs, maps, and drawings
  - Identify cause and effect of historical events
  - Apply economic principles
- MATERIALS:**
- Contemporary's GED: Social Studies – continue assignments from Lesson 13
  - Worksheet: World War I and Suffrage
- SCANS STANDARDS:**
- Workplace Competencies  
Information: C5 – C7  
Systems: C15, C17
  - Foundation Skills  
Basic Skills: F1 – F6  
Thinking Skills: F7 – F12
- SITE FACILITATOR TASKS:**
- Help students to correct their work in the text, evaluate progress and determine in which areas more practice or assistance is needed. Ask instructor for more support materials or ideas

## **GED Social Studies**

### **Focus Sheet: Lesson 16**

- FOCUS:**
- The Jazz Age
    - Advances of Technology: Cars and Radio
    - Prohibition
  - The Great Depression: Causes and Results
    - Stock Market Crash
    - The Dust Bowl
    - Unemployment and Bread Lines
    - The New Deal
- SKILLS:**
- Application of materials to GED style question
  - Identify cause and effect of historical events
  - Draw conclusions and identify connections between the economic activity of a country and the political or social responses
- MATERIALS:**
- Contemporary's GED: Social Studies Economics: Production, Distribution and Consumption, pp. 217- 250
  - Depression and World War II Worksheet
- SCANS STANDARDS:**
- Workplace Competencies
    - Information: C5 - C7
    - Systems: C15, C17
  - Foundation Skills
    - Basic Skills: F1 – F6
    - Thinking Skills: F7 – F12
- SITE FACILITATOR TASKS:**
- Encourage students to do assigned reading and practice exercises and write a feature about their community. Send writing to teacher.

## **GED Social Studies**

### **Worksheet: Lesson 16**

### **The Great Depression and World War II**

#### THE CAUSES OF THE GREAT DEPRESSION

The Great Depression is considered to be the worst economic depression in the history of the United States. Lasting more than a decade, it affected almost every area of American life. The 1920's had been a time of unprecedented economic growth that showed no signs of stopping until the Stock Market Crash of 1929. Over the next four years, output from factories and businesses dropped by more than half, people's incomes dropped by almost 30% and a quarter of American workers were unemployed. The nation experienced years of widespread homelessness, hunger and poverty.

To understand the causes of the depression, one has to look at the economic factors of the 1920's. There was a growing gap between the incomes of the rich and the working and middle classes. Technology caused the cost of manufacturing goods to drop quickly, while wages and prices remained the same. Eighty percent of Americans did not earn enough to pay any income tax and half of them lived below the poverty line. The increased profits were passed on to large business owners and their stockholders. At the same time, the government reduced income and investment taxes. As a result, 40% of the country's wealth was owned by less than 1% of the population.

The spectacular rise in the stock market gave the appearance of a strong economy, but it was actually unstable. First, most sectors of the American economy were in recession. The entire economy depended on two industries, automobile and radio manufacturing. Other prospering industries, such as gasoline and steel production, depended on the continued growth in these two industries. However, by the end of 1929 three things caused the markets for manufactured goods to shrink. First, the demand for cars and radios was falling, because most households who could afford these items already owned them. This forced factories to reduce production. Second, many households who had purchased a car or radio had done so on credit. As people lost their jobs due to decreased business, they were unable to make payments and manufactured goods that had been purchased in the 1920's were repossessed, leaving warehouses overflowing with merchandise that no one had the money to buy. Even those who had money tended to hoard it.

The United States government adopted policies that made the over-supply of goods even worse. Between 1922 and 1930, tariffs, or taxes, on goods coming into the United States had risen more than 100%, thinking this

would protect domestic businesses. By 1929, foreign countries no longer had the money to purchase American products. The resulting reduction in U.S. exports equaled about one-eighth of all sales lost during the Depression.

QUESTIONS:

1. The economists agree that the supply of goods and money must equal the demand for goods and money in order for the economy to function properly. According to the passage above, the Depression was caused by:
  - a) the demand for goods exceeding the supply of goods.
  - b) the supply of goods exceeding the demand for goods.
  - c) the demand for money exceeding the supply of money
  - d) the supply of money exceeding the demand for money
  - e) a and c
  - f) b and c
  
2. Write a short essay comparing and contrasting the economy of the 1920's with what you know about the American economy today.

ROOSEVELT'S ROAD TO WORLD WAR II

In the wake of World War I, the United States foreign policy shifted away from intervention and back to isolationism. In the early 1930's, Hoover and Roosevelt pulled American troops out of South America, in part because there was no longer a need to keep Europeans from meddling in the affairs of the Western Hemisphere, and in part due to the high cost of stationing troops abroad. Instead, Roosevelt implemented the Good Neighbor Policy, which aimed at improving economic relations with Latin America. This policy included reducing tariffs and lending money for Latin American development.

The United States applied its non-intervention policy to its dealings with Europe and Japan. The rise of military dictatorships in Germany, Italy and Japan were met only with stern reprimands, but no military intervention. In fact, Congress had passed a law in 1936 forbidding the sale of arms to any warring nations.

By 1940, many Americans were beginning to rethink their isolationist policy. World War II had begun in Europe in the previous year, and the Nazis had dominated most of the continent. If Britain fell, they would dominate the Atlantic as well. In response, Roosevelt did what he could to prepare the country for the possibility that the United States might soon enter the war. He more than tripled the defense budget and instituted the first peacetime draft in American history. In addition, he gave Britain arms and supplies left over from World War I, including 50 aged destroyers. After his re-election in 1940, Roosevelt began a policy of lending goods to Britain, since neutrality laws prevented him from lending money to a warring nation. The president sold this idea as an extension of the Good Neighbor Policy by likening it to

lending a garden hose to a neighbor whose house was on fire. In March 1941, Congress ended the pretense of neutrality by passing a law that allowed the government to sell or lend arms to any country whose defense was vital to the United States.

At the same time, Roosevelt pursued a policy towards Japan that virtually guaranteed war. The island nation had almost no natural resources and 70% of it could not be farmed, and a population of over 70 million to support. As a result, the Japanese absolutely depended on their ability to export manufactured goods to be able to purchase food, fuel and raw materials. During the 1930's, the United States had erected stiff trade barriers against Japanese imports, creating great economic hardship. Faced with the threat of economic disaster and the possibility of famine, the Japanese launched an invasion of China in 1937.

Roosevelt responded with an embargo of iron and steel exports to Japan in 1940. The following year, after the Japanese invaded French Indochina in search of natural resources, the United States cut off all exports to Japan and seized all Japanese money and property in the United States. Japan would either have to give in to American demands or provoke war with the U.S. by invading the oil-rich islands of the Dutch East Indies. The Japanese, realizing war was inevitable, decided to strike the United States before the Americans had time to fully mobilize. On December 7, 1941, the Japanese bombed Pearl Harbor. Three days later, Germany and Italy declared war on the United States. America was at war.

QUESTION:

1. According to the above passage, American foreign policy from 1930 to 1941 could best be described as:
  - a) totally isolationist
  - b) isolationist outside of the Western Hemisphere
  - c) one that called for intervention in all areas that affected U.S. security
  - d) anti-Communist
  - e) anti-Fascist
  - f) one that appeased all aggressors
  
2. Compare the events leading up to the bombing of Pearl Harbor from the American perspective and from the Japanese perspective. Imagine you have been sent by the League of Nations (the 1940 version of the United Nations) to negotiate a peace agreement between the two nations. Write a short essay outlining your agreement.

**GED Social Studies**  
**The Great Depression and World War II**  
**Worksheet Answer Key**  
**Lessons 16**

THE CAUSES OF THE GREAT DEPRESSION QUESTIONS

1. The economists agree that the supply of goods and money must equal the demand for goods and money in order for the economy to function properly. According to the passage above, the Depression was caused by:  
f)      b and c
  
2. Write a short essay comparing and contrasting the economy of the 1920's with what you know about the American economy today.  
Answers will vary.

ROOSEVELT'S ROAD TO WORLD WAR II QUESTIONS

1. According to the above passage, American foreign policy from 1930 to 1941 could best be described as:  
b)      isolationist outside of the Western Hemisphere
  
2. Compare the events leading up to the bombing of Pearl Harbor from the American perspective and from the Japanese perspective. Imagine you have been sent by the League of Nations (the 1940 version of the United Nations) to negotiate a peace agreement between the two nations. Write a short essay outlining your agreement.  
Answers will vary.



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GED Preparation/Social Studies  
Nina Beegle, Instructor

## **GED Social Studies**

### **Focus Sheet: Lesson 17**

- FOCUS:**
- World War II - Causes and Results
  - Judging the Adequacy of Facts in Illustrations
- SKILLS:**
- Cause and Effect
  - Synthesize information and apply
  - Sequence events - timeline
  - Interpreting information from illustrations
- MATERIALS:**
- Contemporary's GED: Social Studies  
Chapter 6: Places and People, pp. 157 - 181
  - Depression and World War II Worksheet  
(Lesson 16)
- SCANS Standards:**
- Workplace Competencies  
Information: C5 – C7  
Systems: C15 and C16
  - Foundation Skills  
Basic Skills: F1 – F6  
Thinking Skills: F7 – F12
- SITE FACILITATOR TASKS:**
- Encourage student participation with broadcast class and assignments
  - Assist students who need additional explanation
  - Help students call instructor outside the broadcast time or communicate by e-mail

CLN Televised Courses  
GED Preparation/Social Studies  
Nina Beegle, Instructor

## **GED Social Studies**

### **Focus Sheet: Lesson 18**

- FOCUS:**
- The Atomic Age & Cold War
  - Korean War
  - The Space Age, The New Frontier & The Great Society
- SKILLS:**
- Apply history & geography facts to current events
  - Summarize information
  - Understand vocabulary in context
  - Inference
- MATERIALS:**
- Contemporary's GED: Social Studies  
Chapter 10: Global Connections, pp. 302 – 330
- SCANS STANDARDS:**
- Workplace Competencies  
Information: C5 - C7  
Systems: C15 & C16
  - Foundation Skills  
Basic Skills: F1 – F6  
Thinking Skills: F7 – F12
- SITE FACILITATOR TASKS:**
- Ensure that student have copies of worksheets and access to answer keys