

# ELEMENTARY U.S. HISTORY 3: THE UNITED STATES—A NEW COUNTRY

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE STARTED \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

**PREREQUISITE:** Elementary U.S. History 2: European Settlement and the American Revolution course.

**HOW TO DO THIS COURSE:** Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student or your academic supervisor if it says that. A \* means get a checkout. All written work is turned in to the supervisor.

**PURPOSE:** Learn how the United States was created as a new country.

**ESTIMATED TIME:** 9 hours.

## MATERIALS NEEDED TO DO THIS COURSE

### Heron materials:

Heron study booklet, *Elementary U.S. History 3: The United States—A New Country*, with these data sheets (DS):

7267                      7266                      7534                      7535                      7536                      7528

Exam: 7299, 7300 (review)

### Other required texts/references:

*United States—Adventures in Time and Place* (2000) ISBN 0-02-148855-X, McGraw-Hill School Division. To place orders, call 1-800-442-9685.

Encyclopedia at level of *The New Book of Knowledge*.

### Other recommended texts/references:

*A History of US*, Joy Hakim, Oxford University Press: (paper or cloth)

*Book 3 From Colonies to Country*, ISBN 0-19-515324-3 (paper); ISBN 0-19-515323-5 (cloth)

Access to Internet strongly recommended.

### Other materials:

Student's time line from Elementary U.S. History 2, crayons or markers, clay.

## NOTE TO STUDENT

The history book for this course is *United States—Adventures in Time and Place*. Each chapter is divided into lessons. When you read a lesson, there are also illustrations and maps, and extra things to look at. You should read the text and captions of illustrations. You should also understand any illustrations and maps. You do not have to study anything else on the page unless you are told to do so or unless you want to. Each lesson begins with a "Read Aloud," but you do not have to read it aloud.

## A. INTRODUCTION

### 1. PRACTICAL APPLICATION:

- a) Read the Purpose statement for this course. \_\_\_\_
- b) Look at the list of books for Elementary U.S. History 3 in Data Sheet (DS) #7267 Elementary U.S. History Book List. Then pick out a book you would like to read while you do this course. \_\_\_\_

c) Read step D.1 in the final section of this course. Start the project as soon as you can and complete it in (or before) the final section of this course. The sign-off line for the project is at step D.1. \_\_\_\_\_

## B. DECLARATION OF INDEPENDENCE

1. READ: DS #7534 The Americans Form a New Country, section “Reasons for the Revolutionary War.” \_\_\_\_\_
2. DEMONSTRATE: Why the American colonists were willing to fight for freedom from Great Britain. \_\_\_\_\_
- \*3. READ: DS #7534, section “The Leaders Try to Create a Government.” \_\_\_\_\_
4. DEMONSTRATE: How a monarchy is different from a democracy. \_\_\_\_\_
5. DEMONSTRATE: What a constitution is. \_\_\_\_\_
- \*6. READ: DS #7534, section “The New Government,” to end of data sheet. \_\_\_\_\_
7. DEMONSTRATE: representative government. \_\_\_\_\_
8. READ: DS #7535 How We Got Our Form of Government, through section “The Declaration of Independence.” \_\_\_\_\_
9. READ: *United States—Adventures in Time and Place* (US), pp. 316–317, Ch. 12, Lesson 1 “The Declaration of Independence,” section “The Declaration of Independence” and section “Why It Matters,” even if you have read it before, but omit the Excerpt from the Declaration of Independence on the right side of p. 316. (For information about *Richard Henry Lee* see the Biographical Dictionary, p. R75.) \_\_\_\_\_
- \*10. READ: DS #7536 Excerpt from the Declaration of Independence, 1776, the first paragraph (and the three explanations in boxes on the first page). Make sure you understand all the words. \_\_\_\_\_
11. DEMONSTRATE: Demonstrate to another student the first paragraph of DS #7536 Excerpt from the Declaration of Independence, 1776. \_\_\_\_\_
- \*12. READ: DS #7536 Excerpt from the Declaration of Independence, 1776, the second paragraph (and the first paragraph explanation in the box on page 2). Make sure you understand all the words. \_\_\_\_\_
13. DEMONSTRATE: Demonstrate to another student the second paragraph of DS #7536 Excerpt from the Declaration of Independence, 1776. \_\_\_\_\_

- \*14. READ: DS #7536 Excerpt from the Declaration of Independence, 1776, the third paragraph (and the second paragraph explanation in the box on page 2). Make sure you understand all the words. \_\_\_\_\_
- 15. DEMONSTRATE: Demonstrate to another student the third paragraph of DS #7536 Excerpt from the Declaration of Independence, 1776. \_\_\_\_\_
- \*16. READ: DS #7536 Excerpt from the Declaration of Independence, 1776, the fourth paragraph (and the last explanation). Make sure you understand all the words. \_\_\_\_\_
- 17. DEMONSTRATE: Demonstrate to another student the fourth paragraph of DS #7536 Excerpt from the Declaration of Independence, 1776. \_\_\_\_\_
- 18. DRILL: Read the entire Excerpt aloud to another person. The other person should make sure you pronounce the words correctly. \_\_\_\_\_
- 19. ESSAY: Explain why the Declaration of Independence matters to us as citizens of the U.S. **Supervisor pass.** \_\_\_\_\_

### C. THE UNITED STATES CONSTITUTION

- \*1. READ: DS #7535 How We Got Our Form of Government, section “The United States Constitution.” \_\_\_\_\_
- 2. DEMONSTRATE:
  - a) “check” (in the meaning discussed in the last step). \_\_\_\_\_
  - b) Why the system that Madison wrote into the Constitution was called the system of “checks and balances.” \_\_\_\_\_
- 3. READ: US, pp. 354–357, Ch. 13, Lesson 3 “How the Constitution Works,” through section “Why It Matters.” \_\_\_\_\_
- 4. DRILL:
  - a) Do the Chart Work in US, p. 356. \_\_\_\_\_
  - b) Draw a big diagram of the checks and balances shown there. Practice drawing the checks and balances until you can draw a diagram of them without looking at the book. \_\_\_\_\_
  - c) Using your diagram, for each arrow write down whether it is describing a check that one branch has on another. If it doesn’t seem like a check, figure out how it helps balance the power and write that down. \_\_\_\_\_
- 5. (Optional) DEMONSTRATE: Look at full-size handwritten copies of the Declaration of Independence and Constitution. Use encyclopedias or the

Internet. On the Internet you can see them under “Milestone Documents” at [www.ourdocuments.gov](http://www.ourdocuments.gov). \_\_\_\_\_

\*6. READ: DS #7535 How We Got Our Form of Government, section “The Bill of Rights,” to the end of the data sheet. \_\_\_\_\_

7. DEMONSTRATE: Why the Bill of Rights was added to the Constitution. \_\_\_\_\_

8. READ: US, pp. 358–361 only, Ch. 13, Lesson 4 “Ratifying the Constitution.” (Note: On p. 361, “17 amendments” should read “27 amendments.”) Also look at the pictures on pp. 362–363 and read the captions. \_\_\_\_\_

9. ESSAY: Review Data Sheets #7534 The Americans Form a New Country and #7535 How We Got Our Form of Government. Then address these points:

a) Describe the idea of representative government and why this was so important to the writers of the Constitution. \_\_\_\_\_

b) Why did the writers of the Constitution feel that a system of checks and balances would be good for the new country? \_\_\_\_\_

**Supervisor pass.** \_\_\_\_\_

10. ESSAY: Name three things that George Washington did to help create the new United States of America. As needed, review materials from this course and Elementary U.S. History 2. \_\_\_\_\_

11. PRACTICAL APPLICATION: Use your time line from Elementary U.S. History 2 or make a new time line covering 1200 to 1800. Make sure it covers the points in the time line for Elementary U.S. History 1 and 2. Add these new points to your time line and anything else you want to and include some illustrations:

- American Revolutionary War—1775–1781
- Constitutional Convention—1787
- U.S. Constitution goes into effect—1789
- George Washington becomes President—1789
- Bill of Rights added—1791

**Supervisor pass.** The student’s time line should include all the points listed in this step along with some illustrations. \_\_\_\_\_

**NOTE TO STUDENT: Save your time line to use again in the rest of the Elementary U.S. History courses.**

## D. FINAL APPLICATION SECTION

1. **PRACTICAL APPLICATION:** Complete one of the projects from Data Sheet #7266 Elementary U.S. History Projects with Literature.

**Supervisor pass.** \_\_\_\_\_

2. **DRILL:** To do this drill, use DS #7528 Important Events and Dates for Elementary U.S. History. Look at the table and find the three rows for Elementary U.S. History 3. Then do Part A of the Important Events and Dates Drill with them (the drill follows the table). \_\_\_\_\_

3. **DRILL:** Do Part B of the Important Events and Dates Drill. \_\_\_\_\_

4. **DRILL:** Do Part C of the Important Events and Dates Drill. \_\_\_\_\_

5. **ESSAY:** Name a few people (at least three) you learned about in this course that you think were important people for their time and tell why you think so. \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor \_\_\_\_\_ Date \_\_\_\_\_

This student has passed the exam for this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_