**STATION ONE: War of 1812**

*STEP ONE*: Go to the Following Website <http://www.history.com/topics/war-of-1812>

Watch the Following Clips (with headphones on, please)

* James Madison and the War of 1812
* Americans and British Face of in War of 1812
* Dolley Madison Saves Washington’s Portrait
* James Madison, Did You Know?

Read the Following articles

* Treaty of Ghent
* 6 Things You may Not Know About Tecumseh
* How the USS Constitution Became “Old Ironsides”

*STEP TWO*: After (or while) watching the video clips, create a video guide covering the material of each segment. You may create a graphic organizer, puzzle, or just questions and answer. You must provide an answer key for each of your video guides. Each student in your group will need to have a copy of the video guide and answer key glued into his/her notebook.

You may want to split this project up, or work as an entire group.

**STATION TWO: Indian Removal**

*STEP ONE:* Watch the BrainPop concerning the Trail of Tears so that you can gain additional information

*STEP TWO:* Fill Out Map One “Location of 5 Civilized Tribes” using internet or book resources. Each member of your group will be responsible for having the map glued into his or her interactive notebook.

*STEP TWO:* Fill out information of the Five Civilized Tribes using the book s provided or online resources. Each member of your group will be responsible for having the map glued into his or her interactive notebook.

*STEP THREE:* Go to the Following Website:

<https://www.nlm.nih.gov/nativevoices/timeline/296.html>

Using the Map locate in the middle page, draw the paths that the Native Americans followed during the Trail of Tears.

*STEP FOUR:*  Answer the following “essay” question in at least two paragraphs on a page within your interactive notebook.

History is often seen as the march of progress. In U.S. history, the chronology of events that led from the settlement of to the formation of colonies, from a newborn nation to the current 50 states, is considered the natural sequence of the nation’s progress. The outcomes of historical events are presumed to be steps forward in our collective journey.

Yet there were moments in our nation’s history when “progress” benefited some people over others, when the sense of progress depended on one’s point of view. The policy of Indian removal, adopted formally by the federal government in 1830, was one such example. In this lesson, students will explore primary documents from the period and grapple with two essential questions: Does history necessarily reflect progress? For whom?

**STATION THREE: New Inventions of the Time Period**

*STEP ONE:* Go to the following website:

<http://theinventors.org/library/weekly/aa111100a.htm>

Select Five Inventions from this Website

*STEP TWO:* Fill out the chart explaining which invention you chose and why the invention was important during the time period.

*STEP THREE:* Create an icon (like what you would see in the App Store) for each of your inventions.

*STEP FIVE:* In your interactive notebook, answer the following question about your invention in at least three sentences.

*How did the invention impact modern day society? How would our lives be today without the invention?*

**STATION FOUR: Slavery**

*STEP ONE:* Read through the primary sources about slavery in the 1800s. Answer all of the questions in the packet completely and glue into your interactive notebook.

*STEP TWO:* Complete the TASK at the bottom of Page One:

* *Describe the ways in which slaves were denied their basic human rights.*
* *Explain at least two reasons why slaveholders denied slaves their basic human rights.*

Write one paragraph answering each of these questions in your interactive notebook.

**STATION FIVE: Railroads**

*STEP ONE:* Glue the Map from 1860 into your interactive notebook. Using this map, brainstorm the answers to the following questions, write your answers in your interactive notebook:

1. In 1860 did the United States encompass land from the Atlantic to the Pacific coasts?
2. How many states existed in 1860?
3. Was there any land which was owned by the United States government but which was not yet admitted into the Union as a state?
4. What is the difference between a state and a territory?
5. How did a territory become a state? (For an answer to this question, review the Northwest Ordinance at :<http://www.law.ou.edu/hist/ordinanc.html>.)
6. Why do you think so few Easterners settled in between the states fronting the Mississippi River and the states of California and Oregon? In other words, why did people cross the continent to settle California and Oregon in great enough numbers to entitle them to become states, but bypass settling the Great Plains?
7. How could the government play a role in enticing people to settle the Great Plains?
8. While a map of the United States would show many railroads in the North (fewer in the South) in 1860, none reached across the Great Plains or linked the country coast to coast. How could railroad companies be encouraged by the government to build a railroad to service a part of the country where there were as yet no significant numbers of United States citizens? Conversely, why should settlers come when there was no railroad?
9. The government could not fund efforts to settle the plains with cash, especially in light of the expenses needed to fight the Civil War that erupted in 1861. What other kinds of help could it offer? Brainstorm various "deals."

*STEP TWO:* View the video clip at <https://www.youtube.com/watch?v=CD_jK9t02TU>

**STATION SIX: The Homestead Act.**

STEP ONE: Read through this introductory information

The Homestead Act was passed by Congress in1862. It called for an unusual means to allocate

land. Individuals could own land without paying money for it. Your task is to investigate how this

new system influenced individual choices. One choice, in particular, may seem odd, but it represented the preferred choice of many. Many farmers, for example, refused to accept offers of free land. They bought land instead. Why would they choose to do that?

STEP TWO: Copy the information concerning the Homestead Act into your Interactive notebook

STEP THREE: Answer the Questions as you consider which homestead site you would choose- glue the page into your interactive notebook and answer the questions in your notebook.

STEP FOUR: Answer the Discussion Questions at the end of the assignment giving detailed explanations.

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| **Name of Invention** | **Description of Invention (Who invented and Why?)** |
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