

# A Nation Divided

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# ABOUT STORYPATH

## THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When children are engaged in problem-solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

## AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

## THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *Understanding the Marketplace*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

### Typical structure of a Storypath unit

#### CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

#### CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

#### BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

#### CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

#### CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

# USING THE COMPONENTS

## TEACHER'S HANDBOOK

Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

### Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

### Teaching Notes

Each Handbook contains detailed support for instruction.

## Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or made into transparencies, depending on your teaching needs.

Item	Tax
Legal document submitted in a court of law	3 pence
College diploma	2 pounds
Bill of sale	4 pence
Liquor license	20 shillings
Will	5 shillings
Land purchase under 100 acres	3 shillings
Contract	2 shillings and 6 pence
Pack of playing cards	1 shilling
Pair of dice	10 shillings
Newspaper	1 penny
Advertisement in a newspaper	2 shillings
Almanac or calendar	2 pence
Any document listed above that is written in a language other than English	Double the tax listed above

  

Item	Tax
For every 100 pounds of glass	4 shillings and 8 pence
For every 100 pounds of lead	2 shillings
For every 100 pounds of paint	2 shillings
For every pound of tea	3 pence
For every 500 sheets of paper	12 shillings

## Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.

## STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. And when completed, the Portfolio becomes an authentic assessment tool.

EPISODE 5  
PORTFOLIO  
14

DATE \_\_\_\_\_

PRIMARY SOURCE: NEWSPAPER ARTICLE

**The BOSTON Evening-Post.**  
*Containing the fullest & most important News, Foreign and Domestic.*

October 29  
 The inhabitants of this town have been late greatly assembled and abused by some of the officers and soldiers, several have been assaulted on freedom pretences, and put under guard without any lawful warrant for so doing. A physician of the town walking the streets the other evening, was pushed by an officer, when a scuffle ensued, he was afterwards men by the same officer in company with another, both as yet unknown, who repeated his blows, and as a supposed gave him a stroke with a pistol, which so wounded him as to endanger his life. A mob of this town on going under the rails of the Common in his way home, had a thrust in the breast with a bayonet from a soldier, another person passing the street was struck with a musket, and the last evening a mob of the town was struck down by an officer who went into the coffee-house, several gentlemen following him on, and expelling with the officers, were treated in the most ungentle manner; but the most atrocious offence and alarming behaviour was that of a captain, the last evening, who in company with two other officers, endeavoured to persuade some

—From The Boston Evening-Post, October 29, 1768.

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 Page 18

EPISODE 5  
PORTFOLIO  
15

DATE \_\_\_\_\_

PRIMARY SOURCE READING GUIDE

**The Boston Evening-Post**

The article from the Boston Evening-Post is a primary source. It was written in 1768. Historians can use this article to learn about events in Boston during this time period.

Effective readers first think about the author's purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure that they understand the text. Read this article at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the article.

- In colonial times, newspapers sometimes tried to persuade others to think or act in certain ways. Do you think the writer is trying to persuade the reader? Give examples from the text to support your answer.
- Do you think the writer supports the patriots or the loyalists? How do you know?
- The writer effectively used the writing trait of word choice to help persuade the reader. The article contains lively verbs, specific nouns, and colorful adjectives (or describing words). Circle the words and phrases that you think helped the writer effectively convey his message.
- Reread the last paragraph of the article. What are the "first fruits"?
- What is this article mostly about?

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**What was the Boston Tea Party?**

On December 16, 1773, three ships from Britain loaded with chests of tea were docked in Boston Harbor. Britain had cut the price of tea in half, but the tea tax remained. The next day, the governor was going to have the tea unloaded, and the tax would be paid. The people of Boston had other ideas.



1. What might people watching from the shore have thought? (making inferences)

3. Why do you think the colonists dressed as Mohawk Indians? (making inferences)

2. How did this protest differ from a riot? (scanning)

SET 1  
SLIDE 1

**What happened at the Boston Massacre?**

Paul Revere's Engraving of the Boston Massacre  
 Paul Revere, an artist and abolitionist, made this engraving of the Boston Massacre at the request of Samuel Adams. Many prints were made and distributed all over the colonies.

Crispus Attacks in the Boston Massacre  
 This print shows Crispus Attacks, a Black patriot, charging at the soldiers. Attacks was one of two people who died that night.

Compare how the two pictures are the same and different. (understanding & comparing and contrasting) How did Revere depict the event the way he did? (making inferences)

SET 1  
SLIDE 1

**British Colonies in North America, 1765**

The British colonies were divided into three regions.

- New England: Massachusetts, Rhode Island, Connecticut, and New Hampshire
- Middle Colonies: New York, New Jersey, Pennsylvania, and Delaware
- Southern Colonies: Maryland, Virginia, the Carolinas, and Georgia

SET 1  
SLIDE 2

**Colonial Government**

In 1705, British citizens had the right to elect the people who governed them. British citizens living in England voted for members of Parliament, who passed laws for all of Great Britain. In the colonies, British citizens voted for an assembly. The assembly made laws, raised money through taxes, and decided how that money should be spent. Most colonies also had a governor who was appointed by the king of Great Britain. The governor's job was to make sure the colonies followed British laws. The governor could veto, or strike down, an assembly's law if it went against a British law.

In order to vote for the assembly, a colonist had to be a white male Christian who owned property. Because it was relatively easy to own land in the colonies, voting was more widespread than it was under other governments. However, Jews, slaves, free African Americans, Native Americans, and all women were barred from voting.

SET 2  
SLIDE 2

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STUDENT HANDOUT 3

## CONTENT SLIDE SETS & HANDOUTS

Each unit includes sets of Content Slides and Handouts that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides and handouts in each set provide focused non-fiction content and can be used for independent, paired, or small group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation along with the handouts. For those with laptops, display the appropriate slides for student reading and discussion or reproduce the slides as needed for each episode for individuals, pairs, or small groups. The handouts may also be used without the slides.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A "reading tips" chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce "reading tips" for each student or group.

Note that the slides and handouts are conveniently available in a printable format on the CD.

# LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

## Reading

Content Slide Sets and Handouts present opportunities for students to engage in focused content reading. Students can use the slides and handouts to engage in shared reading or listen as a teacher or another student reads.

**Colonial Exports**

Most of the colonies' exports were natural resources, or useful things from the land. Imports from Great Britain were mostly manufactured goods, or useful things made by people. Britain also sent ships and soldiers to protect the colonies.

Most colonies imported more than they exported. This was good for Britain, which profited from what it sold to the colonies.

Colony	Export
New England	fish, whale products, lumber, tar
Middle colonies	grain, iron
Southern colonies	cotton, tobacco, rice, indigo (a plant that produces a blue dye for coloring fabric)

**3. Identify items exported to Britain and imported to the colonies. How are these items different? (understanding visuals)**

Illustration by Chris Costello. Original source: Historical Statistics of the United States, Colonial Times to 1970 by the U.S. Department of Commerce, the Bureau of Economic Warfare, and the U.S. Government Printing Office, 1975.

**Student Handout**  
SET 1

Slide 2

**British Colonies in North America, 1765**  
 The British colonies were divided into three regions.

- New England:** Massachusetts, Rhode Island, Connecticut, and New Hampshire
- Middle Colonies:** New York, New Jersey, Pennsylvania, and Delaware
- Southern Colonies:** Maryland, Virginia, the Carolina, and Georgia

Slide 2

**Colonial Government**

In 1705, British citizens had the right to elect the people who governed them. British citizens living in England voted for members of Parliament, who passed laws for all of Great Britain. In the colonies, British citizens voted for an assembly. The assembly made laws, raised money through taxes, and decided how that money should be spent. Most colonies also had a governor who was appointed by the king of Great Britain. The governor's job was to make sure the colonies followed British laws. The governor could veto, or strike down, an assembly's law if it went against a British law.

In order to vote for the assembly, a colonist had to be a white male Christian who owned property. Because it was relatively easy to own land in the colonies, voting was more widespread than it was under other governments. However, Jews, slaves, free African Americans, Native Americans, and all women were barred from voting.

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## Comprehension

Questions in each Content Slide Set help students focus on important content. Questions are labeled with suggested reading strategies.

## Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

## Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

Struggle for Independence		
Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Read the text and think: "What is the 'big idea' here?"</li> <li>3. Look for information that is important to the big idea. Some facts are interesting but not important.</li> <li>4. The details you find may cause you to change your big idea.</li> </ol>
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	<ol style="list-style-type: none"> <li>1. Think about what you want to know.</li> <li>2. Choose two events or ideas to compare and contrast.</li> <li>3. List important information about one event or idea.</li> <li>4. For each item on the list, look for information about how the other idea is the same or different.</li> <li>5. Look for clue words such as "similarly," "also," and "however."</li> </ol>
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	<ol style="list-style-type: none"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Look for clues in the text that give you new information.</li> <li>3. Compare this new information with what you already know to figure out what the author is saying.</li> </ol>
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none"> <li>1. Think about what new information you want to remember.</li> <li>2. Think about what you already know.</li> <li>3. Look for connections between the new information and what you already know from experience or reading.</li> <li>4. These connections will help you remember the new information.</li> </ol>
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none"> <li>1. Think about what information you need to find.</li> <li>2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas.</li> <li>3. When you find what you're looking for, slow down and read carefully.</li> </ol>
Understanding visuals	Use it to find information presented in visual forms, such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys.</li> <li>3. Search for the specific information you want.</li> <li>4. Put the information into words to help you understand the visual.</li> </ol>

## Writing

Throughout each unit, students complete writing activities to prompt thinking as well as to demonstrate what they have learned.

**EPISODE 3**  
**8** **PORTFOLIO** Struggle to Independence DATE \_\_\_\_\_

**WRITING: A REPORT**  
**Daily Life in Colonial Boston**  
 In your report, you will explain important aspects of your character's daily life. Use the space below to organize your ideas from your prewriting. Keep in mind the criteria on the self-assessment rubric shown on Portfolio page 13.

Title: \_\_\_\_\_  
 Introduction: \_\_\_\_\_  
 \_\_\_\_\_

**Supporting Examples and Details**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conclusion: \_\_\_\_\_  
 \_\_\_\_\_

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## Speaking and Listening

Students refine these skills by presenting ideas to the class and resolving issues through discussion and collaboration.

**EPISODE 3**  
**10** **PORTFOLIO** Struggle to Independence DATE \_\_\_\_\_

**PRESENTING A REPORT**  
**Daily Life in Colonial Boston**  
 You will present your report to the class. Use the guidelines below to prepare for your presentation.

**The title of my report:** \_\_\_\_\_  
 Three important facts to share about my topic  
 \_\_\_\_\_  
 \_\_\_\_\_

Props or costumes I can use  
 \_\_\_\_\_  
 \_\_\_\_\_

Ways to make my presentation interesting  
 \_\_\_\_\_  
 \_\_\_\_\_

Special information or details to include  
 \_\_\_\_\_  
 \_\_\_\_\_

Practice your presentation in your family groups. Ask a member of your group to check off the boxes below that you included in your practice presentation. Use feedback from your family group to make improvements to your presentation.

I presented the information in the role of my character.  
 I included three important facts.  
 I kept the presentation short and to the point.  
 I spoke clearly and confidently.  
 I used dramatic expression to communicate the role of my character.

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## Vocabulary Development

In each unit, students are exposed to specialized vocabulary for speaking and writing. Students create word banks in their Portfolio by recording content words.

**PORTFOLIO**  
**24** Struggle to Independence DATE \_\_\_\_\_

**WORD BANK**  
 Keep track of the words you learn or words that interest you. Words in your word bank may come from class discussion, research, or any other source during the unit. Next to each word, write a definition of the new word or words that describe the new word. You might even draw a sketch of the word to help you remember its meaning.

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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## Reading Mini-Lessons

Use the Reading Mini-Lesson Framework on p. 83 of the Teacher's Handbook to conduct reading mini-lessons.

**HOW TO CONDUCT READING MINI-LESSONS**

The Reading Tip chart on the back of each Content Card provides a quick reminder for students to use as they work with the cards. These Reading Tip cards suggest strategies that are especially effective for reading and understanding non-fiction text.

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Searching for specific information
- Understanding words

You can use the Reading Tip as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Strategic Mini-Lesson is to give you with a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions on the Content Cards suggest specific strategies that the students will need to use on their own.

**READING MINI-LESSON FRAMEWORK**

- Describe the strategy, explaining when and why readers use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tip chart for information on explaining the strategy and helping students understand when and why readers use it.
- Model the steps as you "think aloud" with a sample text. Discuss with your students the steps, using text from a sample to use in the Strategic Mini-Lesson. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:
  - "I think about what I already know..."
  - "When I look for the main idea, I..."
  - "Here is a clue that will help me..."
  - "That makes me think..."
- Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Strategic Mini-Lesson and begin to use the strategies independently. For example, after you model your own thinking, ask students to try one of the strategies with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.
- Assess students' progress. Teachers' independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

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