

NTI

Non-Traditional Instruction

Social Studies

Days 1-10

****Work will be modified according to each student's IEP or 504 plan**

NTI

Non-Traditional Instruction

Social Studies

Mr. Callen

Days 1-10

****Work will be modified according to each student's IEP or 504 plan**

**ALL NTI DAY ASSIGNMENTS FOR
MR. CALLEN'S APE, APUSH, AND USH
CLASSES ARE AVAILABLE ON
GOOGLE CLASSROOM**

**PLEASE CONTACT craig.callen@mboro.kyschools.us IF YOU HAVE
TROUBLE ACCESSING THE ASSIGNMENTS ON GOOGLE
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NTI

Non-Traditional Instruction

Social Studies

Mrs. Lefevers

Days 1-10

****Work will be modified according to each
student's IEP or 504 plan**

World Civilization Classes (10th grade - 2nd, 3rd, 4th, 5th, 7th Periods):

NTI Day Instructions:

Please complete the graphic organizer (topic at top) using either notes, or research from the internet. You should complete all boxes.

Day 1: The Renaissance

Day 2: The Reformation

Day 3: The Scientific Revolution

Day 4: The Age of Exploration

Day 5: The Enlightenment

Day 6: The American Revolution

Day 7: The French Revolution

Day 8: The Industrial Revolution

Day 9: World War 1

Day 10: World War 2

Please contact emily.lefevers@mboro.kyschools.us if you have any questions

The Renaissance

Time Frame (Years)	Important People (why?) At least 5
Causes of Event (At Least 3)	Where? (Important Places)
Key Events (At least 3)	Turning points/Big Changes (At least 3)
Effects of Event (A least 2)	Why is this event so important? (At least 2)

The Reformation

Time Frame (Years)	Important People (why?) At least 5
Causes of Event (At Least 3)	Where? (Important Places)
Key Events (At least 3)	Turning points/Big Changes (At least 3)
Effects of Event (A least 2)	Why is this event so important? (At least 2)

The Scientific Revolution

Time Frame (Years)	Important People (why?) At least 5
Causes of Event (At Least 3)	Where? (Important Places)
Key Events (At least 3)	Turning points/Big Changes (At least 3)
Effects of Event (A least 2)	Why is this event so important? (At least 2)

The Age of Exploration

Time Frame (Years)	Important People (why?) At least 5
Causes of Event (At Least 3)	Where? (Important Places)
Key Events (At least 3)	Turning points/Big Changes (At least 3)
Effects of Event (A least 2)	Why is this event so important? (At least 2)

The Enlightenment

Time Frame (Years)	Important People (why?) At least 5
Causes of Event (At Least 3)	Where? (Important Places)
Key Events (At least 3)	Turning points/Big Changes (At least 3)
Effects of Event (A least 2)	Why is this event so important? (At least 2)

The American Revolution

Time Frame (Years)	Important People (why?) At least 5
Causes of Event (At Least 3)	Where? (Important Places)
Key Events (At least 3)	Turning points/Big Changes (At least 3)
Effects of Event (A least 2)	Why is this event so important? (At least 2)

The French Revolution

Time Frame (Years)	Important People (why?) At least 5
Causes of Event (At Least 3)	Where? (Important Places)
Key Events (At least 3)	Turning points/Big Changes (At least 3)
Effects of Event (A least 2)	Why is this event so important? (At least 2)

The Industrial Revolution

Time Frame (Years)	Important People (why?) At least 5
Causes of Event (At Least 3)	Where? (Important Places)
Key Events (At least 3)	Turning points/Big Changes (At least 3)
Effects of Event (A least 2)	Why is this event so important? (At least 2)

World War I

Time Frame (Years)	Important People (why?) At least 5
Causes of Event (At Least 3)	Where? (Important Places)
Key Events (At least 3)	Turning points/Big Changes (At least 3)
Effects of Event (A least 2)	Why is this event so important? (At least 2)

World War II

Time Frame (Years)	Important People (why?) At least 5
Causes of Event (At Least 3)	Where? (Important Places)
Key Events (At least 3)	Turning points/Big Changes (At least 3)
Effects of Event (A least 2)	Why is this event so important? (At least 2)

Global Issues Class (Elective - 6th Period):

NTI Day Instructions:

Research a recent article from a reputable news source (must pertain to an ongoing global issue) and complete the questions on the worksheet. Be ready to present and discuss during next class session.

You will use the same worksheet for each NTI Day.

Please contact emily.lefevers@mboro.kyschools.us if you have any questions

Name: _____

Date: _____

Global Issues Worksheet

Class Period: _____

Find an article from a reputable news source and fill out the questions below. The article should be about an important global issue. Choose an article that is no more than one week old.

Topic of Article: _____

Title of Article: _____

Source: _____

WHO is the article
about? _____

WHAT is the story about? List four important facts from your article.

1. _____

2. _____

3. _____

4. _____

WHEN did this story take place?

WHY is this story important?

CONNECT the article. What does it have to do with you? Can it be connected to anything we learned or are learning about in class or school?

NTI

Non-Traditional Instruction

Social Studies

Mr. Mayes

Days 1-10

NTI 2019-2020
Mayes-Civics- 9th grade

Day: 1 Hamilton vs Jefferson
Read and answer questions 1-7

Day 2: Constitutional Convention
Read and answer questions 1-5

Day 3: Presidents Cabinet
Read and answer questions 1-5

Day 4: Responsibilities of the President
Read and answer questions 1-8

Day 5: The Executive Branch
Read and answer questions 1-5

Day 6: The Articles of Confederation
Read and answer questions 1-3

Day 7: The Stamp Act
Read and answer questions 1-3

Day 8: Samuel Adams
Read and answer questions 1-3

Day 9: The Earliest Americans
Read pages 235-239; answer questions 1-8

Day 10: Early Mesoamerican Civilizations
Read pages 240-243; answer questions 1-8

Hamilton vs. Jefferson

A conflict took shape in the 1790s between America's first political parties. Indeed, the Federalists, led by Alexander Hamilton, and the Republicans (also called Democratic-Republicans), led by Thomas Jefferson, were the first political parties in the Western world. Unlike loose political groupings in the British House of Commons or in the American colonies before the Revolution, both had reasonably consistent and principled platforms, relatively stable popular followings, and continuing organizations.

The Federalists in the main represented the interests of trade and manufacturing, which they saw as forces of progress in the world. They believed these could be advanced only by a strong central government capable of establishing sound public credit and a stable currency. Openly distrustful of the latent radicalism of the masses, they could nonetheless credibly appeal to workers and artisans. Their political stronghold was in the New England states. Seeing England as in many respects an example the United States should try to emulate, they favored good relations with their former mother country.

Although Alexander Hamilton was never able to muster the popular appeal to stand successfully for elective office, he was far and away the Federalists' main generator of ideology and public policy. He brought to public life a love of efficiency, order, and organization. In response to the call of the House of Representatives for a plan for the "adequate support of public credit," he laid down and supported principles not only of the public economy, but of effective government. Hamilton pointed out that the United States must have credit for industrial

development, commercial activity, and the operations of government, and that its obligations must have the complete faith and support of the people.

There were many who wished to repudiate the Confederation's national debt or pay only part of it. Hamilton insisted upon full payment and also upon a plan by which the federal government took over the unpaid debts of the states incurred during the Revolution. He also secured congressional legislation for a Bank of the United States. Modeled after the Bank of England, it acted as the nation's central financial institution and operated branches in different parts of the country. Hamilton sponsored a national mint, and argued in favor of tariffs, saying that temporary protection of new firms could help foster the development of competitive national industries. These measures – placing the credit of the federal government on a firm foundation and giving it all the revenues it needed – encouraged commerce and industry, and created a solid phalanx of interests firmly behind the national government.

The Republicans, led by Thomas Jefferson, spoke primarily for agricultural interests and values. They distrusted bankers, cared little for commerce and manufacturing, and believed that freedom and democracy flourished best in a rural society composed of self-sufficient farmers. They felt little need for a strong central government; in fact, they tended to see it as a potential source of oppression. Thus they favored states' rights. They were strongest in the South.

Hamilton's great aim was more efficient organization, whereas Jefferson once said, "I am not a friend to a very energetic

government." Hamilton feared anarchy and thought in terms of order; Jefferson feared tyranny and thought in terms of freedom. Where Hamilton saw England as an example, Jefferson, who had been minister to France in the early stages of the French Revolution, looked to the overthrow of the French monarchy as vindication of the liberal ideals of the Enlightenment. Against Hamilton's instinctive conservatism, he projected an eloquent democratic radicalism.

An early clash between them, which occurred shortly after Jefferson took office as secretary of state, led to a new and profoundly important interpretation of the Constitution. When Hamilton introduced his bill to establish a national bank, Jefferson, speaking for those who believed in states' rights, argued that the Constitution expressly enumerated all the powers belonging to the federal government and reserved all other powers to the states. Nowhere was the federal government empowered to set up a bank.

Hamilton responded that because of the mass of necessary detail, a vast body of powers had to be implied by general clauses, and one of these authorized Congress to "make all laws which shall be necessary and proper" for carrying out other powers specifically granted. The Constitution authorized the national government to levy and collect taxes, pay debts, and borrow money. A national bank would materially help in performing these functions efficiently. Congress, therefore, was entitled, under its implied powers, to create such a bank. Washington and the Congress accepted Hamilton's view – and set an important precedent for an expansive interpretation of the federal government's authority.

1. Who led the Federalists?

2. Who led the Republicans, also called the Democratic-Republicans?

3. The Federalists believed that the interests of trade and manufacturing could be advanced only by a strong central government capable of establishing sound public credit and a stable currency.

- a. True
- b. False

4. Who insisted upon full payment of the Confederation's national debt, and also upon a plan by which the federal government took over the unpaid debts of the states incurred during the Revolution?

5. Alexander Hamilton secured congressional legislation for a Bank of the United States.

- a. True
- b. False

6. Who argued that the Constitution expressly enumerated all the powers belonging to the federal government, and reserved all other powers to the states, and that nowhere was the federal government empowered to set up a bank?

7. Alexander Hamilton argued that the Congress was entitled to create a national bank under its ____.

- a. eminent domain
- b. enumerated powers
- c. implied powers
- d. Securities and Exchange Commission

Name: _____ Date: _____ Class: _____

Constitutional Convention

By the time the Northwest Ordinance was enacted, American leaders were in the midst of drafting a new and stronger constitution to replace the Articles of Confederation. Their presiding officer, George Washington, had written accurately that the states were united only by a "rope of sand." Disputes between Maryland and Virginia over navigation on the Potomac River led to a conference of representatives of five states at Annapolis, Maryland, in 1786. One of the delegates, Alexander Hamilton of New York, convinced his colleagues that commerce was bound up with large political and economic questions. What was required was a fundamental rethinking of the Confederation.

The Annapolis conference issued a call for all the states to appoint representatives to a convention to be held the following spring in Philadelphia. The Continental Congress was at first indignant over this bold step, but it acquiesced after Washington gave the project his backing and was elected a delegate. During the next fall and winter, elections were held in all states but Rhode Island.

A remarkable gathering of notables assembled at the Federal Convention in May 1787. The state legislatures sent leaders with experience in colonial and state governments, in Congress, on the bench, and in the army. Washington, regarded as the country's first citizen because of his integrity and his military leadership during the Revolution, was chosen as presiding officer.

Prominent among the more active members were two Pennsylvanians: Gouverneur Morris, who clearly saw the need for national government, and James Wilson, who labored indefatigably for the national idea. Also elected by Pennsylvania was Benjamin Franklin, nearing the end of an extraordinary career of public service and scientific achievement.

From Virginia came James Madison, a practical young statesman, a thorough student of politics and history, and, according to a colleague, "from a spirit of industry and application ... the best-informed man on any point in debate." He would be recognized as the "Father of the Constitution."

Massachusetts sent Rufus King and Elbridge Gerry, young men of ability and experience. Roger Sherman, shoemaker turned judge, was one of the representatives from Connecticut. From New York came Alexander Hamilton, who had proposed the meeting. Absent from the Convention were Thomas Jefferson, who was serving as minister representing the United States in France, and John Adams, serving in the same capacity in Great Britain. Youth predominated among the 55 delegates—the average age was 42.

Congress had authorized the Convention merely to draft amendments to the Articles of Confederation but, as Madison later wrote, the delegates, "with a manly confidence in their country," simply threw the Articles aside and went ahead with the building of a wholly new form of government.

They recognized that the paramount need was to reconcile two different powers – the power of local control, which was already being exercised by the 13 semi-independent states, and the power of a central government. They adopted the principle that the functions and powers of the national government – being new, general, and inclusive – had to be carefully defined and stated, while all other functions and powers were to be understood as belonging to the states. But realizing that the central government had to have real power, the delegates also generally accepted the fact that the government should be authorized, among other things, to coin money, to regulate commerce, to declare war, and to make peace.

Name: _____ Date: _____ Class: _____

Directions: Read the passage, then answer the questions below.

1. Who wrote that, under the Articles of Confederation, the states were united only by a "rope of sand"?
2. Who convinced his colleagues at the 1786 Annapolis conference that commerce was bound up with large political and economic questions, and that what was required was a fundamental rethinking of the Confederation?
3. Who was chosen as presiding officer of the Constitutional Convention?
4. Who is recognized as the "Father of the Constitution"?
5. Delegates to the Constitutional Convention generally accepted the fact that the federal government should be authorized to, among other things, _____.
 - a. abolish slavery and indentured servitude throughout the states
 - b. coin money, declare war, make peace, and regulate commerce
 - c. establish a Congress to exercise direct control over the states
 - d. rule via unfunded federal mandates

Name _____

Executive Branch of the Government

The President's Cabinet

The Cabinet is made up of the President's top advisors. Each individual in the Cabinet works as the head of one of the fifteen different government Departments. Almost all of the individuals in the Cabinet have the title of Secretary, for example, Secretary of Agriculture, or Secretary of Commerce. However, the head of the Department of Justice has the title of Attorney General. These Departments are very important to keeping the country running. They are as follows:

- Department of Agriculture oversees farming and food.
- Department of Commerce promotes the nation's economy.
- Department of Defense is in charge of the military.
- Department of Education promotes national education.
- Department of Energy is in charge of energy security.
- Department of Health and Human Services oversees that nation's health.
- Department of Homeland Security is the newest department and is in charge of preventing terrorism attacks in the U.S.
- Department of Housing and Urban Development oversees U.S. housing needs.
- Department of the Interior handles conservation of land, wildlife, and resources.
- Department of Justice enforces the laws and protects public safety.
- Department of State handles foreign relations.
- Department of Transportation oversees U.S. highways and airways.
- Department of Treasury collects taxes and makes sure the government has the money to keep running.
- The Department of Veterans Affairs oversees benefits programs for veterans.



Cabinet members are chosen by the President, but they must be approved by the Senate. Cabinet members can also be removed by the President at any time. Cabinet members work closely with the President and have a great deal of political power. The Cabinet has existed for a very long time. The first President, George Washington, had a Cabinet that consisted of four people who advised him: Thomas Jefferson (Secretary of State), Alexander Hamilton (Secretary of the Treasury), Henry Knox (Secretary of War), and Edmund Randolph (Attorney General).

Name _____ Executive Branch of the Government

QUESTIONS: The President's Cabinet

Circle the correct answer.

1. The Cabinet is made up of:
 - A. members of the Senate
 - B. the President's top advisors
 - C. officials all having the title of Secretary
 - D. the heads of twenty government Departments

2. Which Department head has the title of Attorney General?
 - A. Department of State
 - B. Department of Agriculture
 - C. Department of Justice
 - D. Department of Defense

3. Who chooses Cabinet members?
 - A. the President
 - B. the Senate
 - C. the American voters
 - D. none of the above

4. Who approves Cabinet members?
 - A. the President
 - B. the Senate
 - C. the American voters
 - D. none of the above

5. How many people were in the first Presidential cabinet?
 - A. four
 - B. ten
 - C. twelve
 - D. fifteen

Name _____

Executive Branch of the Government

Responsibilities of the President

The President of the United States has many duties. Some of these duties are outlined in the Constitution. Others have evolved over time, and reflect our modern society. Generally, the President has seven distinct areas of responsibility.

The President is Chief of State. This means that he or she represents the United States to the rest of the world. As such, the President should set an inspiring example for the American people by representing the values and ideals of the country.

The President is the Chief Executive. This means that he or she is in charge of the millions of people who work for the government. In this capacity, the President is also ultimately responsible for making sure that the laws of the country are enforced.

As Chief Diplomat, the President has overall responsibility for all interactions between the United States and foreign countries. The President makes all foreign policy decisions.

The President is the Commander-in-Chief of the U.S. Armed Forces. This means deciding when and where to deploy our military resources. The President gives orders to the highest-ranking military staff.

As a Legislative Leader, the President can influence the laws made by Congress. The President can also veto laws he or she doesn't like.

The President is also the Chief of his or her political party. He or she may help other party members get elected, or support their campaigns.

Finally, the President is in charge of making sure that the U.S. economy continues to run smoothly. This means keeping an eye on things like unemployment, high prices, taxes, business profits, and the general financial well-being of the country.



Name _____ **Executive Branch of the Government****QUESTIONS: Responsibilities of the President**

1. How many distinct areas of responsibility does the President have?
2. What does it mean to be Chief of State?
3. What does it mean to be Chief Executive?
4. Acting under which title does the President have overall responsibility for all interactions between the United States and foreign countries.?
5. What does the Commander-In-Chief of the U.S. Armed Forces do?
6. What influence does the President have over the country's laws?
7. What role does the President play in his or her political party?
8. What role does the President play in the U.S. economy?

Name _____

Executive Branch of the Government

The Executive Branch

The Executive Branch of the United States government is comprised of the President, the Vice President, the Executive Office of the President, and the Cabinet.



The President is the leader of the country. He is also the Commander in Chief of the U.S. military. The President has many responsibilities. When Congress produces legislation, it is the President's job to sign it into law, or to veto it. A veto means that even though Congress has passed the legislation, the President does not agree with it, and it will not become law unless two thirds of both houses of Congress vote to reverse the veto. The President is ultimately responsible for the implementation and enforcement of U.S. laws. He is supported in this by various government departments and agencies. The President is also responsible for diplomatic relations with other countries, signing treaties, and granting pardons for federal crimes. A president is limited to two four-year terms in office.

It is the Vice President's job to be ready to take over the job of President if the President is unable to fulfill his duties for any reason. The Vice President also casts tie-breaking votes in the Senate, and acts as a counselor/advisor to the President.

The Executive Office of the President (EOP) is the name given to the many positions that support the President's work. It includes the White House Staff, the Office of Management and Budget, the National Security Council, the White House Communications and Press Secretary.

The Cabinet is comprised of the heads of 15 different departments: Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Homeland Security, Housing and Urban Development, Interior, Justice, State, Transportation, Treasury, and Veterans Affairs. Cabinet members must be approved by the Senate.

Name _____

Executive Branch of the Government

QUESTIONS: The Executive Branch

Circle the correct answer.

1. Which of the following is NOT part of the Executive Branch?
 - A. President
 - B. Vice President
 - C. the Cabinet
 - D. the Congress

2. What is a veto?
 - A. a tie-breaking vote
 - B. the President's disagreement with a proposed law
 - C. a type of legislation
 - D. a type of government agency

3. Which of the following is part of the President's diplomatic responsibilities?
 - A. enforcing U.S. law
 - B. granting pardons for federal crimes
 - C. signing treaties
 - D. signing legislation into law

4. Which of the following is NOT a responsibility of the Vice President?
 - A. being ready to take over the job of President
 - B. casting tie-breaking votes in the Senate
 - C. vetoing legislation he doesn't agree with
 - D. acting as a counselor/advisor to the President.

5. Which of the following is comprised of the heads of 15 different government departments?
 - A. the EOP
 - B. the Cabinet
 - C. the Congress
 - D. all of the above

4.2 The Articles of Confederation

The struggle with England had done much to change colonial attitudes. Local assemblies had rejected the Albany Plan of Union in 1754, refusing to surrender even the smallest part of their autonomy to any other body, even one they themselves had elected. But in the course of the Revolution, mutual aid had proved effective, and the fear of relinquishing individual authority had lessened to a large degree.

John Dickinson produced the "Articles of Confederation and Perpetual Union" in 1776. The Continental Congress adopted them in November 1777, and they went into effect in 1781, having been ratified by all the states. Reflecting the fragility of a nascent sense of nationhood, the Articles provided only for a very loose union. The national government lacked the authority to set up tariffs, to regulate commerce, and to levy taxes. It possessed scant control of international relations: A number of states had begun their own negotiations with foreign countries. Nine states had their own armies, several their own navies. In the absence of a sound common currency, the new nation conducted its commerce with a curious hodgepodge of coins and a bewildering variety of state and national paper bills, all fast depreciating in value.

Economic difficulties after the war prompted calls for change. The end of the war had a severe effect on merchants who supplied the armies of both sides and who had lost the advantages deriving from participation in the British mercantile system. The states gave preference to American goods in their tariff

policies, but these were inconsistent, leading to the demand for a stronger central government to implement a uniform policy.

Farmers probably suffered the most from economic difficulties following the Revolution. The supply of farm produce exceeded demand; unrest centered chiefly among farmer-debtors who wanted strong remedies to avoid foreclosure on their property and imprisonment for debt. Courts were clogged with suits for payment filed by their creditors. All through the summer of 1786, popular conventions and informal gatherings in several states demanded reform in the state administrations.

That autumn, mobs of farmers in Massachusetts under the leadership of a former army captain, Daniel Shays, began forcibly to prevent the county courts from sitting and passing further judgments for debt, pending the next state election. In January 1787 a ragtag army of 1,200 farmers moved toward the federal arsenal at Springfield. The rebels, armed chiefly with staves and pitchforks, were repulsed by a small state militia force; General Benjamin Lincoln then arrived with reinforcements from Boston and routed the remaining Shaysites, whose leader escaped to Vermont. The government captured 14 rebels and sentenced them to death, but ultimately pardoned some and let the others off with short prison terms. After the defeat of the rebellion, a newly elected legislature, whose majority sympathized with the rebels, met some of their demands for debt relief.

Name: _____ Date: _____ Class: _____

Directions: Read the passage, then answer the questions below.

1. Who produced the “Articles of Confederation and Perpetual Union” in 1776?

2. The Articles of Confederation provided for a powerful federal government.

Circle one: True False

3. What Massachusetts farmer, a former army captain, led a rebellion against the growing number of judgments for debt?

NTI Day 7

The Stamp Act

A general tax measure sparked the greatest organized resistance. Known as the "Stamp Act," it required all newspapers, broadsides, pamphlets, licenses, leases, and other legal documents to bear revenue stamps. The proceeds, collected by American customs agents, would be used for "defending, protecting, and securing" the colonies.

Bearing equally on people who did any kind of business, the Stamp Act aroused the hostility of the most powerful and articulate groups in the American population: journalists, lawyers, clergymen, merchants and businessmen, North and South, East and West. Leading merchants organized for resistance and formed nonimportation associations.

Trade with the mother country fell off sharply in the summer of 1765, as prominent men organized themselves into the "Sons of Liberty" – secret organizations formed to protest the Stamp Act, often through violent means. From Massachusetts to South Carolina, mobs, forcing luckless customs agents to resign their offices, destroyed the hated stamps. Militant resistance effectively nullified the Act.

Spurred by delegate Patrick Henry, the Virginia House of Burgesses passed a set of resolutions in May denouncing taxation without representation as a threat to colonial liberties. It asserted that Virginians, enjoying the rights of Englishmen, could be taxed only by their own representatives. The Massachusetts Assembly invited all the colonies to appoint delegates to a "Stamp Act Congress" in New York, held in October 1765, to consider appeals for relief to the Crown

and Parliament. Twenty-seven representatives from nine colonies seized the opportunity to mobilize colonial opinion. After much debate, the congress adopted a set of resolutions asserting that "no taxes ever have been or can be constitutionally imposed on them, but by their respective legislatures," and that the Stamp Act had a "manifest tendency to subvert the rights and liberties of the colonists."

1. The ____ required all newspapers, broadsides, pamphlets, licenses, leases, and other legal documents to bear revenue stamps.
 - a. Copyright Act
 - b. Stamp Act
 - c. Sugar Act
 - d. writs of assistance
2. Spurred by whom, the Virginia House of Burgesses passed a set of resolutions in May, 1765, denouncing taxation without representation as a threat to colonial liberties?

3. Secret organizations formed to protest the Stamp Act, often through violent means, were known as what?
 - a. Committees of Correspondence
 - b. militias
 - c. Sons of Liberty
 - d. tea parties

NTI DAY 8

Samuel Adams

During a three-year interval of calm, a relatively small number of radicals strove energetically to keep the controversy alive. They contended that payment of the tax constituted an acceptance of the principle that Parliament had the right to rule over the colonies. They feared that at any time in the future, the principle of parliamentary rule might be applied with devastating effect on all colonial liberties.

M^r. SAMUEL ADAMS.

The radicals' most effective leader was Samuel Adams of Massachusetts, who toiled tirelessly for a single end: independence. From the time he graduated from

Harvard College in 1743, Adams was a public servant in some capacity – inspector of chimneys, tax-collector, and moderator of town meetings. A consistent failure in business, he was shrewd and able in politics, with the New England town meeting his theater of action.

Adams wanted to free people from their awe of social and political superiors, make them aware of their own power and importance, and thus arouse them to action. Toward these objectives, he published articles in newspapers and made speeches in town meetings, instigating resolutions that appealed to the colonists' democratic impulses.

In 1772 he induced the Boston town meeting to select a "Committee of Correspondence" to state the rights and grievances of the colonists. The committee

opposed a British decision to pay the salaries of judges from customs revenues; it feared that the judges would no longer be dependent on the legislature for their incomes and thus no longer accountable to it, thereby leading to the emergence of "a despotic form of government." The committee communicated with other towns on this matter and requested them to draft replies. Committees were set up in virtually all the colonies, and out of them grew a base of effective revolutionary organizations. Still, Adams did not have enough fuel to set a fire.

1. The majority of colonials strove energetically to keep the tax controversy alive.
 - a. True
 - b. False
2. Who was the most effective leader of the radicals arguing for independence?

3. Which of the following is **not** true of the Committees of Correspondence?
 - a. Allowed citizens of various colonies to discuss their grievances
 - b. Began in Boston (1772), by Samuel Adams
 - c. Convinced Parliament to relinquish its authority
 - d. Out of them grew a base of effective revolutionary organizations



The Earliest Americans

MAIN IDEA

POWER AND AUTHORITY The cultures of the first Americans, including social organization, developed in ways similar to other early cultures.

WHY IT MATTERS NOW

The Americas' first inhabitants developed the basis for later American civilizations.

TERMS & NAMES

- Beringia
- Ice Age
- maize

SETTING THE STAGE While civilizations were developing in Africa, Asia, and Europe, they were also emerging in the Americas. Human settlement in the Americas is relatively recent compared to that in other parts of the world. However, it followed a similar pattern. At first the ancient people of the Americas survived mainly by hunting. Over time, they developed farming methods that ensured a more reliable supply of food. This in turn led to the growth of the first civilizations in the Americas.

A Land Bridge

The American continents include North and South America. They are connected and span two hemispheres, from the frigid Arctic Circle in the north to the icy waters around Antarctica in the south. Although this land mass narrows greatly around modern-day Panama, it stretches unbroken for about 9,000 miles. This large and rugged land is isolated from the rest of the world by vast oceans. Yet, thousands of years ago, the Americas were connected by a land bridge to Asia. Most experts believe that some of the first people came to the Americas from Asia over this land bridge. The land bridge is known as **Beringia**. Other people may have arrived by boat.

Peopling the Americas The first Americans arrived sometime toward the end of the last **Ice Age**, which lasted from roughly 1.9 million to about 10,000 B.C. Huge sheets of moving ice, called glaciers, spread southward from the Arctic Circle. They covered large portions of North America. The buildup of glaciers locked up huge amounts of the earth's water. It lowered sea levels and created a land corridor between Asia and Alaska across what is now the Bering Strait.

Herds of wild animals from Siberia, including the mammoth, migrated across the plains of the Beringia land bridge. Gradually, Siberian hunters followed these animals into North America. They most likely were unaware that they were entering a new continent. These migrants became the first Americans.

Thomas Canby, a writer for *National Geographic* magazine, spent a year with archaeologists as they searched for ancient burial sites throughout the Americas. From his experience, Canby described the type of world that might have greeted these hunters and migrants as they entered the Americas:

TAKING NOTES

Analyzing Causes and Recognizing Effects

Use a chart to list causes and effects of the development of the Americas.

Cause	Effect
1.	1.
2.	2.

**PRIMARY SOURCE A**

What a wild world it was! To see it properly, we must board a time machine and travel back into the Ice Age. The northern half of North America has vanished, buried beneath ice sheets two miles thick. Stretching south to Kentucky, they buckle the earth's crust with their weight. . . . Animals grow oversize. . . . Elephant-eating jaguars stand tall as lions, beavers grow as big as bears, South American sloths as tall as giraffes. With arctic cold pushing so far southward, walrus bask on Virginia beaches, and musk-oxen graze from Maryland to California.

THOMAS CANBY, "The Search for the First Americans," *National Geographic*

No one knows for sure when the first Americans arrived. Some scholars contend that the migration across the land bridge began as early as 40,000 B.C. Others argue it occurred as late as 10,000 B.C. For years, many researchers have regarded the discovery of spearheads dating back to 9500 B.C. near Clovis, New Mexico, to be the earliest evidence of humankind in the Americas.

However, recent discoveries of possible pre-Clovis sites have challenged this theory. One such discovery was made at Monte Verde, Chile, near the southern tip of the Americas. Researchers there have found evidence of human life dating back to 10,500 B.C. Underneath this site—a sandy bank near a creek—archaeologists discovered pieces of animal hide and various tools. They also found a preserved chunk of meat and a child's single footprint. The evidence at Monte Verde suggests that the first Americans arrived well before the Clovis era. To reach southern Chile at such an early date, some experts believe, humans would have had to cross the land bridge at least 20,000 years ago.

Most experts believe the earliest Americans traveled by foot across the land bridge. However, some scholars think they also may have paddled from Asia to the Pacific Coast in small boats. A skull discovered near Mexico City has recently been dated to about 11,000 B.C., making it the oldest skull ever found in the Americas. Some scientists studying the skull believe that it is related to the Ainu people of Japan and that these descendants of the Ainu reached the Americas by island-hopping on boats.

Hunters and Gatherers

Questions remain about how and when the first Americans arrived. What appears more certain—from the discovery of chiseled spearheads and charred bones at ancient sites—is that the earliest Americans lived as hunters. Perhaps their most challenging and rewarding prey was the mammoth. Weighing more than seven tons, this animal provided meat, hide, and bones for food, clothing, shelters, and tools.

Following the Game Eventually, large animals like the mammoth were overhunted and became extinct. Hunters soon turned to smaller prey, such as deer and rabbits, for their survival. They also fished and gathered edible plants and fruits. Because they were hunters, the earliest Americans found it necessary to move regularly in search of food. Whenever they did settle in one place for a short time, prehistoric Americans lived in caves or temporary shelters in the open air. **B**

With the end of the Ice Age, around 12,000 to 10,000 years ago, came the end of land travel across Beringia. As the great glaciers melted, sea levels rose. The ancient land bridge disappeared under the Bering Strait. By this time, however, humans inhabited most regions of the Americas. Wherever they roamed, from the grassy plains of the modern-day United States to the steamy tropical forests of Central America, the first Americans adapted to the variety of environments they inhabited. In doing so, they carved out unique ways of life.

MAIN IDEA

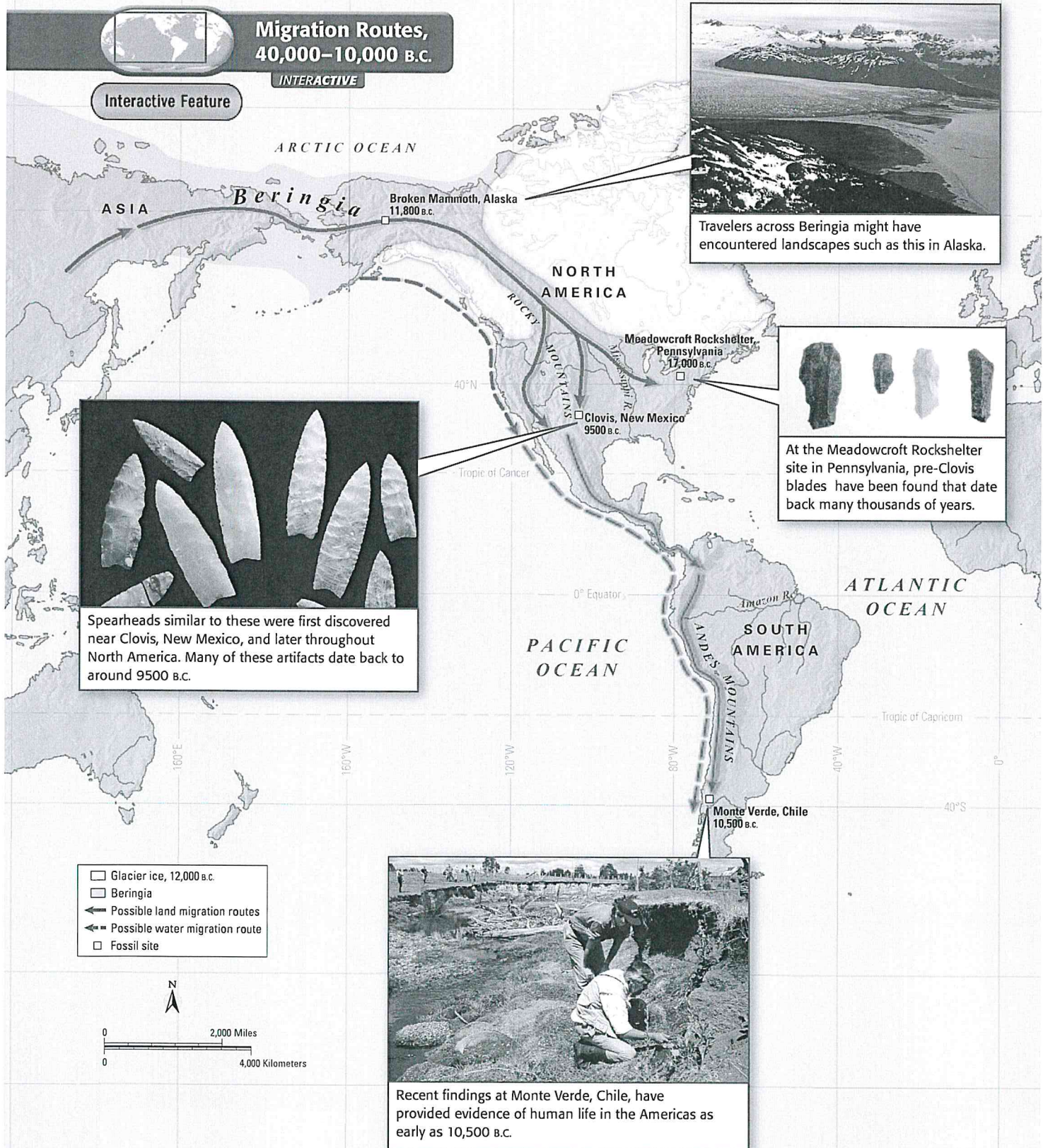
Analyzing Primary Sources

A What might account for the abundance of animal life that Canby describes?

MAIN IDEA

Recognizing Effects

B How did the earliest Americans adapt to the loss of large animals?

**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- Location** What two continents does the Beringia land bridge connect?
- Movement** From where do scholars believe the first Americans came? How did they come?

> Analyzing Artifacts

INTERACTIVE

Interactive Feature

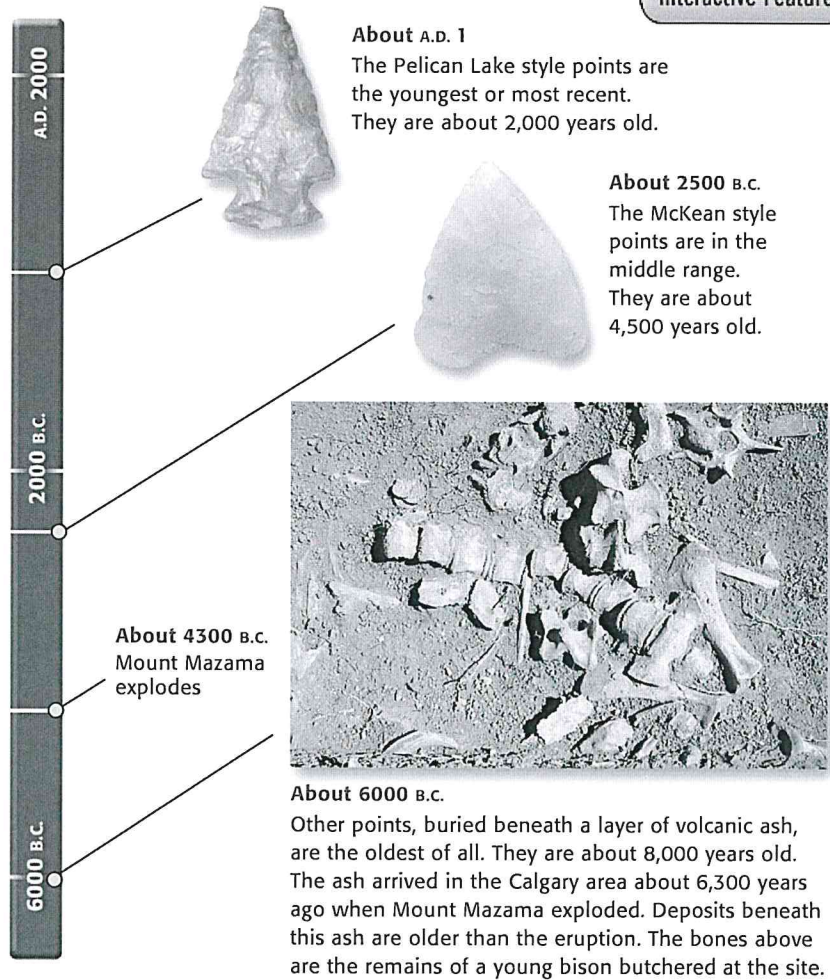
A Bison Kill Site

The first hunters roaming North America hunted mammoths, deer, and bison. Researchers found the bones of bison at a kill site near Calgary, Alberta, in Canada. This kill site is believed to have been in use for more than 8,000 years.

Different layers of remains and artifacts have been found at the kill site, with different kinds of points—spears, arrows, knives, and so forth. The different styles of points can tell archaeologists about the age of a site and its various layers. Weapons and tools such as those shown here were used to kill and butcher animals for the hunters and their families to consume.

SKILLBUILDER: Interpreting Visual Sources

- Drawing Conclusions** *What resources besides food might animals have provided to early hunters and their families?*
- Making Inferences** *What might have been the effect of the weapons and tools of early hunters on the big-game animals of the Americas?*



Agriculture Creates a New Way of Life

Gradually, the earliest Americans became more familiar with plant foods. They began to experiment with simple methods of farming. Their efforts at planting and harvesting led to agriculture. This dramatically changed their way of life.

The Development of Farming Around 7000 B.C., a revolution quietly began in what is now central Mexico. There, people began to rely more on wild edible plants, raising some of them from seeds. By 5000 B.C., many had begun to grow these preferred plants. They included squashes, gourds, beans, avocados, and chilies. By 3400 B.C., these early farmers grew **maize**, or corn. Maize soon became the most important crop. This highly nourishing crop flourished in the tropical climate of Mexico. There, a family of three could raise enough corn in four months to feed themselves for a long time.

Gradually, people settled in permanent villages in the Tehuacan (TAY•wuh•KAHN) Valley, south of present-day Mexico City. These people raised corn and other crops. The techniques of agriculture spread over North and South America. However, it is believed that people in some areas, such as Peru and eastern North America, may have discovered the secrets of cultivating local edible plants independently.

The Effects of Agriculture

Before Agriculture

- People hunted or gathered what they ate.
- Families continually moved in search of big game.
- Groups remained small due to the scarcity of reliable sources of food.
- Humans devoted much of their time to obtaining food.

After Agriculture

- People enjoyed a more reliable and steady source of food.
- Families settled down and formed larger communities.
- Humans concentrated on new skills: arts and crafts, architecture, social organization.
- Complex societies eventually arose.

SKILLBUILDER: Interpreting Charts

1. **Recognizing Effects** *How did life change after the development of agriculture?*
2. **Making Inferences** *How might the establishment of agriculture have helped humans to develop new skills and interests?*

Over the next several centuries, farming methods became more advanced. In central Mexico native farmers created small islands in swamps and shallow lakes by stacking layers of vegetation, dirt, and mud. They then planted crops on top of the island soil. The surrounding water provided irrigation. These floating gardens were very productive, yielding up to three harvests a year.

Farming Brings Great Change In the Americas, as in other regions of the world, agriculture brought great and lasting change to people's way of life. The cultivation of corn and other crops provided a more reliable and expanding food supply. This encouraged population growth and the establishment of large, settled communities. As the population grew, and as farming became more efficient and productive, more people turned their attention to nonagricultural pursuits. They developed specialized skills in arts and crafts, building trades, and other fields. Differences between social classes—between rich and poor, ruler and subject—began to emerge. With the development of agriculture, society became more complex. The stage was set for the rise of more advanced civilizations. **C**

MAIN IDEA

Making Inferences

C Why might the development of agriculture be characterized by some as a turning point in human history?

SECTION

1

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Beringia
- Ice Age
- maize

USING YOUR NOTES

2. Which effect do you think had the most significant impact on the Americas? Explain.

Cause	Effect
1.	1.
2.	2.

MAIN IDEAS

3. How did human beings come to the Americas?
4. How did humans get food before the development of farming?
5. What sorts of changes did farming bring?

CRITICAL THINKING & WRITING

6. **FORMING OPINIONS** Why do you think early Americans, isolated from the rest of the world, developed in ways similar to other early humans?
7. **HYPOTHESIZING** What sailing routes might early humans have traveled to the Americas?
8. **COMPARING** What sorts of problems might the earliest Americans have encountered in their travels?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** What type of person might hold power in a hunter-gatherer society? in a settled, agricultural society? Support your opinions in a two-paragraph **essay**.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on early archaeological sites in the Americas. Locate these sites on an **outline map** and show the dates that scientists have assigned to these sites.

INTERNET KEYWORD

Clovis, Meadowcroft Rockshelter



Early Mesoamerican Civilizations

MAIN IDEA

CULTURAL INTERACTION The Olmec created the Americas' first civilization, which in turn influenced later civilizations.

WHY IT MATTERS NOW

Later American civilizations relied on the technology and achievements of earlier cultures to make advances.

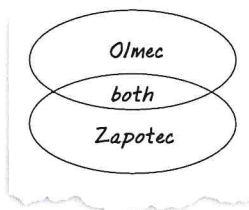
TERMS & NAMES

- Mesoamerica
- Olmec
- Zapotec
- Monte Albán

SETTING THE STAGE The story of developed civilizations in the Americas begins in a region called **Mesoamerica**. (See map on opposite page.) This area stretches south from central Mexico to northern Honduras. It was here, more than 3,000 years ago, that the first complex societies in the Americas arose.

TAKING NOTES

Comparing Use a Venn diagram to compare Olmec and Zapotec cultures.



The Olmec

Mesoamerica's first known civilization builders were a people known as the **Olmec**. They began carving out a society around 1200 B.C. in the jungles of southern Mexico. The Olmec influenced neighboring groups, as well as the later civilizations of the region. They often are called Mesoamerica's "mother culture."

The Rise of Olmec Civilization Around 1860, a worker clearing a field in the hot coastal plain of southeastern Mexico uncovered an extraordinary stone sculpture. It stood five feet tall and weighed an estimated eight tons. The sculpture was of an enormous head, wearing a headpiece. (See *History Through Art*, pages 244–245.) The head was carved in a strikingly realistic style, with thick lips, a flat nose, and large oval eyes. Archaeologists had never seen anything like it in the Americas.

This head, along with others that were discovered later, was a remnant of the Olmec civilization. The Olmec emerged about 1200 B.C. and thrived from approximately 800–400 B.C. They lived along the Gulf Coast of Mexico, in the modern-day Mexican states of Veracruz and Tabasco.

Gulf Coast Geography On the surface, the Gulf Coast seemed an unlikely site for a high culture to take root. The region was hot and humid and covered with swamps and jungle. In some places, giant trees formed a thick cover that prevented most sunlight from reaching the ground. Up to 100 inches of rain fell every year. The rainfall swelled rivers and caused severe flooding.

However, the region also had certain advantages. There were abundant deposits of salt and tar, as well as fine clay used in making pottery. There was also wood and rubber from the rain forest. The hills to the north provided hard stone from which the Olmec could make tools and monuments. The rivers that laced the region provided a means of transport. Most important, the flood plains of these rivers provided fertile land for farming.

MAIN IDEA**Making Inferences**

A In what ways did the Olmec's environment help in the creation of its civilization?

The Olmec used their resources to build thriving communities. The oldest site, San Lorenzo, dates back to around 1150 B.C. Here archaeologists uncovered important clues that offered a glimpse into the Olmec world. **A**

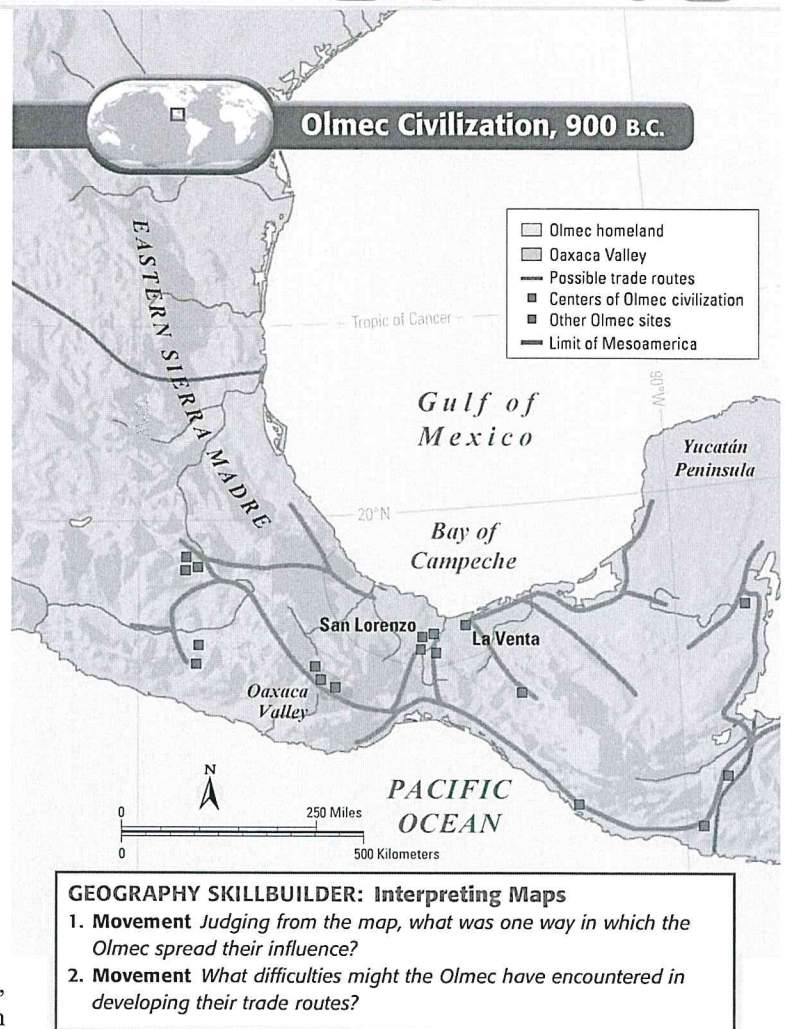
Olmec Society At San Lorenzo archaeologists discovered earthen mounds, courtyards, and pyramids. Set among these earthworks were large stone monuments. They included columns, altars, and more colossal, sculpted heads, which may have represented particular Olmec rulers. These giant monuments weigh as much as 44 tons. Some scholars think that Olmec workers may have moved these sculptures over land on rolling logs to the river banks. From there, they may have rafted the monuments along waterways to various sites.

To the east of San Lorenzo, another significant Olmec site, La Venta, rose around 900 B.C. Here, researchers discovered a 100-foot-high mound of earth and clay. This structure may have served as the tomb of a great Olmec ruler. Known as the Great Pyramid, the mound also may have been the center of the Olmec religion. Experts believe the Olmec prayed to a variety of nature gods.

Most of all, they probably worshiped the jaguar spirit. Numerous Olmec sculptures and carvings depict a half-human, half-jaguar creature. Some scholars believe that the jaguar represented a powerful rain god. Others contend that there were several jaguar gods, representing the earth, fertility, and maize.

Trade and Commerce Archaeologists once believed that sites such as La Venta were ceremonial centers where important rituals were performed but few people lived. In recent years, however, experts have begun to revise that view. The Olmec appear to have been a prosperous people who directed a large trading network throughout Mesoamerica. Olmec goods traveled as far as Mexico City to the north and Honduras to the south. In addition, raw materials—including iron ore and various stones—reached San Lorenzo from faraway regions. This trade network helped boost the Olmec economy and spread Olmec influence.

Decline of the Olmec For reasons that are not fully understood, Olmec civilization eventually collapsed. Scholars believe San Lorenzo was destroyed around 900 B.C. La Venta may have fallen sometime around 400 B.C. Some experts speculate that outside invaders caused the destruction. Others believe the Olmec may have destroyed their own monuments upon the death of their rulers. **B**

**MAIN IDEA****Hypothesizing**


B What might lead to the disappearance of an entire civilization?

Zapotec Civilization Arises

By the time Olmec civilization had collapsed, another people—the **Zapotec**—were developing an advanced society to the southwest, in what is now the Mexican state of Oaxaca (wuh•HAH•kah). Though they showed traces of Olmec influence, the Zapotec built a unique civilization.

Peoples of the Oaxaca Valley Oaxaca is a rugged region of mountains and valleys in southern Mexico. In the center of the state, three valleys meet to form a large open area known as the Oaxaca Valley. This valley has fertile soil, a mild climate, and enough rainfall to support agriculture. As a result, various peoples have made the Oaxaca Valley their home, including the ancient Zapotec.


For centuries the Zapotec lived in scattered villages throughout the valley. By 1000 B.C., however, one site—San José Mogote—was emerging as the main power in the region. At this site, the Zapotec constructed stone platforms. They also built temples and began work on monumental sculptures. By 500 B.C. they had developed early forms of writing and a calendar system.

The Zapotec Flourish at Monte Albán Around 500 B.C., Zapotec civilization took a major leap forward. High atop a mountain at the center of the Oaxaca Valley, the Zapotec built the first real urban center in the Americas, **Monte Albán**. This city, with its commanding view of the entire valley, grew and prospered over the next several centuries. By 200 B.C., Monte Albán was home to around 15,000 people. The city eventually would reach a peak population of almost 25,000. 

From A.D. 250 to A.D. 700, Monte Albán was truly impressive. At the heart of the city was a giant plaza paved with stones. Towering pyramids, temples, and

MAIN IDEA

Comparing

 How does Monte Albán's population compare to the populations of today's major cities?

Global Patterns

Pyramids

A number of ancient peoples used pyramids for temples, tombs, and observatories. The Egyptians built pyramids as tombs. Their pyramids had smooth sides and came to a point. In contrast, the pyramids built by the Zapotec at Monte Albán (shown below) have stepped sides, with flat tops that served as platforms for temples.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Make a poster about the different kinds of pyramids in Egypt and Mesoamerica. Go to classzone.com for your research.



palaces, all made out of stone, surrounded this plaza. There was even an observatory for observing the stars to establish a calendar. Nearby was a series of stone carvings of corpses. Their facial features show an Olmec influence.

For more than a thousand years the Zapotec controlled the Oaxaca Valley and the surrounding region. Sometime after A.D. 600, the Zapotec began to decline. Some scholars believe they may have suffered a loss of trade or other economic difficulties. As with the Olmec, the fall of Zapotec civilization remains a puzzle.

The Early Mesoamericans' Legacy

Although both the Zapotec and Olmec civilizations eventually collapsed, each culture influenced the Mesoamerican civilizations that followed.

The Olmec Leave Their Mark The Olmec contributed much to later Mesoamerican civilizations. They influenced the powerful Maya, who will be discussed in Chapter 16. Olmec art styles, especially the use of the jaguar motif, can be seen in the pottery and sculpture of later peoples in the region. In addition, future Mesoamerican societies copied the Olmec pattern of urban design.

The Olmec also left behind the notions of planned ceremonial centers, ritual ball games, and an elite ruling class. And while there is no clear evidence that the Olmec used a written language, their descendants or a related people carved out stone symbols that may have influenced later glyph writing.

Zapotec Contributions The Zapotec left behind their own legacy. It included a hieroglyphic writing system and a calendar system based on the movement of the sun. In addition, the Zapotec are noted as the Americas' first city builders. Monte Albán combined ceremonial grandeur with residential living space. This style influenced the development of future urban centers and became a hallmark of Mesoamerican civilizations.

As the Zapotec and Olmec flourished and then declined, civilizations were also taking shape in South America. Along the rough and mountainous terrain in what is now Peru, ancient peoples came together. There, they created more advanced and complex societies.

MAIN IDEA

Forming Opinions

D What do you consider to be the Olmec's most important contributions to later cultures?

SECTION

2

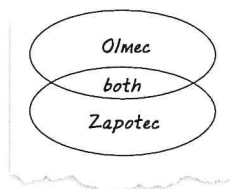
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Mesoamerica
- Olmec
- Zapotec
- Monte Albán

USING YOUR NOTES

2. What was one characteristic unique to Olmec culture?



MAIN IDEAS

3. Why did Olmec civilization collapse?
4. What was the role of trade in Olmec civilization?
5. What were some important Zapotec contributions to later cultures?

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Why do you think the Olmec are called Mesoamerica's "mother culture"?
7. **ANALYZING CAUSES** What factors made the Oaxaca Valley a likely place for civilization to develop?
8. **COMPARING** What were some similarities between the Olmec and Zapotec cultures?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** As a trader from a small Mesoamerican village, you have just returned from your first visit to the Olmec site at La Venta. Write a **description** of what you might tell your family about the things you saw at the site.

CONNECT TO TODAY DRAWING A MASK

What are some events or holidays in North America where participants wear masks? Draw a picture of a jaguar **mask** that you would like to wear for such a festival.