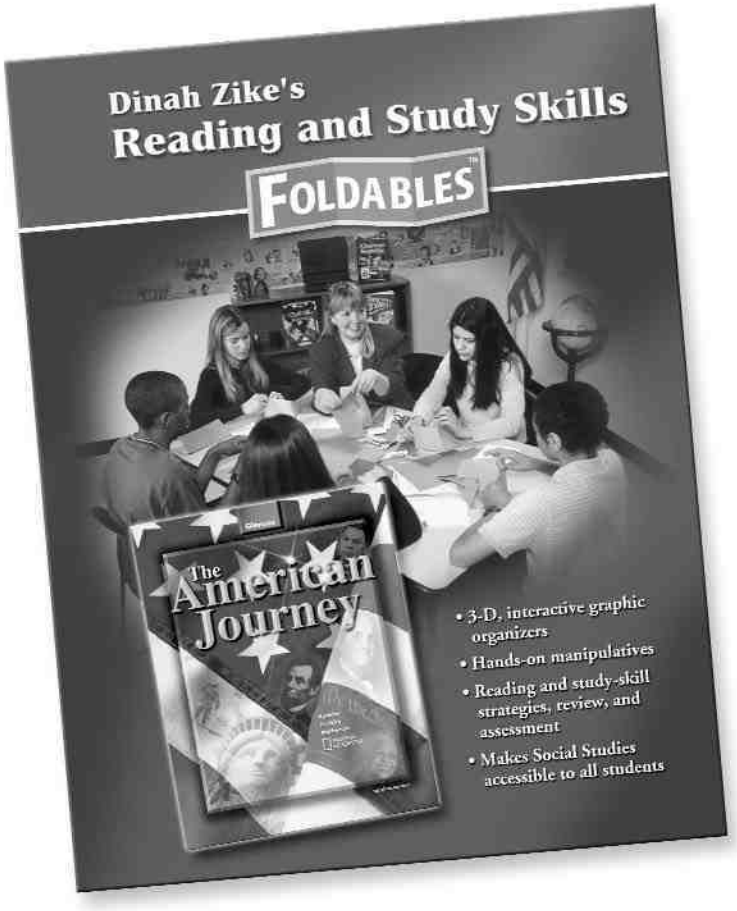
Dinah Zike's
Reading and Study Skills

FOLDABLES™



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1 2 3 4 5 6 7 8 9 10 079 08 07 06 05 04 03 02

Table of Contents

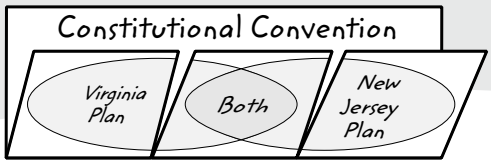
Letter From Dinah Zike 1

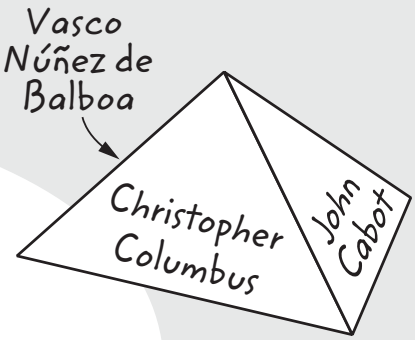
Introduction to Foldables

Why Use Foldables in Social Studies? 2
Foldables and the NCSS Thematic Strands 2
Foldable Basics 3
Using Visuals and Graphics With Foldables 5

Folding Instructions

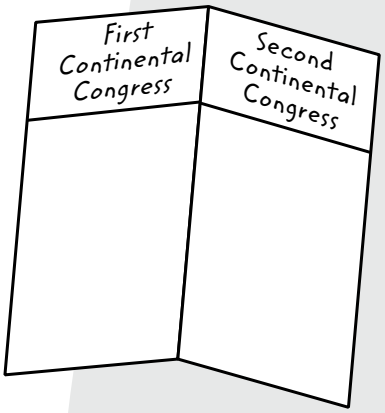
Basic Foldables Shapes 13
Half Book 14
Folded Book 15
Three-Quarter Book 16
Bound Book 17
Two-Tab Book 18
Pocket Book 19
Matchbook 20
Shutter Fold 21
Trifold Book 22
Three-Tab Book 23
Pyramid Fold 24
Layered-Look Book 25
Four-Tab Book 26
Standing Cube 27
Envelope Fold 28
Four-Door Book 29
Top-Tab Book 30
Accordion Book 32
Pop-Up Book 33
Five-Tab Book 34
Folded Table or Chart 35
Folding a Circle Into Tenths 36
Circle Graph 37
Concept-Map Book 38
Vocabulary Book 39
Four-Door Diorama 40
Picture Frame Book 41
Display Case 42
Billboard Project 43
Project Board With Tabs 44
Sentence Strips 45
Sentence-Strip Holder 46
Forward-Backward Book 47
Three-Pocket Book 48





Chapter-Specific Foldables 49

Chapter 1 The First Americans 50
Chapter 2 Exploring the Americas 52
Chapter 3 Colonial America 54
Chapter 4 The Colonies Grow 56
Chapter 5 Road to Independence 58
Chapter 6 The American Revolution 60
Chapter 7 A More Perfect Union 62
Chapter 8 A New Nation 64
Chapter 9 The Jefferson Era 66
Chapter 10 Growth and Expansion 68
Chapter 11 The Jackson Era 70
Chapter 12 Manifest Destiny 72
Chapter 13 North and South 74
Chapter 14 The Age of Reform 76
Chapter 15 Road to Civil War 78
Chapter 16 The Civil War 80
Chapter 17 Reconstruction and Its Aftermath 82
Chapter 18 The Western Frontier 84
Chapter 19 The Growth of Industry 86
Chapter 20 Toward an Urban America 88
Chapter 21 Progressive Reforms 90
Chapter 22 Overseas Expansion 92
Chapter 23 World War I 94
Chapter 24 The Jazz Age 96
Chapter 25 The Depression and FDR 98
Chapter 26 World War II 100
Chapter 27 The Cold War Era 102
Chapter 28 America in the 1950s 104
Chapter 29 The Civil Rights Era 106
Chapter 30 The Vietnam Era 108
Chapter 31 Search for Stability 110
Chapter 32 New Challenges 112



Dear Teacher,

What is a Foldable?

A Foldable is a 3-D, student-made, interactive graphic organizer based upon a skill. Making a Foldable gives students a fast, kinesthetic activity that helps them organize and retain information. Every chapter in the student edition of the textbook begins with a Foldable that is used as a Study Organizer. Each chapter's Foldable is designed to be used as a study guide for the main ideas and key points presented in sections of the chapter. Foldables can also be used for a more in-depth investigation of a concept, idea, opinion, event, or a person or place studied in a chapter. The purpose of this ancillary is to show you how to create various types of Foldables and provide chapter-specific Foldables examples. With this information, you can individualize Foldables to meet your curriculum needs.

This book is divided into two sections. The first section presents step-by-step instructions, illustrations, and photographs of 34 Foldables, many of which were not used in the student edition. I've included over 100 photographs to help you visualize ways in which they might enhance instruction. The second section presents two extra ideas on how to use Foldables for each chapter in the textbook. You can use the instruction section to design your own Foldables or alter the Foldables presented in each chapter as well. I highly suggest making this book available as a source for students who wish to learn new and creative ways in which to make study guides, present projects, or do extra credit work.

Who Am I?

You may have seen Foldables featured in this book used in supplemental programs or staff-development workshops. Today my Foldables are used internationally. I present workshops and keynotes to over fifty thousand teachers and parents a year, sharing Foldables that I began inventing, designing, and adapting over thirty five years ago. Students of all ages are using them for daily work, note-taking activities, student-directed projects, forms of alternative assessment, journals, graphs, tables, and more.

Have fun using and adapting Foldables,

Why use Foldables in Social Studies?

When teachers ask me why they should take time to use the Foldables featured in this book, I explain that they:

. . . organize, display, and arrange information, making it easier for students to grasp social studies concepts, theories, facts, opinions, questions, research, and ideas.

. . . are student-made study guides that are compiled as students listen for main ideas, read for main ideas, or conduct research.

. . . provide a multitude of creative formats in which students can present projects, research, interviews, and inquiry-based reports.

. . . replace teacher-generated writing or photocopied sheets with student-generated print.

. . . incorporate the use of such skills as comparing and contrasting, recognizing cause and effect, and finding similarities and differences.

. . . continue to "immerse" students in previously learned vocabulary, concepts, information, generalizations, ideas, and theories, providing them with a strong foundation that they can build upon with new observations, concepts, and knowledge.

. . . can be used by students or teachers to easily communicate data through graphs, tables, charts, models, and diagrams, including Venn diagrams.

. . . allow students to make their own journals for recording observations, research information, primary and secondary source data, surveys, and so on.

. . . can be used as alternative assessment tools by teachers to evaluate student progress or by students to evaluate their own progress.

. . . integrate language arts, the sciences, and mathematics into the study of social studies.

. . . provide a sense of student ownership or investiture in the social studies curriculum.

Foldables and the NCSS Thematic Strands

In *Curriculum Standards for Social Studies: Expectations of Excellence,* the National Council for the Social Studies (NCSS) identified 10 themes that serve as organizing strands for the social studies curriculum at every school level. The themes include:

I. Culture
II. Time, Continuity, and Change
III. People, Places, and Environments
IV. Individual Development and Identity
V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
VII. Production, Distribution, and Consumption
VIII. Science, Technology, and Society
IX. Global Connections
X. Civic Ideals and Practices

Students are expected to master specific skills that are organized around these themes, such as analyzing data, comparing and contrasting similarities and differences, explaining and describing concepts, and identifying cause-and-effect relationships.

Foldables help students practice and master these specific skills. Foldables require students to identify and describe main ideas, relationships, and processes. In most cases, students need to understand and comprehend information before they can illustrate it in a foldable. Foldables help students think, analyze, and communicate.

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Foldable Basics

What to Write and Where

Teach students to write general information such as titles, vocabulary words, concepts, questions, main ideas, and dates on the front tabs of their Foldables. This way students can easily recognize main ideas and important concepts. Foldables help students focus on and remember key points without being distracted by other print.

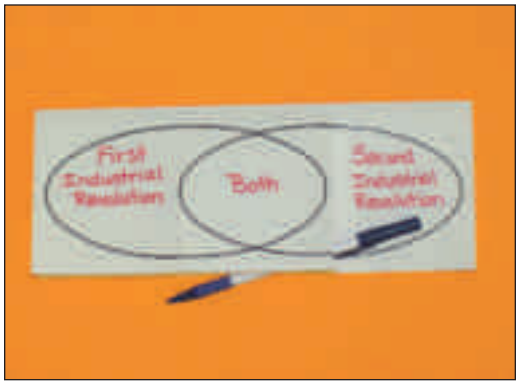
Ask students to write specific information such as supporting ideas, student thoughts, answers to questions, research information, class notes, observations, and definitions under the tabs.

As you teach, demonstrate different ways in which Foldables can be used. Soon you will find that students make their own Foldables and use them independently for study guides and projects.

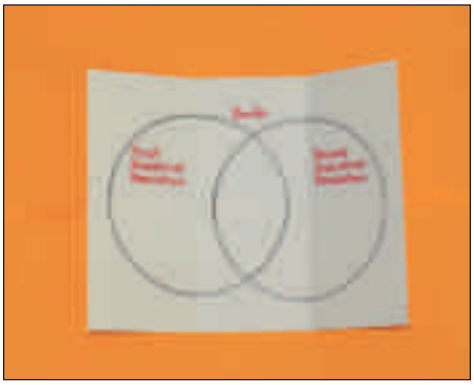
With or Without Tabs

Foldables with flaps or tabs create study guides that students can use to check what they know about the general information on the front of tabs. Use Foldables without tabs for assessment purposes or projects where information is presented for others to view quickly.

Venn diagram used as a study guide



Venn diagram used for assessment



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What to Do With Scissors and Glue

If it is difficult for your students to keep glue and scissors at their desks, set up a small table in the classroom and provide several containers of glue, numerous pairs of scissors (sometimes tied to the table), containers of crayons and colored pencils, a stapler, clear tape, and anything else you think students might need to make their Foldables.

Storing Foldables

There are several ways that students can store their Foldables. They can use grocery bags, plastic bags, or shoeboxes. Students can also punch holes in their Foldables and place them in a three-ring binder. Suggest they place strips of two-inch clear tape along one side and punch three holes through the taped edge.

By keeping all of their Foldables together and organized, students will have created their own portfolio.

HINT: *I found it more convenient to keep student portfolios in my classroom so student work was always available when needed. Giant detergent boxes make good storage containers for portfolios.*

Use This Book as a Creative Resource

Have this book readily available for students to use as an idea reference for projects, discussions, social studies debates, extra credit work, cooperative learning group presentations, and so on. Encourage students to think of their own versions of Foldables to help them learn the material the best way possible.

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Using Visuals and Graphics With Foldables

The graphics on pages 6–12 can be used as visual aids for students' Foldables. Students can incorporate them into their journals, notes, projects, and study guides independently. I found that students and teachers were more likely to use graphics if they were available on a classroom computer where they could be selected and printed out as needed. You can also photocopy and distribute the pages that follow for students to trace or cut out for their projects. All these visuals will aid student understanding and retention.

1. Students can mark and label large United States and world maps to show where past and recent events occurred, where a historic person lived and worked, where wars were fought and battles won, where volcanoes are active and inactive, where boundaries of territories or regions existed, and so on.
2. Students can mark and label smaller maps of continents to illustrate more specific locations. For example, when making a *who, what, when, where* Foldable, students can identify exactly where the particular event occurred or where the individual lived.
3. Bar graphs, grids, and circle graphs can be used to show changes over time, population distribution, and so on.
4. Use time lines to record when someone lived or when an event or sequence of events occurred. Use two time lines to compare what was happening in two different areas at the same time.
5. Use small picture frames to sketch or name a person, place, or thing.

1

2

3

4

5

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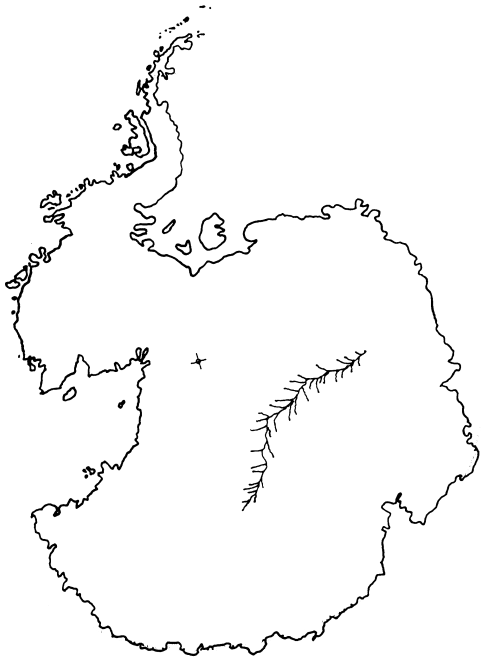
Africa

Antarctica



Asia

Australia

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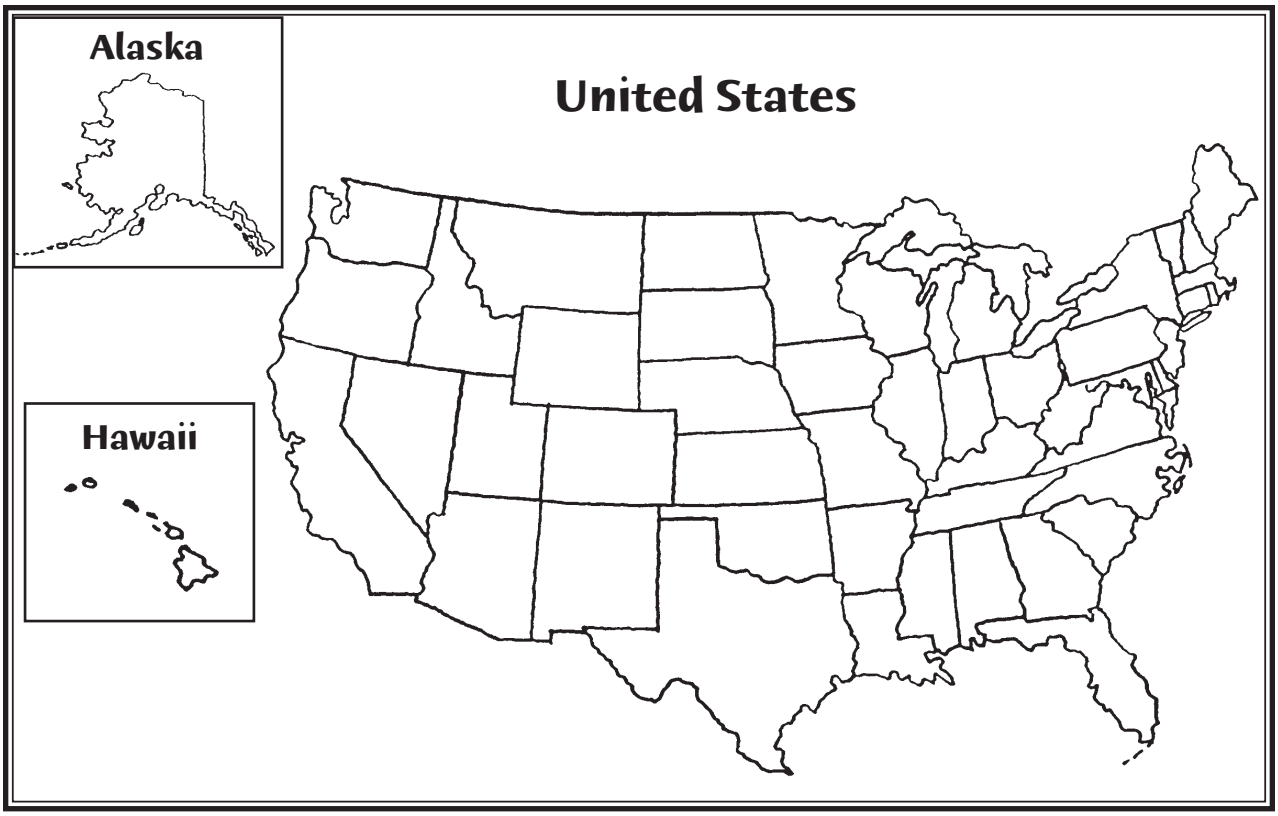

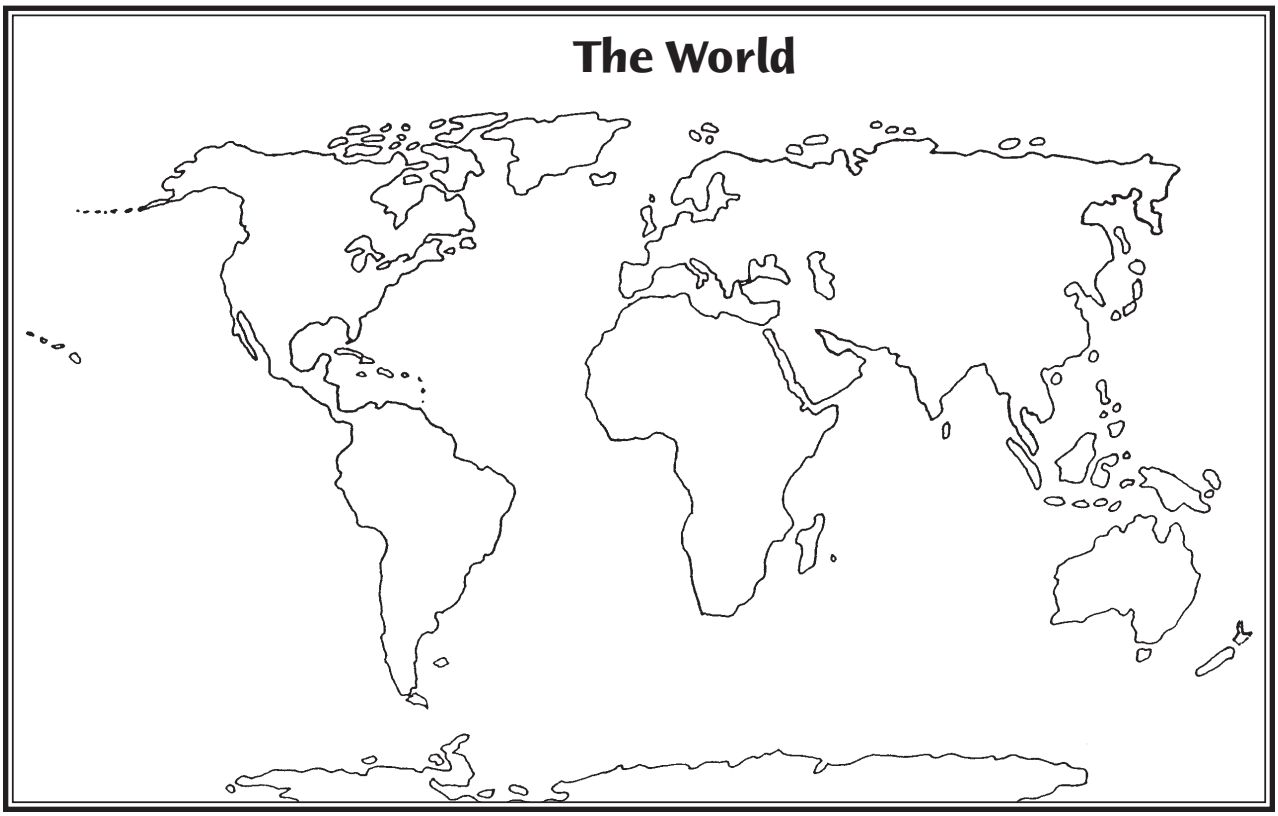

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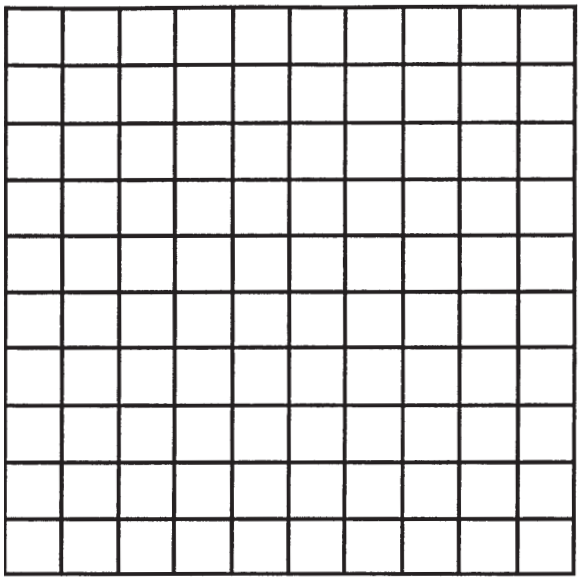
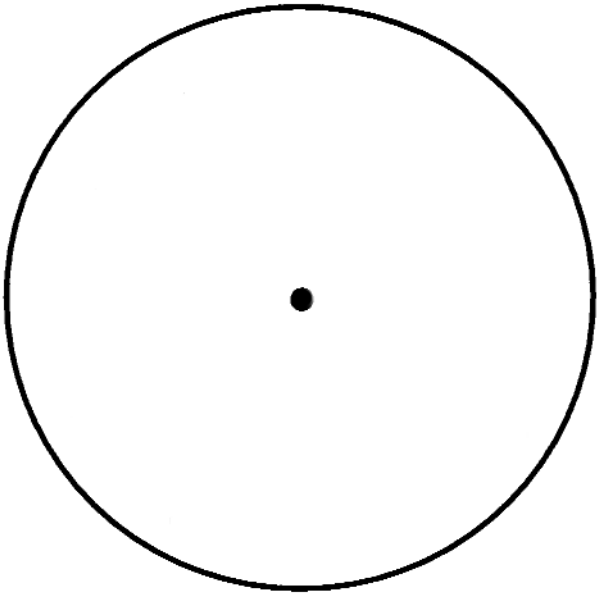
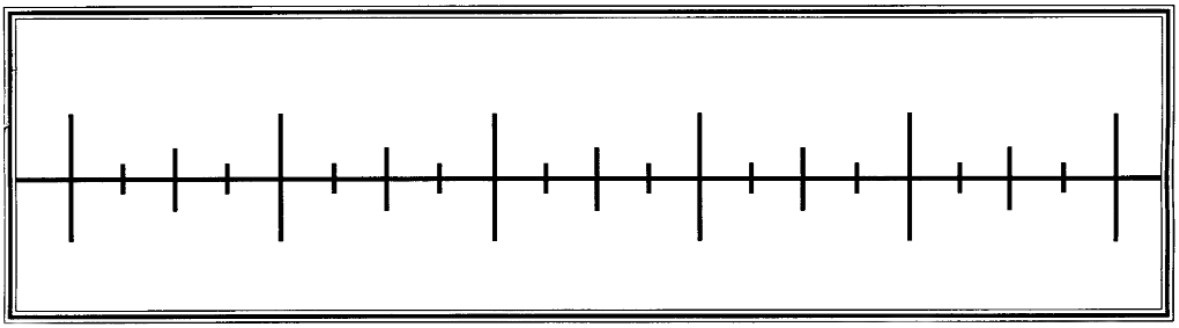


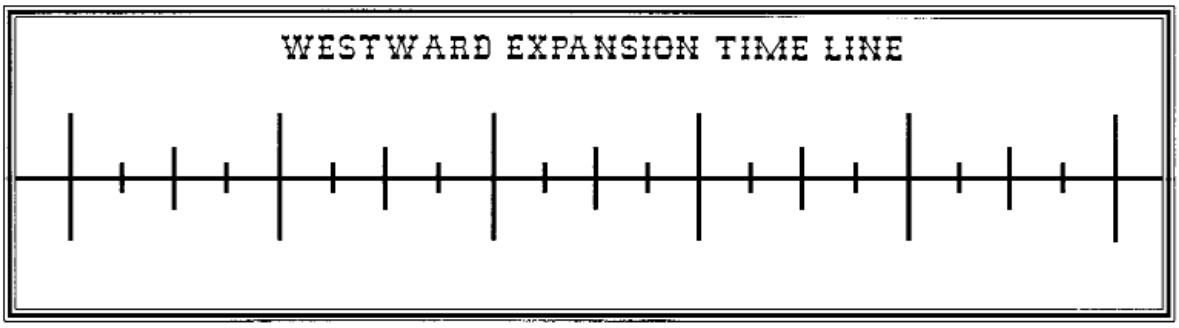
Percentages or bar graph



Circle graph



Generic Time Line



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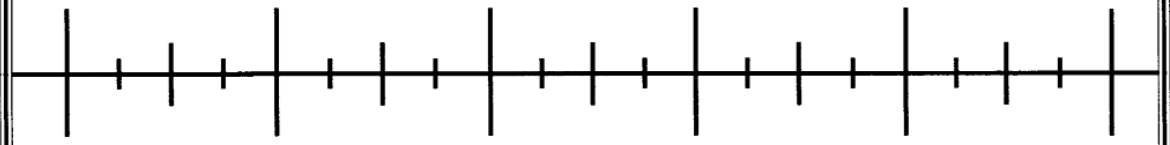
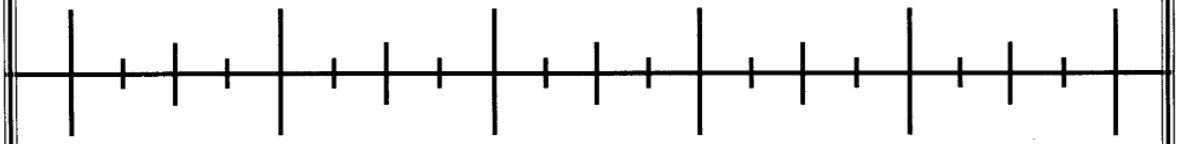
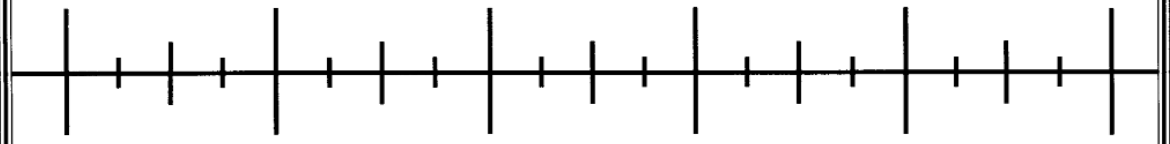
CIVIL WAR TIME LINE



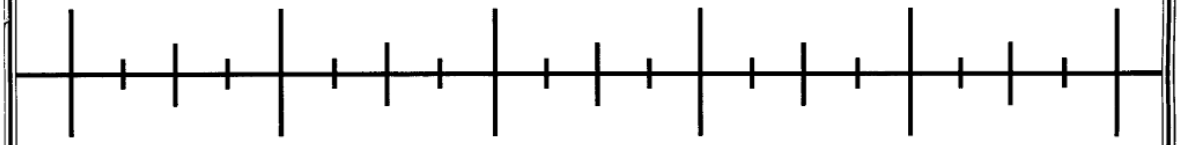
WORLD WAR I TIME LINE



WORLD WAR II TIME LINE



KOREAN WAR TIME LINE



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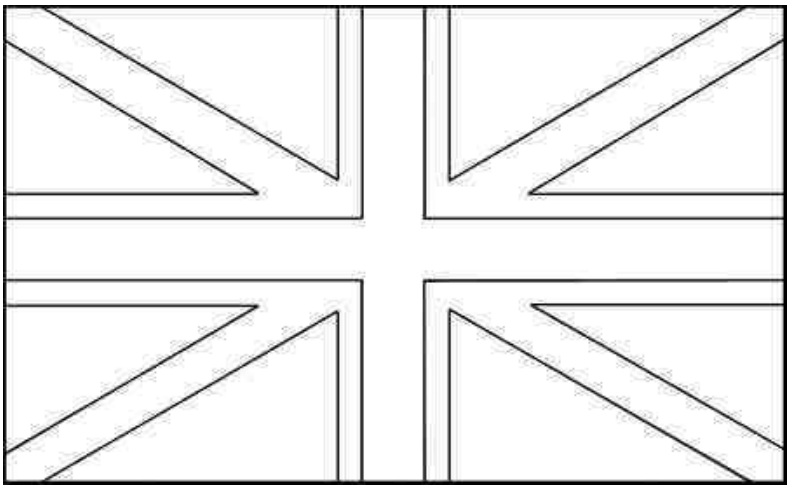
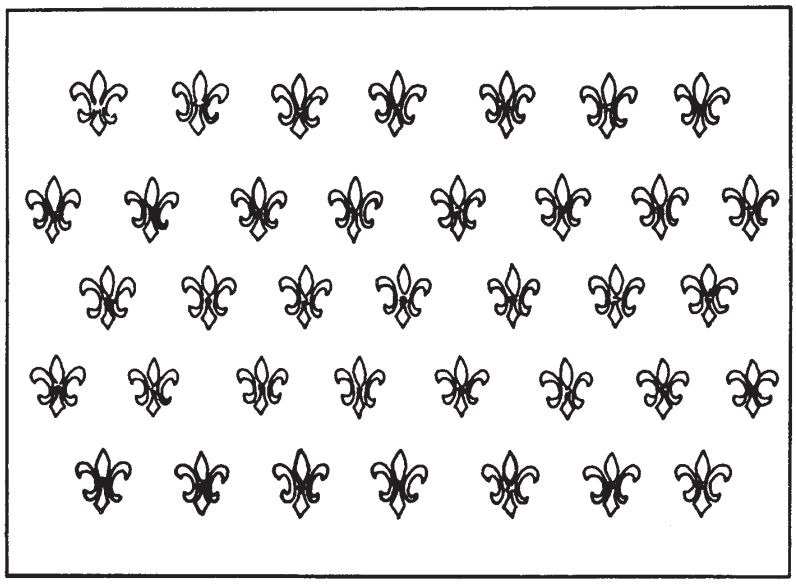
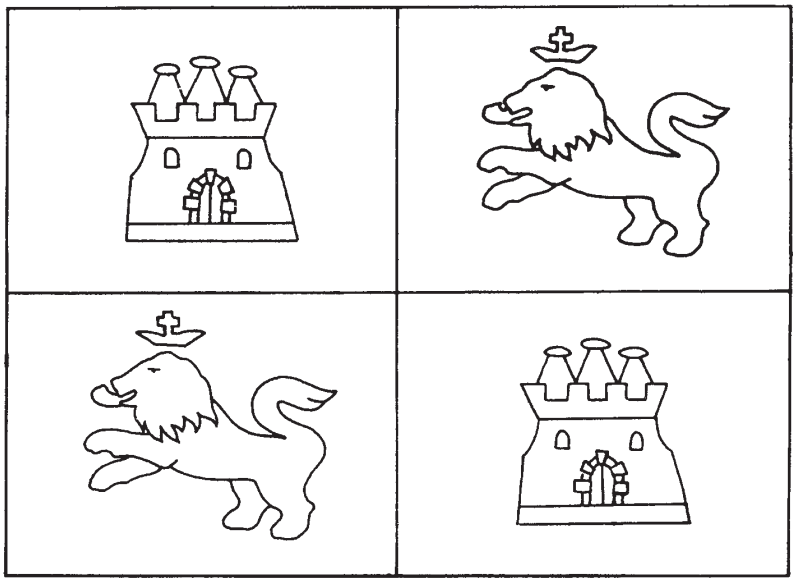


England



France



Spain

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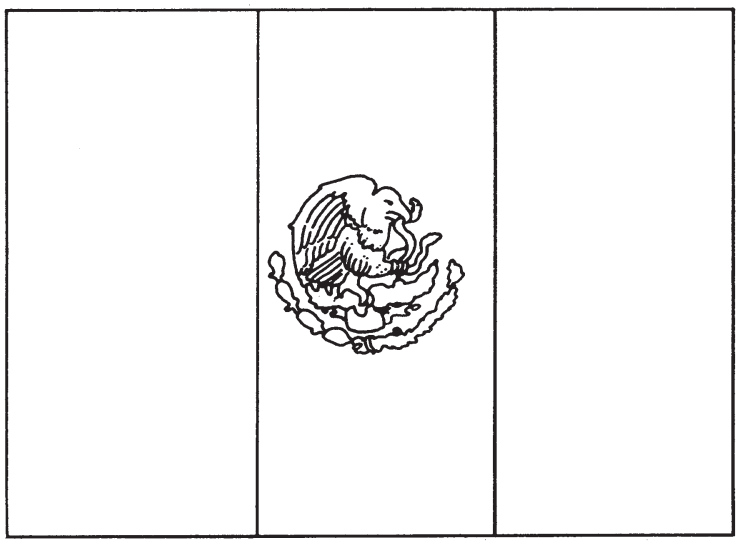
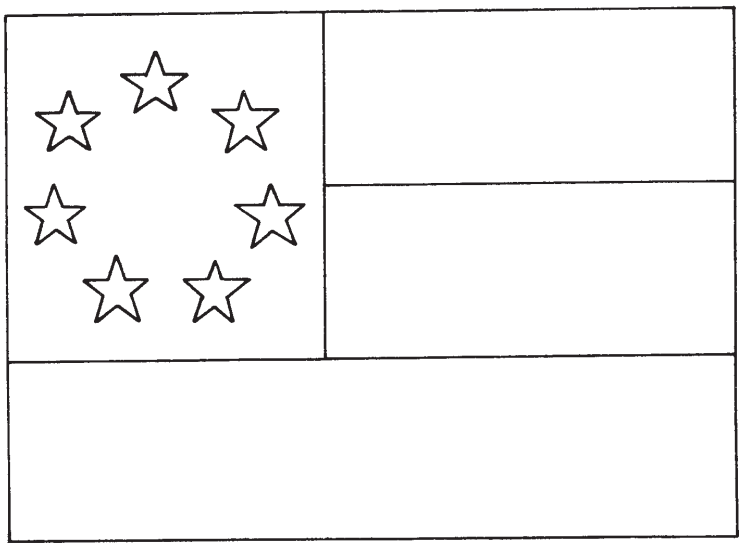
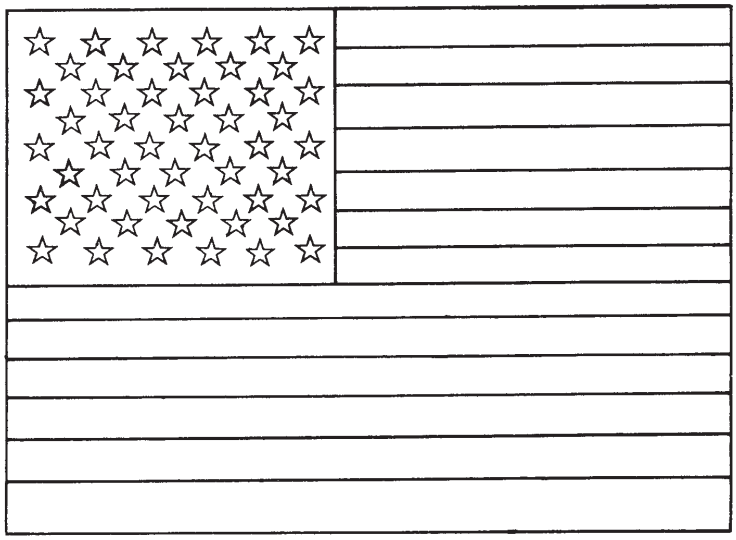


Mexico



Confederacy



United States of America

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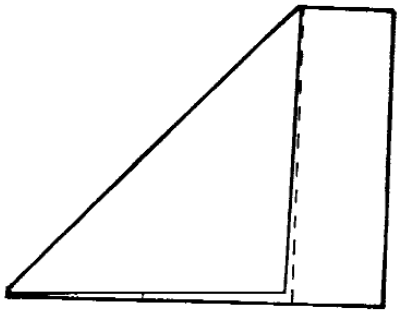
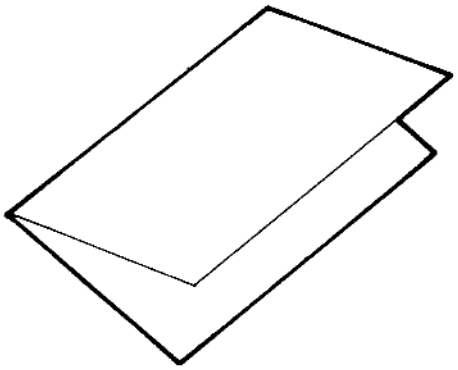
Basic Foldables Shapes

The following figures illustrate the basic folds that are referred to throughout the instruction section of this book.

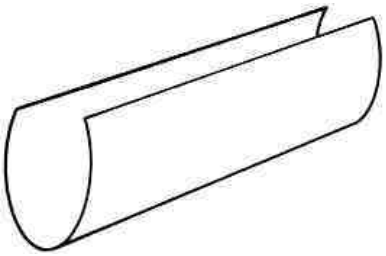


Taco Fold

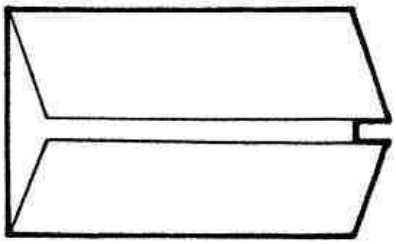


Hamburger Fold

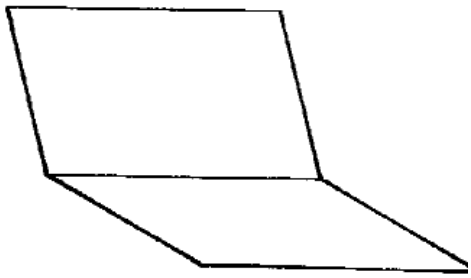
Hot Dog Fold



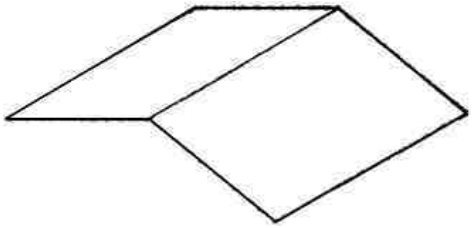
Burrito Fold



Shutter Fold



Valley Fold



Mountain Fold

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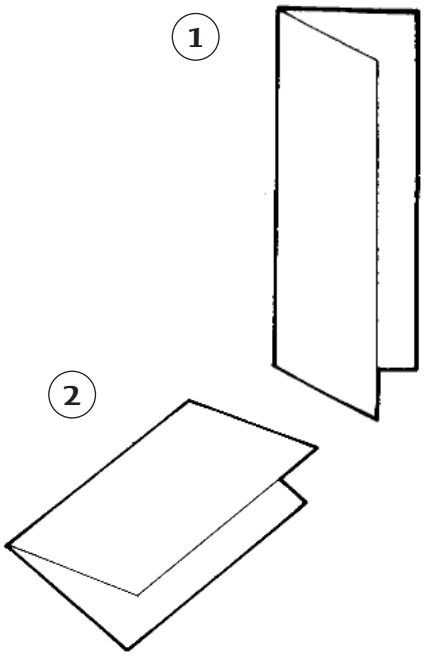
Half Book

Fold a sheet of paper in half.

1. This book can be folded vertically like a *hot dog* or . . .
2. . . . it can be folded horizontally like a *hamburger.*

Use this book for descriptive, expository, persuasive, or narrative writing, as well as graphs, diagrams, or charts.



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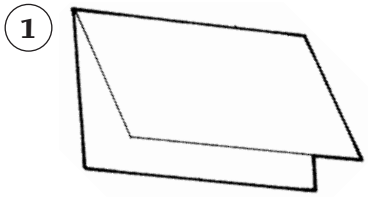
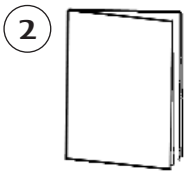
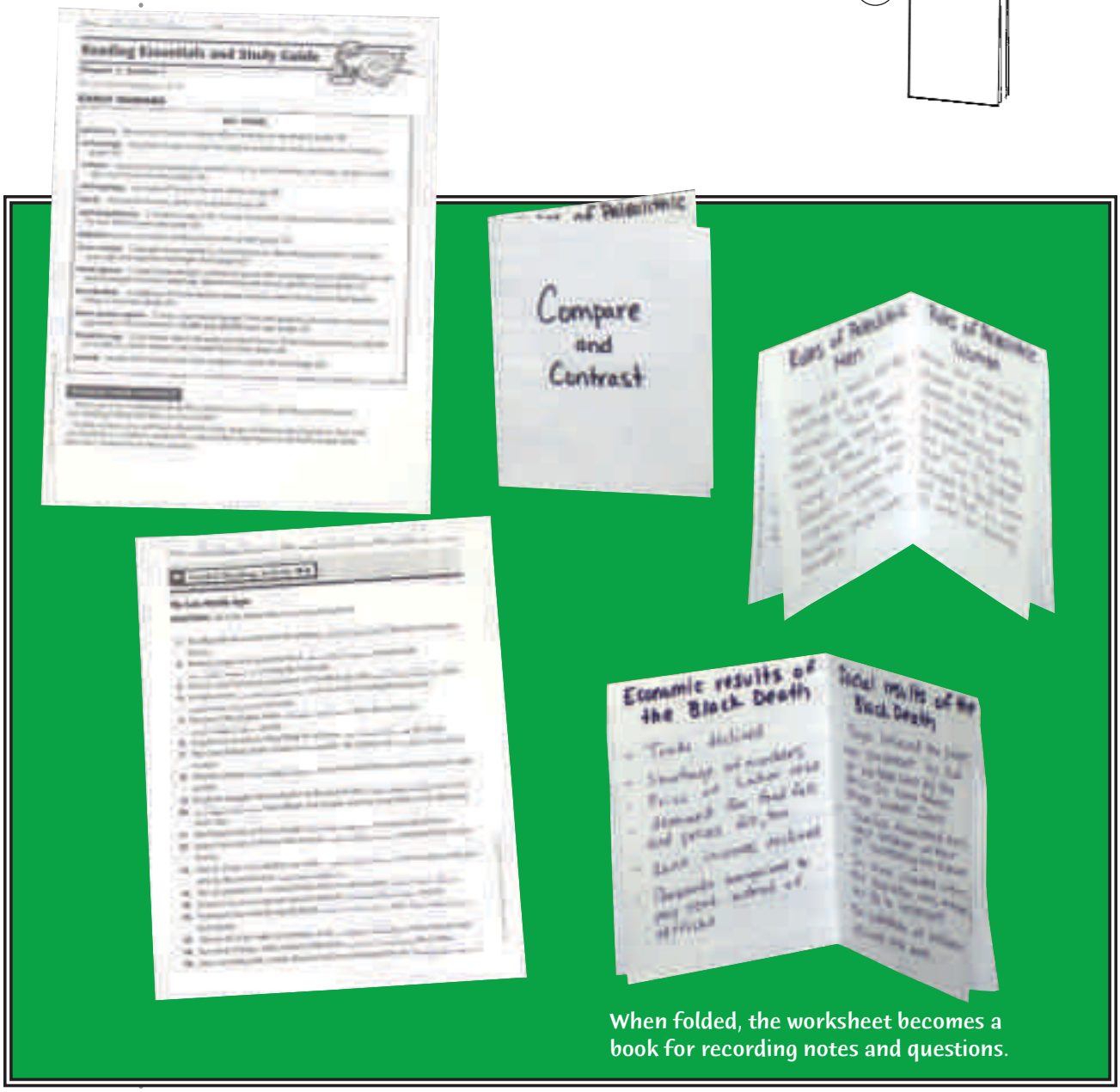
Folded Book

1. Make a *half-book.* (p. 14)
2. Fold it in half again like a *hamburger.* This makes a ready-made cover and two small pages for information on the inside.

Use photocopied work sheets, Internet printouts, and student-drawn diagrams or maps to make this book. One sheet of paper becomes two activities and two grades.







When folded, the worksheet becomes a book for recording notes and questions.

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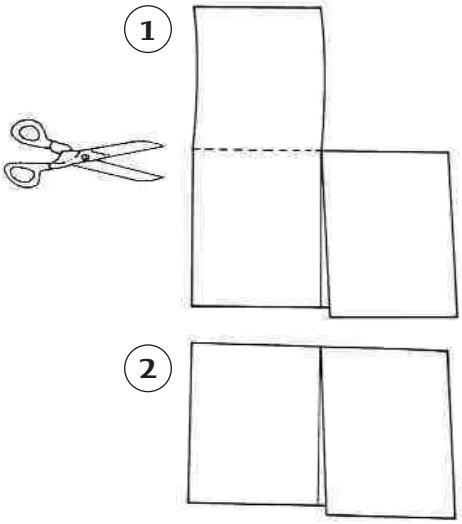
Three-Quarter Book

1. Make a *two-tab book* (p. 18) and raise the left-hand tab.
2. Cut the tab off at the top fold line.
3. A larger book of information can be made by gluing several *three-quarter books* side by side.

Sketch or glue a graphic to the left, write one or more questions on the right, and record answers and information under the right tab.



Example of several books glued side by side.

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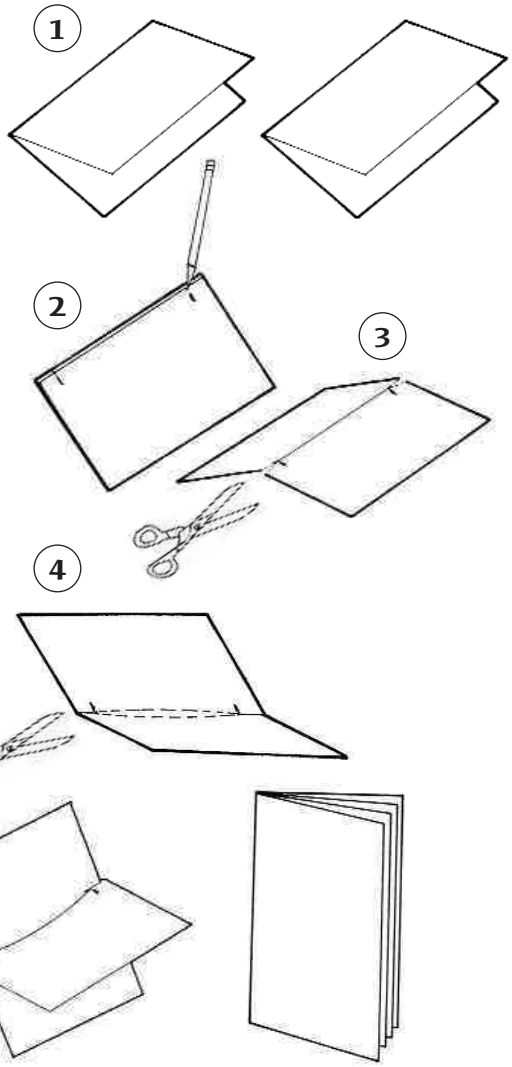
Bound Book

1. Take two sheets of paper and fold them separately like a *hamburger.* Place the papers on top of each other, leaving one-sixteenth of an inch between the *mountain tops.*
2. Mark both folds one inch from the outer edges.
3. On one of the folded sheets, cut slits in the middle to the marked spot on both sides.
4. On the second folded sheet, start at one of the marked spots and cut the fold between the two marks.
5. Take the cut sheet from step 3 and fold it like a *burrito.* Place the *burrito* through the other sheet and then open the *burrito.* Fold the bound pages in half to form an eight-page book.



Use for qualitative and quantitative observation journals. Make large project books using 11" × 17" paper.

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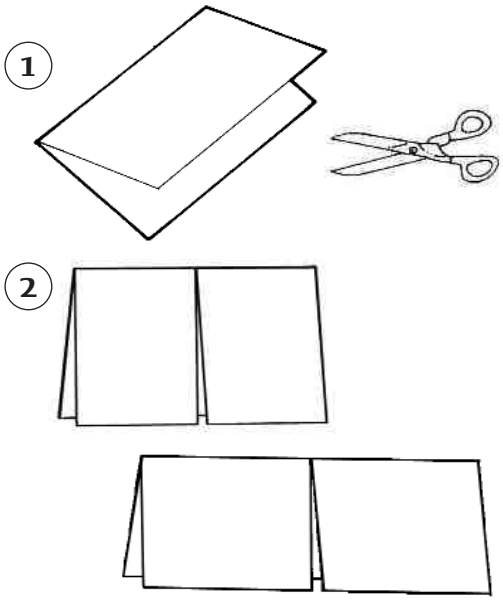
Two-Tab Book

1. Make a *folded book* (p. 15) and cut up the *valley* of the inside fold toward the *mountain top*. This cut forms two large tabs that can be used for text and illustrations on the front and back.
2. The book can be expanded by making several of these folds and gluing them side by side.

Use this book for learning about two things. For example, use it for comparing and contrasting, determining cause and effect, finding similarities and differences, using Venn diagrams, and so on.



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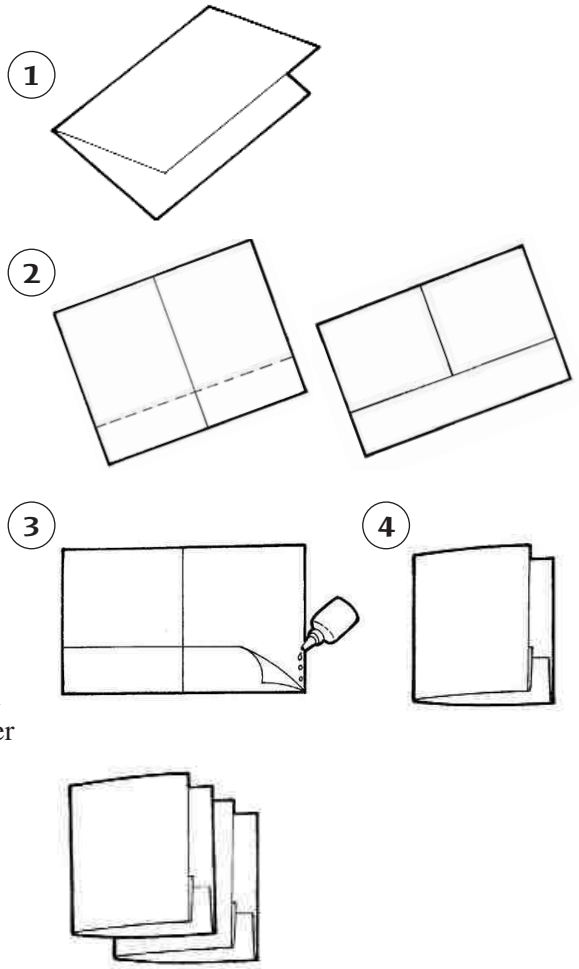
Pocket Book

1. Fold a sheet of paper in half like a *hamburger.*
2. Open the folded paper and fold one of the long sides up two inches to form a pocket. Refold along the *hamburger* fold so that the newly formed pockets are on the inside.
3. Glue the outer edges of the two-inch fold with a small amount of glue.
4. **Optional:** Glue a cover around the *pocket book.*

   Variation: Make a multi-paged booklet by gluing several pockets side by side. Glue a cover around the multi-paged *pocket book.*

Summarize information on note cards or on quarter sheets of notebook paper. Store other foldables, such as *two-tab books,* inside the pockets.



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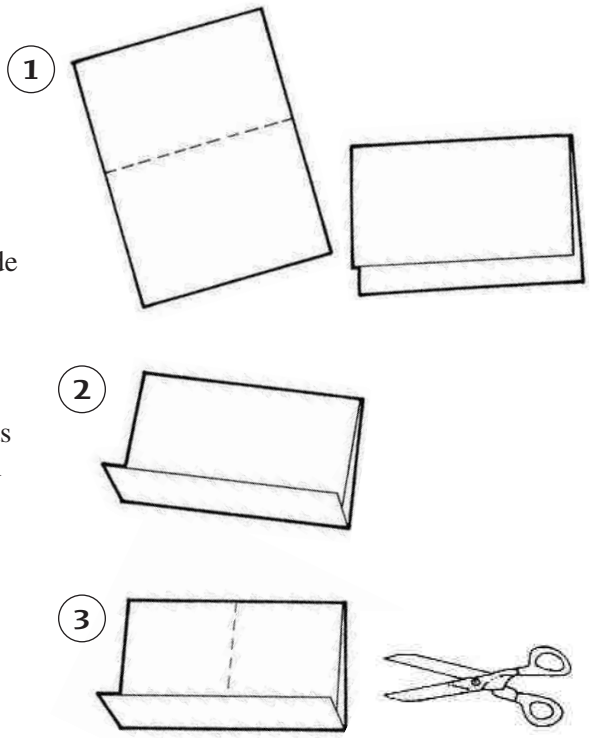
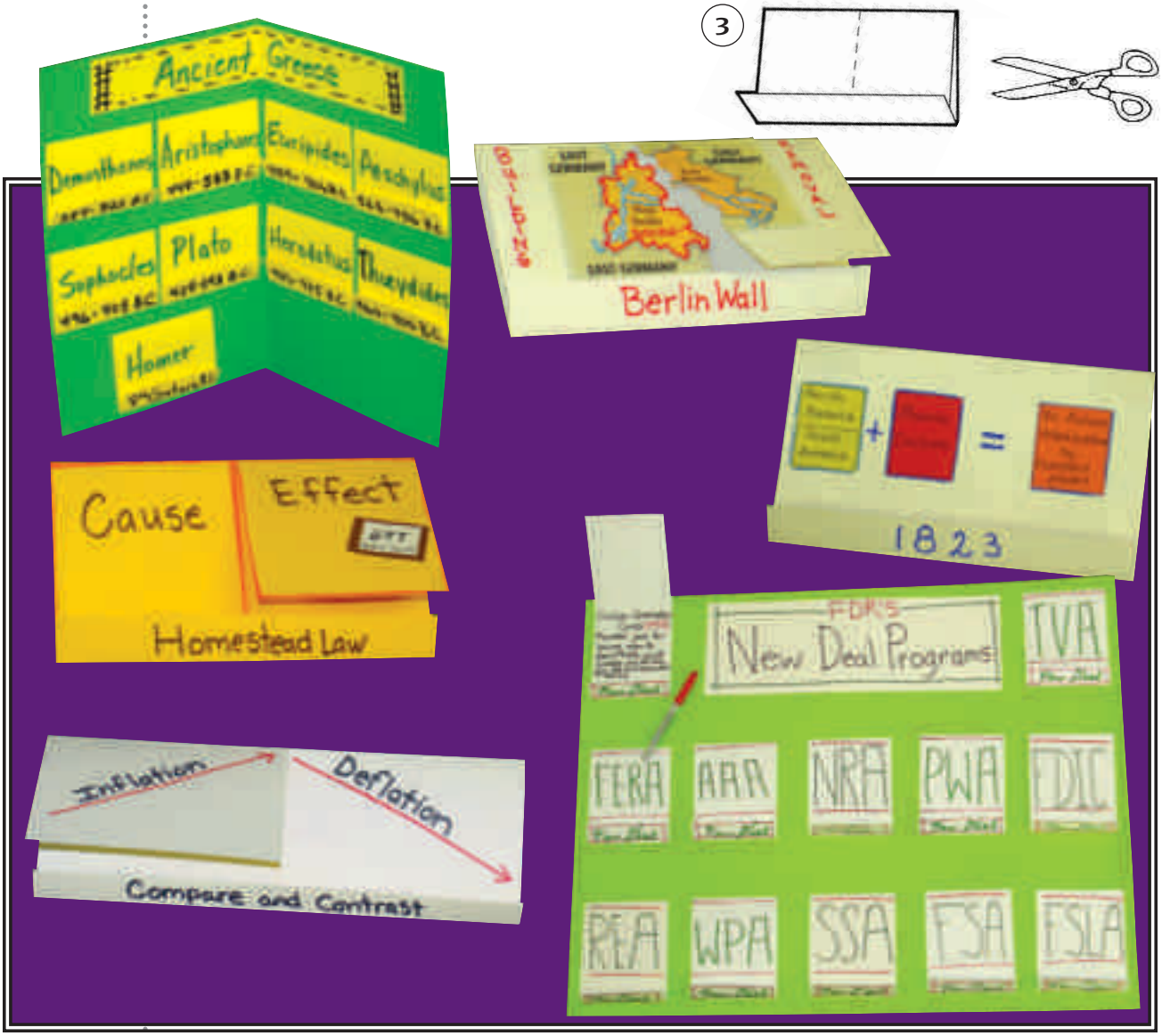
Matchbook

1. Fold a sheet of paper like a *hamburger,* but fold it so that one side is one inch longer than the other side.
2. Fold the one-inch tab over the short side forming a fold like an envelope.
3. Cut the front flap in half toward the *mountain top* to create two flaps.

Use this book to report on one thing, such as a person, place, or thing, or for reporting on two things, such as the cause and effect of Western Expansion.





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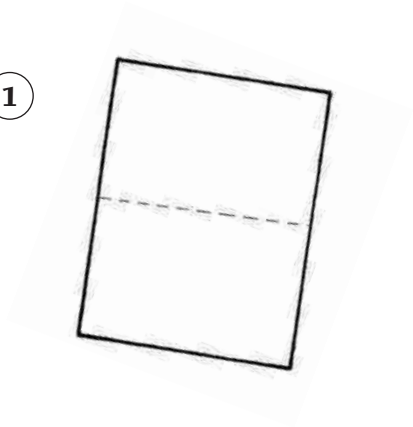
Shutter Fold

1. Begin as if you were going to make a *hamburger* but instead of creasing the paper, pinch it to show the midpoint.
2. Fold the outer edges of the paper to meet at the pinch, or mid-point, forming a *shutter fold.*

Use this book for comparing two things. Students could also make this foldable with 11" × 17" paper and then glue smaller books—such as the *half book, journal,* and *two-tab book*—inside to create a large project full of student work.

1



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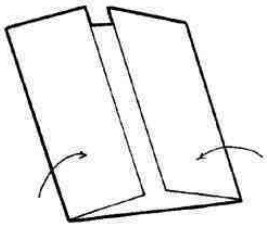

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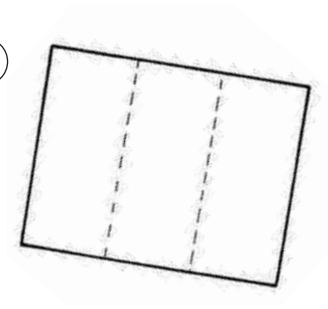
Trifold Book

1. Fold a sheet of paper into thirds.
2. Use this book as is, or cut into shapes. If the trifold is cut, leave plenty of paper on both sides of the designed shape, so the book will open and close in three sections.

Use this book to make charts with three columns or rows, large Venn diagrams, reports on three events or people, or to show and explain the outside and inside of something.

1



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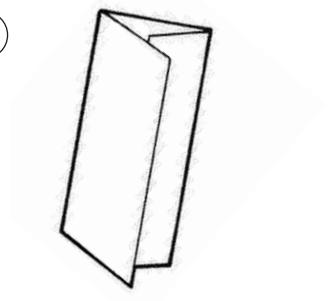

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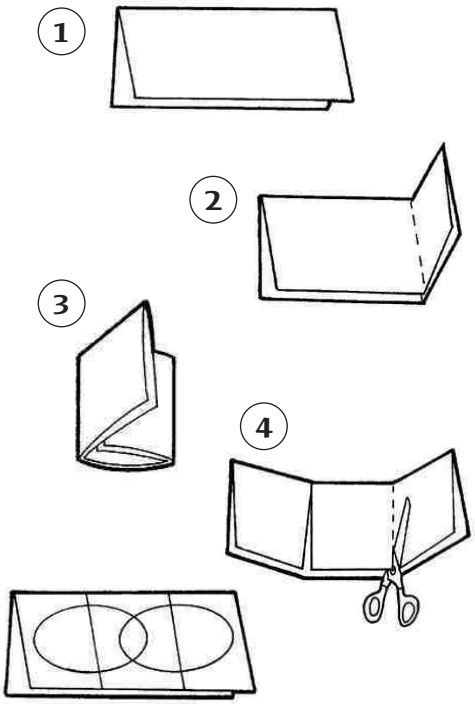
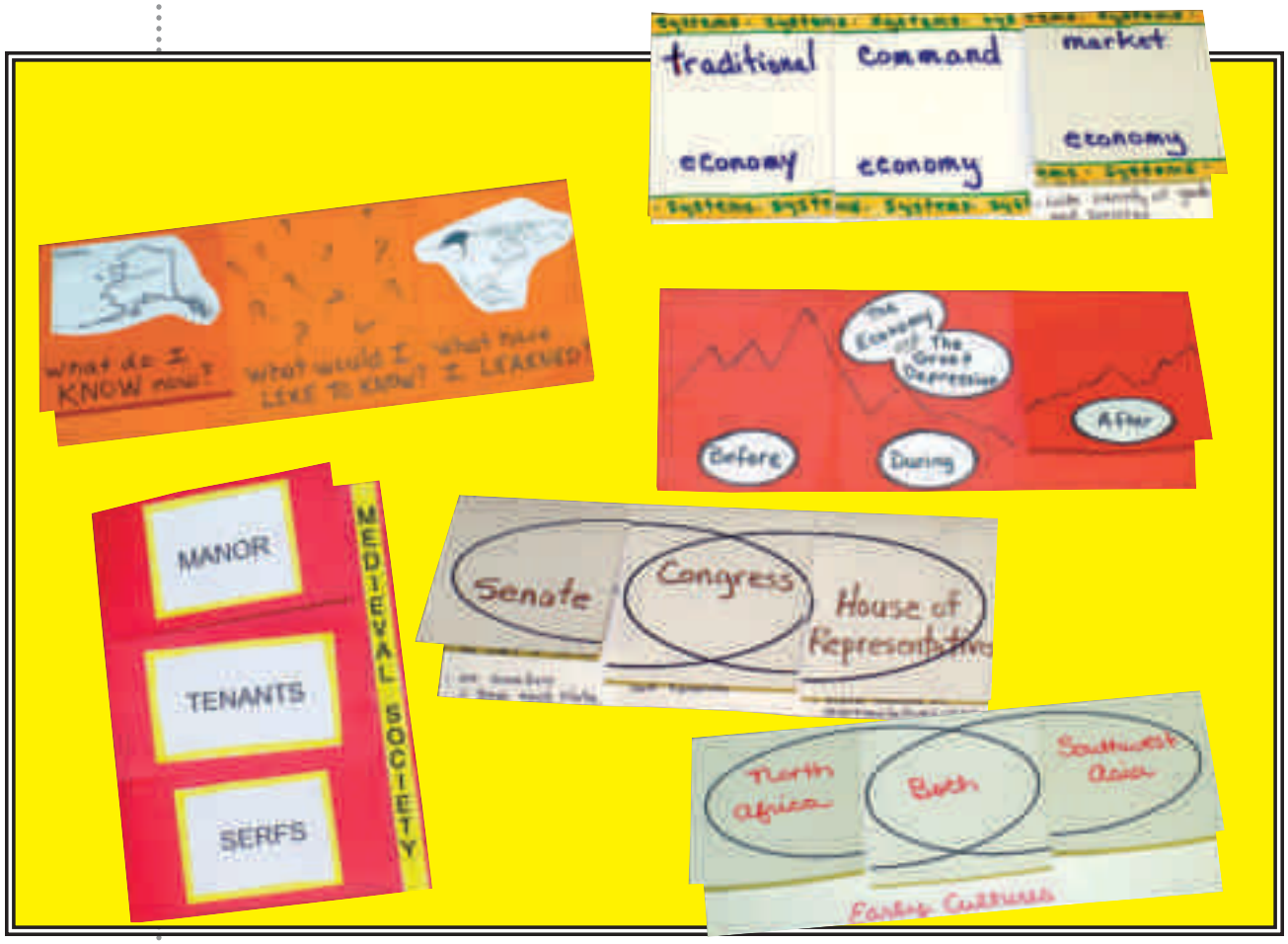
Three-Tab Book



1. Fold a sheet of paper like a *hot dog*.
2. With the paper horizontal, and the fold of the *hot dog* up, fold the right side toward the center, trying to cover one-third of the paper.

   NOTE: *If you fold the right edge over first, the final foldable will open and close like a book.*
3. Fold the left side over the right side to make a book with three folds.
4. Open the folded book. Place your hands between the two thicknesses of paper and cut up the two *valleys* on the top layer only along both folds. This will make three tabs.

Use this book for writing information about three things and for Venn diagrams.



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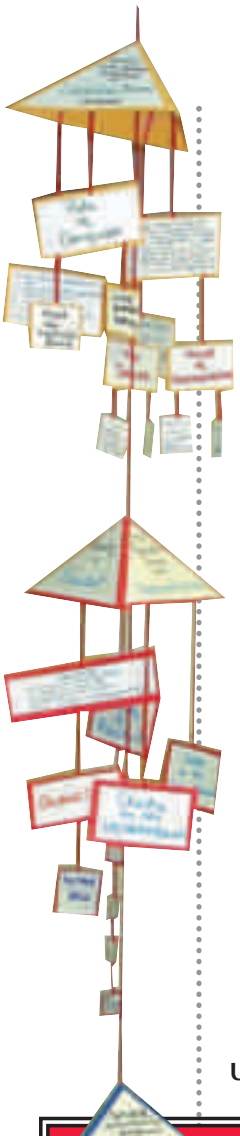
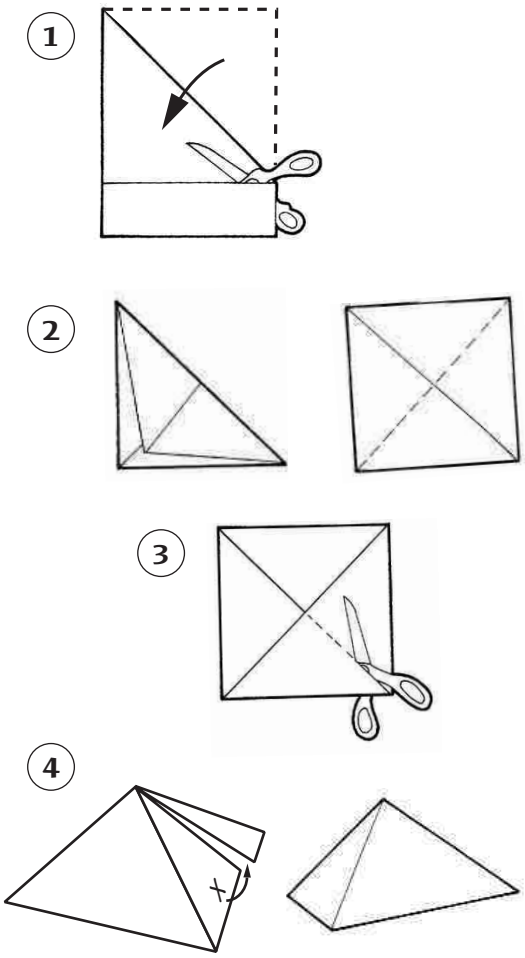


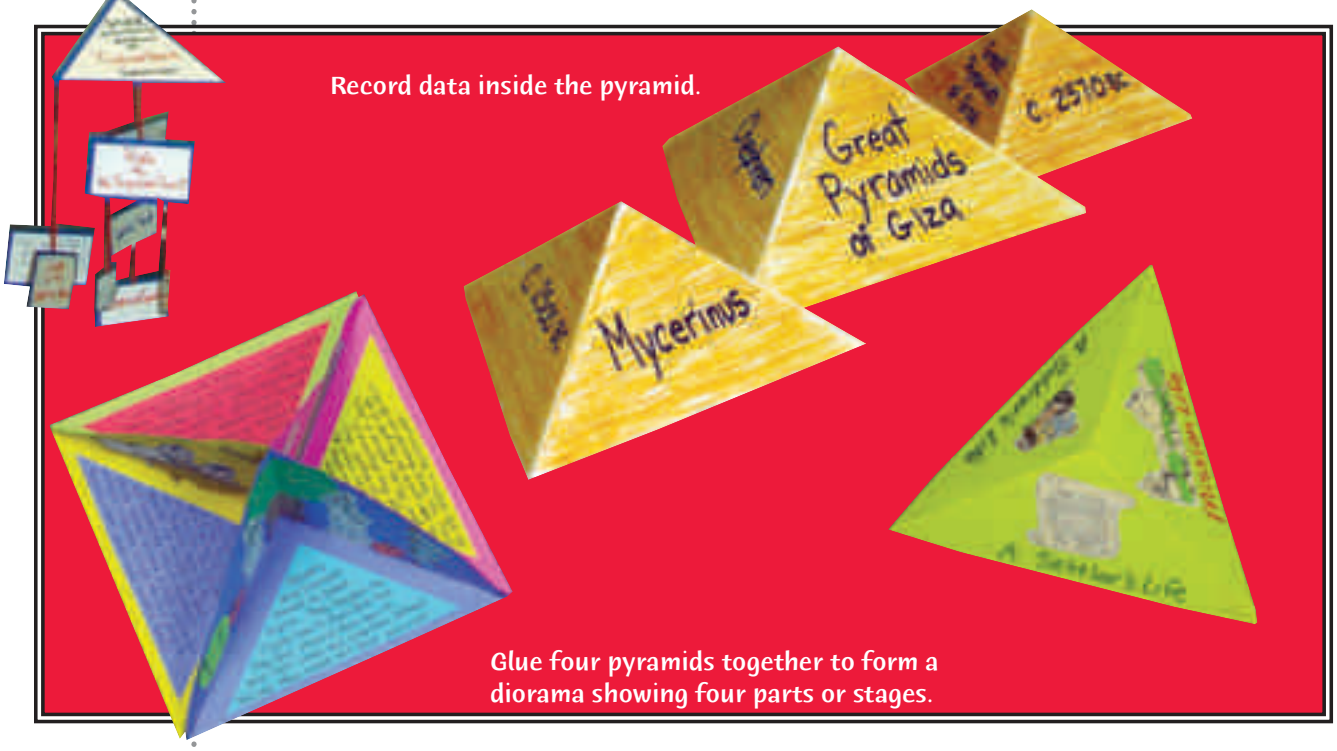
Pyramid Fold

1. Fold a sheet of paper into a *taco,* forming a square. Cut off the leftover piece.
2. Fold the triangle in half. Unfold. The folds will form an X dividing four equal sections.
3. Cut up one fold line and stop at the middle. Draw an X on one tab and label the other three.
4. Fold the X flap under the other flap and glue together. This makes a three-sided pyramid.

Label front sections and write information, notes, thoughts, and questions inside the pyramid on the back of the appropriate tab.



Use to make mobiles and dioramas.



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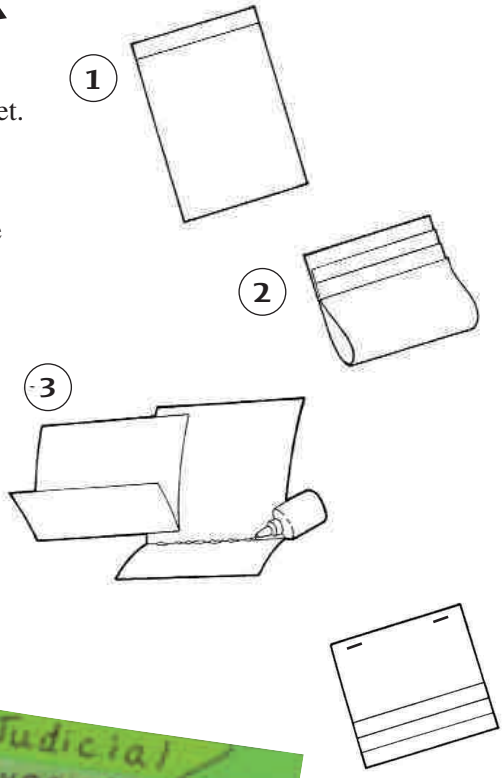
Layered-Look Book

1. Stack two sheets of paper so that the back sheet is one inch higher than the front sheet.
2. Fold up the bottom edges of the paper to form four tabs. Align the edges so that all of the layers or tabs are the same distance apart.
3. When all tabs are the same size, crease the paper to hold the tabs in place and staple or glue the sheets together.

Glue the sheets together along the *valley* or inner center fold or staple them along the *mountain top.*



When using more than two sheets of paper, make the tabs smaller than an inch.

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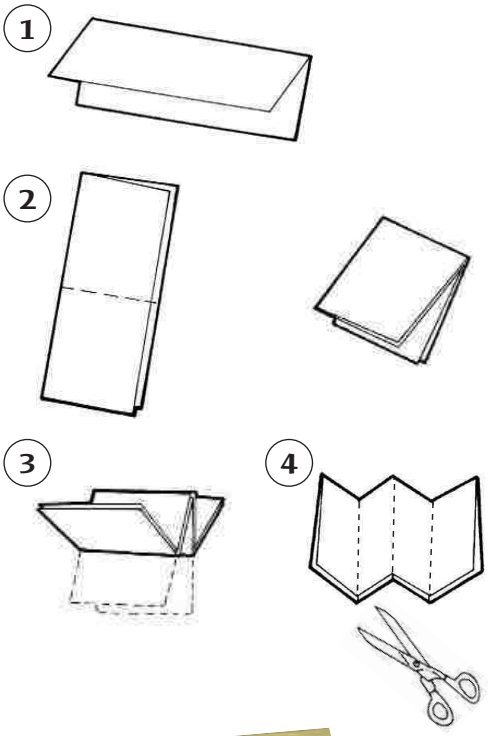
Four-Tab Book

1. Fold a sheet of paper in half like a *hot dog.*
2. Fold this long rectangle in half like a *hamburger.*
3. Fold both ends back to touch the *mountain top.*
4. On the side with two *valleys* and one *mountain top,* cut along the three inside fold lines on the front flap to make four tabs.

Use this book for recording information on four things, events, or people.



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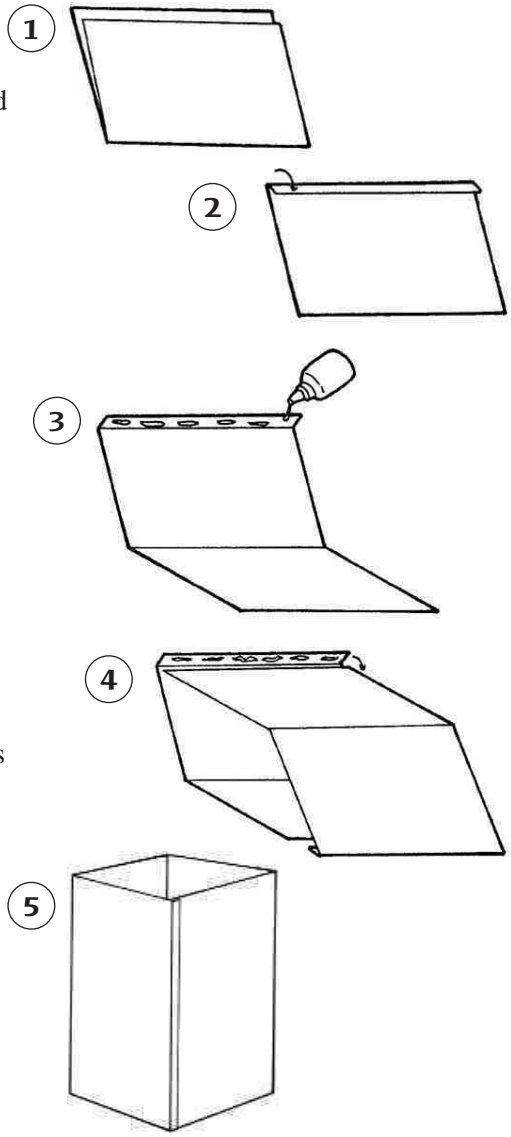
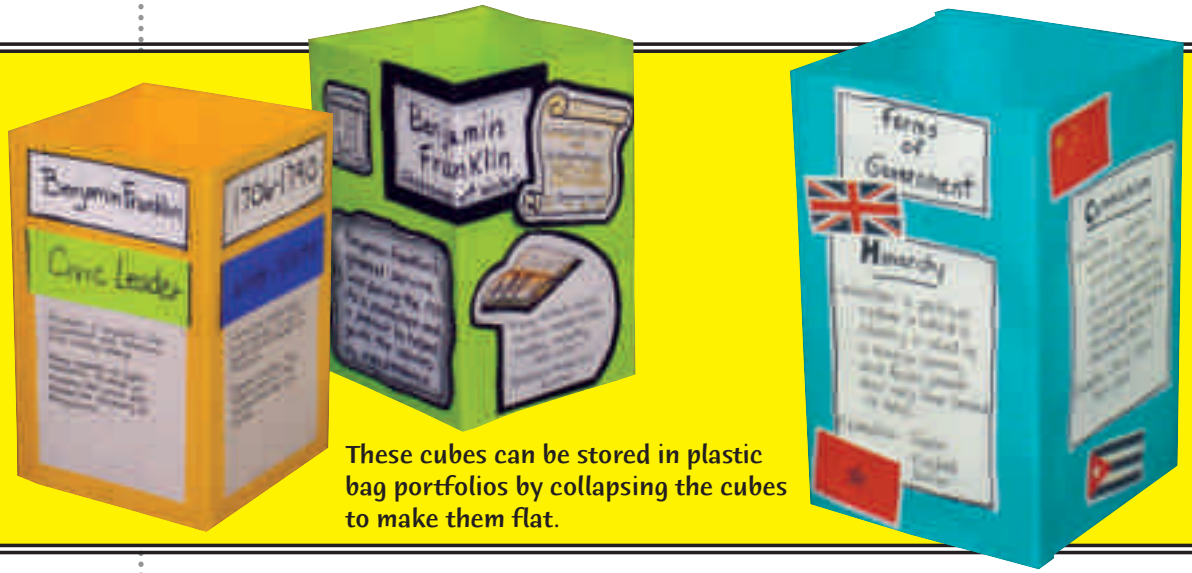
Standing Cube

1. Use two sheets of the same size paper. Fold each like a *hamburger.* However, fold one side one-half inch shorter than the other side. This will make a tab that extends out one-half inch on one side.
2. Fold the long side over the short side of both sheets of paper, making tabs.
3. On one of the folded papers, place a small amount of glue along the the small folded tab next to the *valley,* but not in it.
4. Place the non-folded edge of the second sheet of paper square into the *valley* and fold the glue-covered tab over this sheet of paper. Press flat until the glue holds. Repeat with the other side.
5. Allow the glue to dry completely before continuing. After the glue has dried, the cube can be collapsed flat to allow students to work at their desks.

Use the cube for organizing information on four things. Use 11" × 17" paper to make larger project cubes that you can glue other foldables onto for display. Notebook paper, photocopied sheets, magazine pictures, and current events articles can also be displayed on the larger cubes.





These cubes can be stored in plastic bag portfolios by collapsing the cubes to make them flat.

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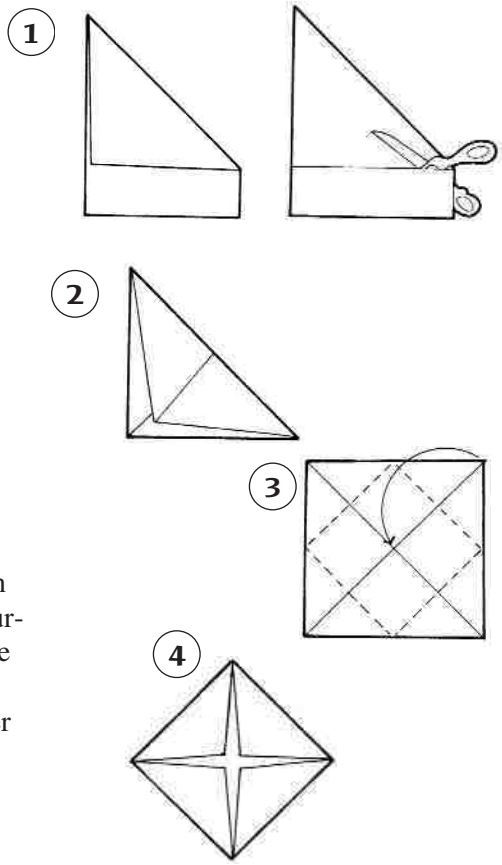
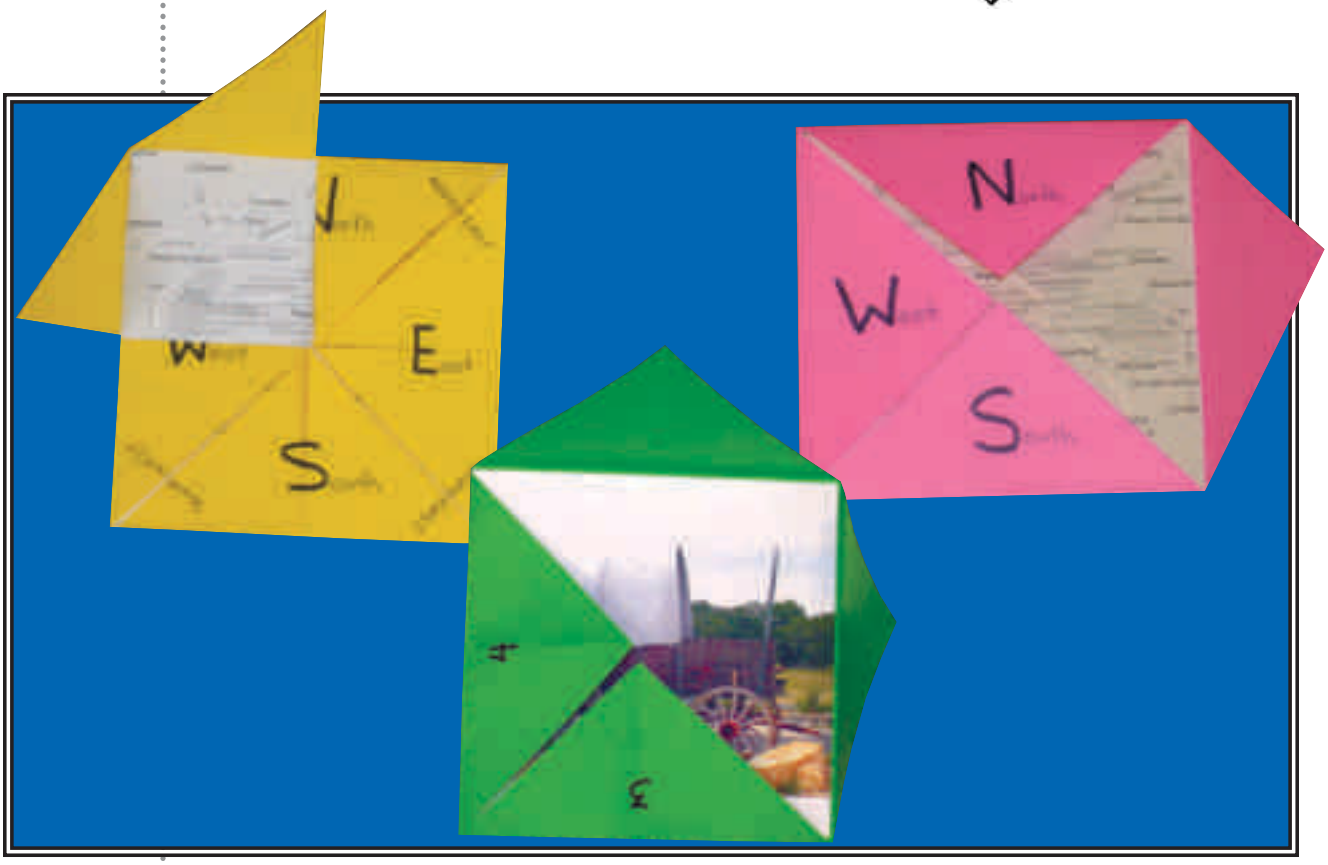
Envelope Fold

1. Fold a sheet of paper into a *taco* forming a square. Cut off the leftover piece.
2. Open the folded *taco* and refold it the opposite way forming another *taco* and an X-fold pattern.
3. Open the *taco fold* and fold the corners toward the center point of the X forming a small square.
4. Trace this square onto another sheet of paper. Cut and glue it to the inside of the envelope. Pictures can be placed under or on top of the tabs.

Use this foldable for organizing information on four things. Use it for "hidden pictures" and current events pictures. Have your classmates raise one tab at a time until they can guess what the picture represents. Number the tabs in the order in which they are to be opened.





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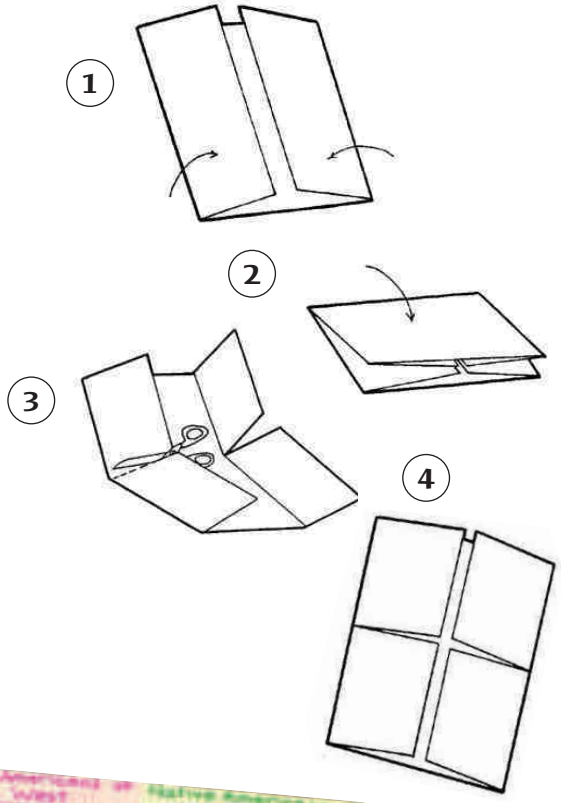
Four-Door Book

1. Make a *shutter fold* (p. 21) using a larger sheet of paper.
2. Fold the *shutter fold* in half like a *hamburger.* Crease well.
3. Open the project and cut along the two inside *valley* folds.
4. These cuts will form four doors on the inside of the project.

Use this book for organizing information on four things. When folded in half like a *hamburger,* a finished *four-door book* can be glued inside a large (11" × 17") *shutter fold* as part of a more inclusive project.



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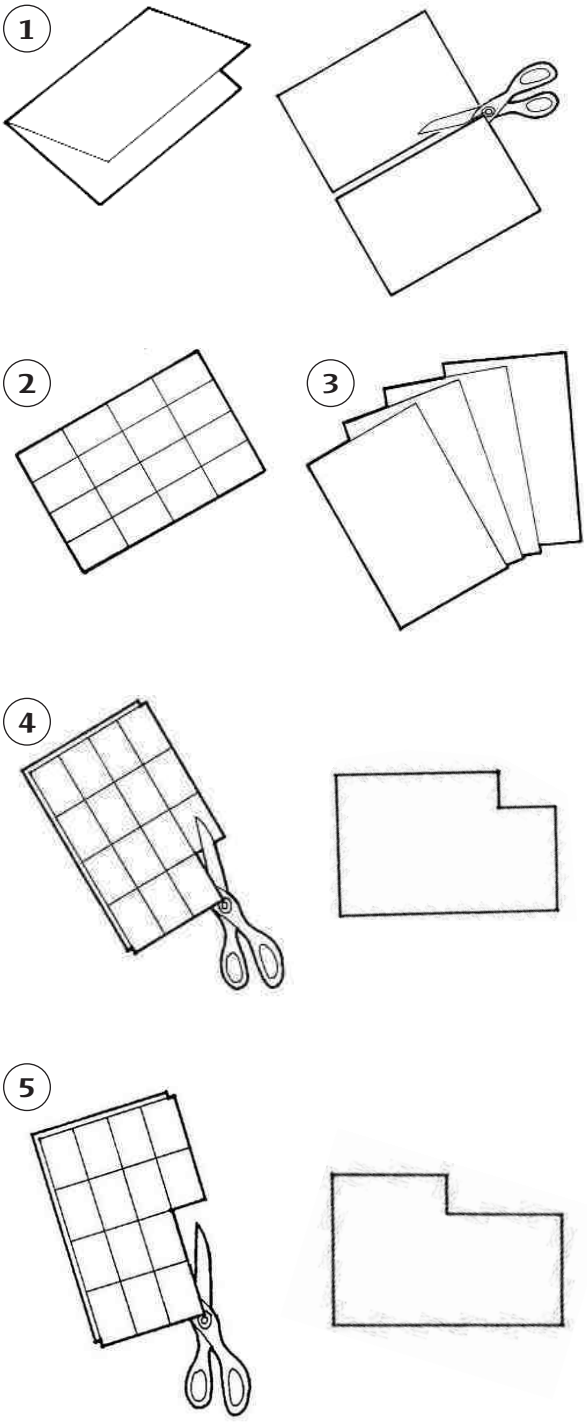
Top-Tab Book

1. Fold a sheet of paper in half like a *hamburger.* Cut the center fold, forming two half sheets.
2. Fold one of the half sheets four times. Begin by folding it in half like a *hamburger,* fold again like a *hamburger,* and finally again like a *hamburger.* This folding has formed your pattern of four rows and four columns, or 16 small squares.
3. Fold two sheets of paper in half like a *hamburger.* Cut the center folds, forming four half sheets.
4. Hold the pattern vertically and place on a half sheet of paper under the pattern. Cut the bottom right hand square out of both sheets. Set this first page aside.
5. Take a second half sheet of paper and place it under the pattern. Cut the first and second right hand squares out of both sheets. Place the second page on top of the first page.

(continued next page)



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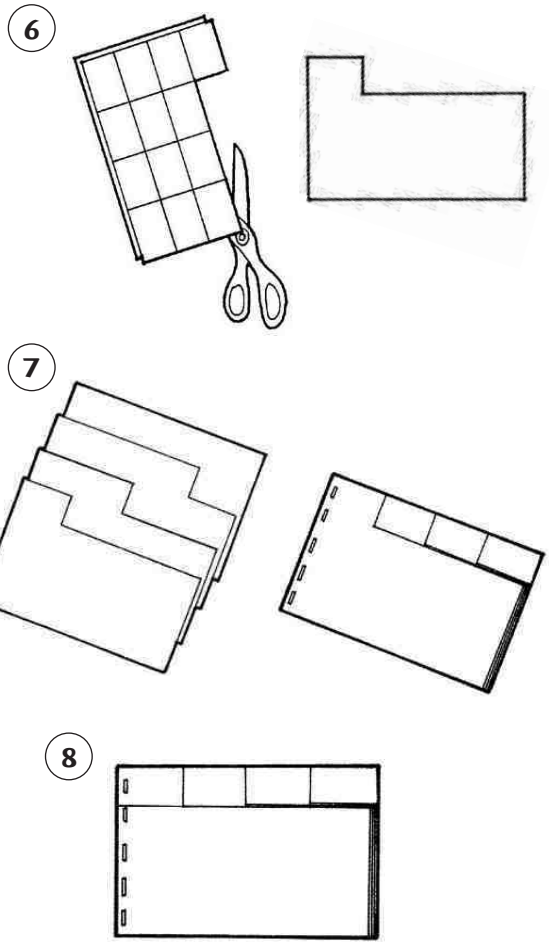
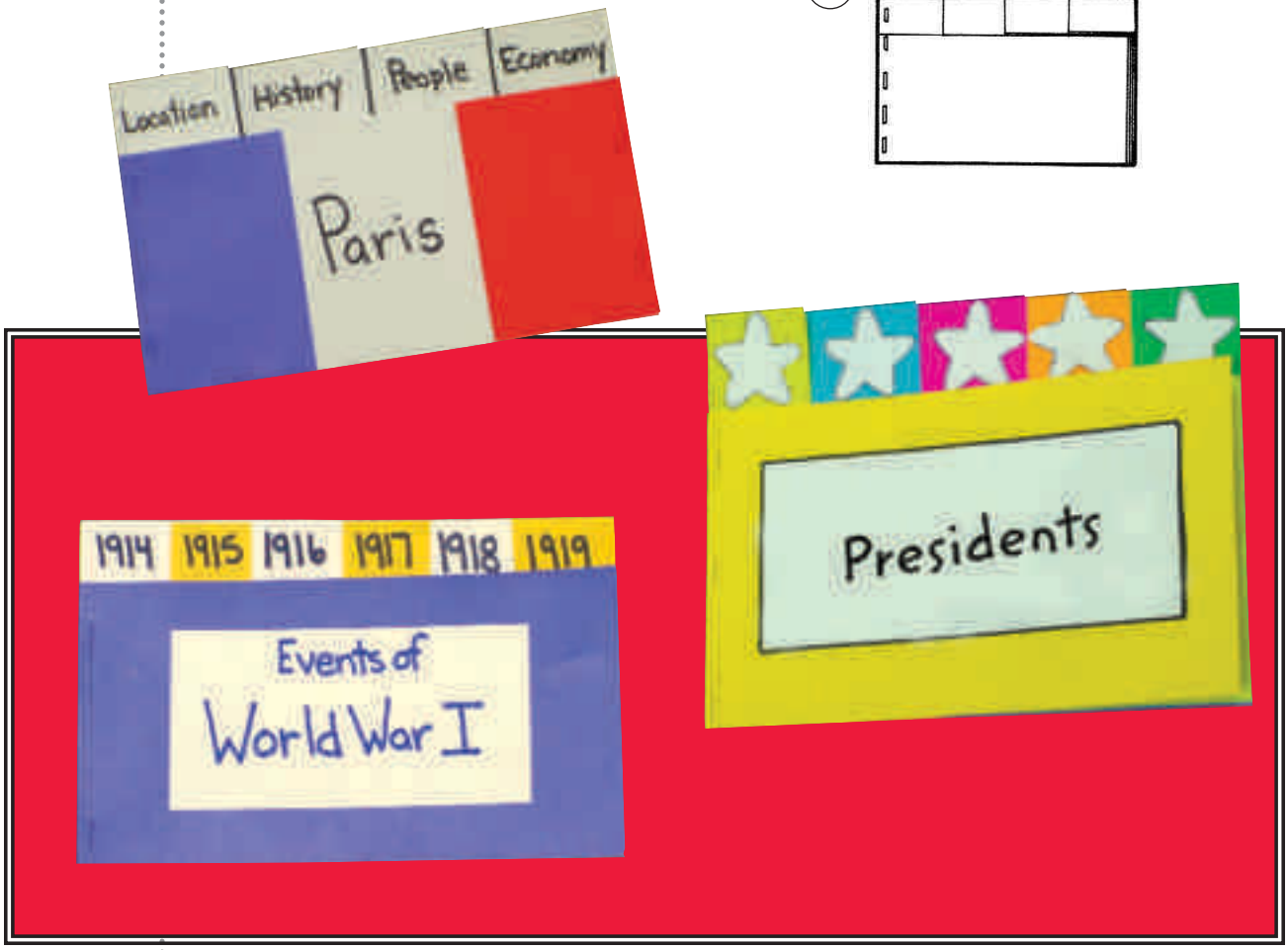
6. Take a third half sheet of paper and place it under the pattern. Cut the first, second, and third right hand squares out of both sheets. Place this third page on top of the second page.
7. Place the fourth, uncut half sheet of paper behind the three cut out sheets, leaving four aligned tabs across the top of the book. Staple several times on the left side. You can also place glue along the left paper edges and stack them together.
8. Cut a final half sheet of paper with no tabs and staple along the left side to form a cover.

Use this foldable to organize several events or characteristics of a person, place, or occurrence.





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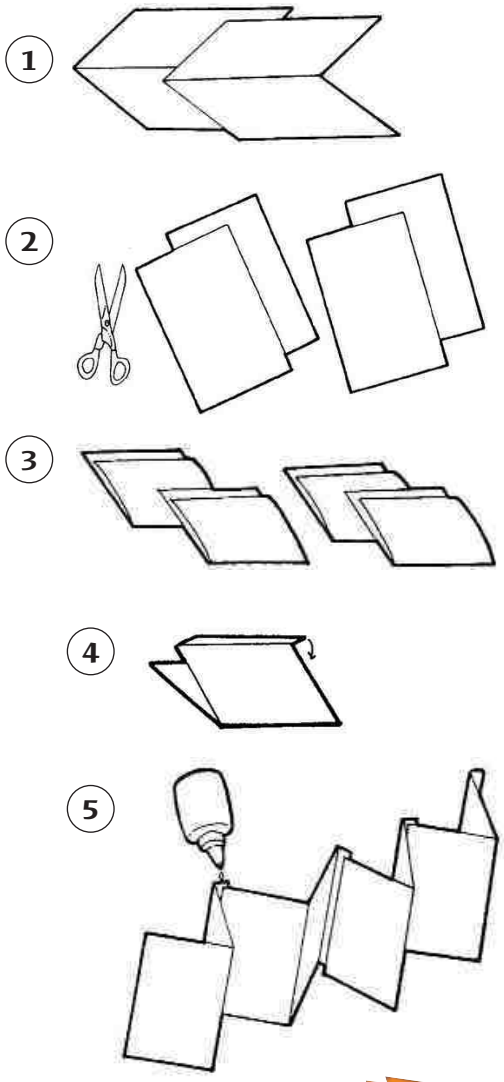
Accordion Book

1. Fold two sheets of paper into *hamburgers.*
2. Cut the sheets of paper in half along the fold lines.
3. Fold each section of paper into *hamburgers.* However, fold one side one-half inch shorter than the other side. This will form a tab that is one-half inch long.
4. Fold this tab forward over the shorter side, and then fold it back from the shorter piece of paper. (In other words, fold it the opposite way.)
5. Glue together to form an *accordion* by gluing a straight edge of one section into the *valley* of another section.

NOTE: *Stand the sections on end to form an* accordion *to help students visualize how to glue them together. See illustration.*

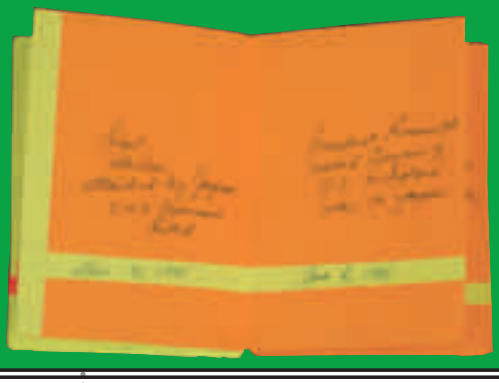
Always place the extra tab at the back of the book so you can add more pages later.

Use this book for time lines, sequencing events or information, biographies, and so on.



Have students depict the topic visually on one side of the accordion book and record written information on the other side.

Use different colored paper to indicate before and after, or the beginning, middle, and ending of an event.



When folded, this project resembles a book, and it can be stored in student portfolios. Accordion books can be stored in file cabinets for future use.

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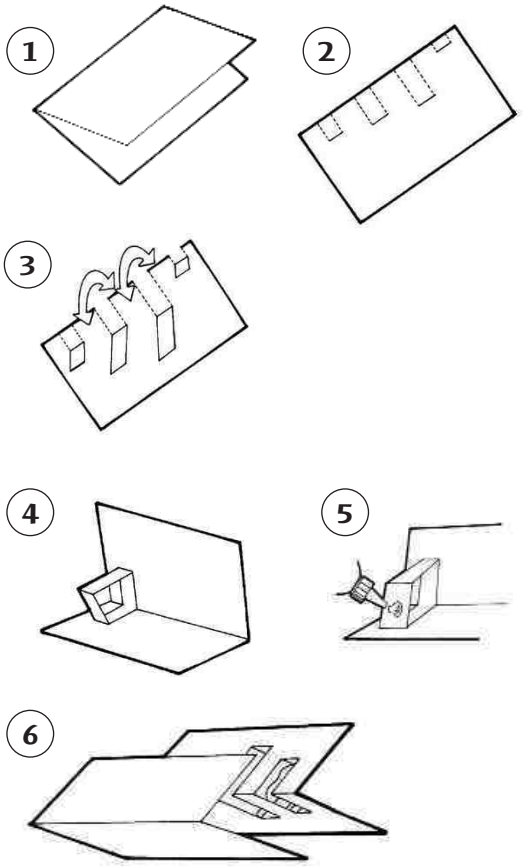
Pop-Up Book

1. Fold a sheet of paper in half like a *hamburger.*
2. Beginning at the fold, or *mountain top,* cut one or more tabs.
3. Fold the tabs back and forth several times until there is a good fold line formed.
4. Partially open the *hamburger* fold and push the tabs through to the inside.
5. With one small dot of glue, glue figures for the *pop-up book* to the front of each tab. Allow the glue to dry before going on to the next step.
6. Make a cover for the book by folding another sheet of paper in half like a *hamburger.* Place glue around the outside edges of the *pop-up book* and firmly press inside the *hamburger* cover.



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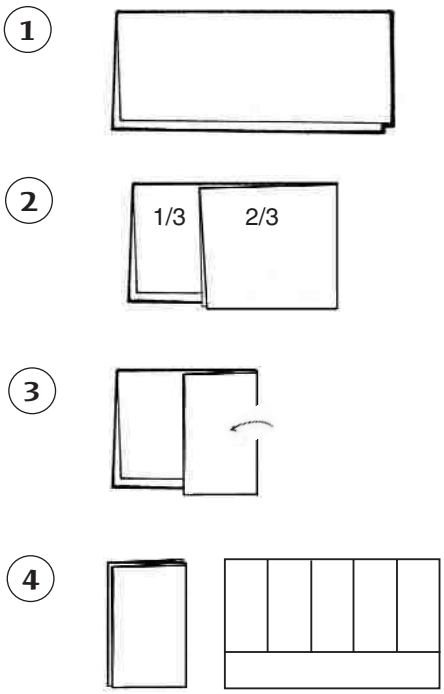
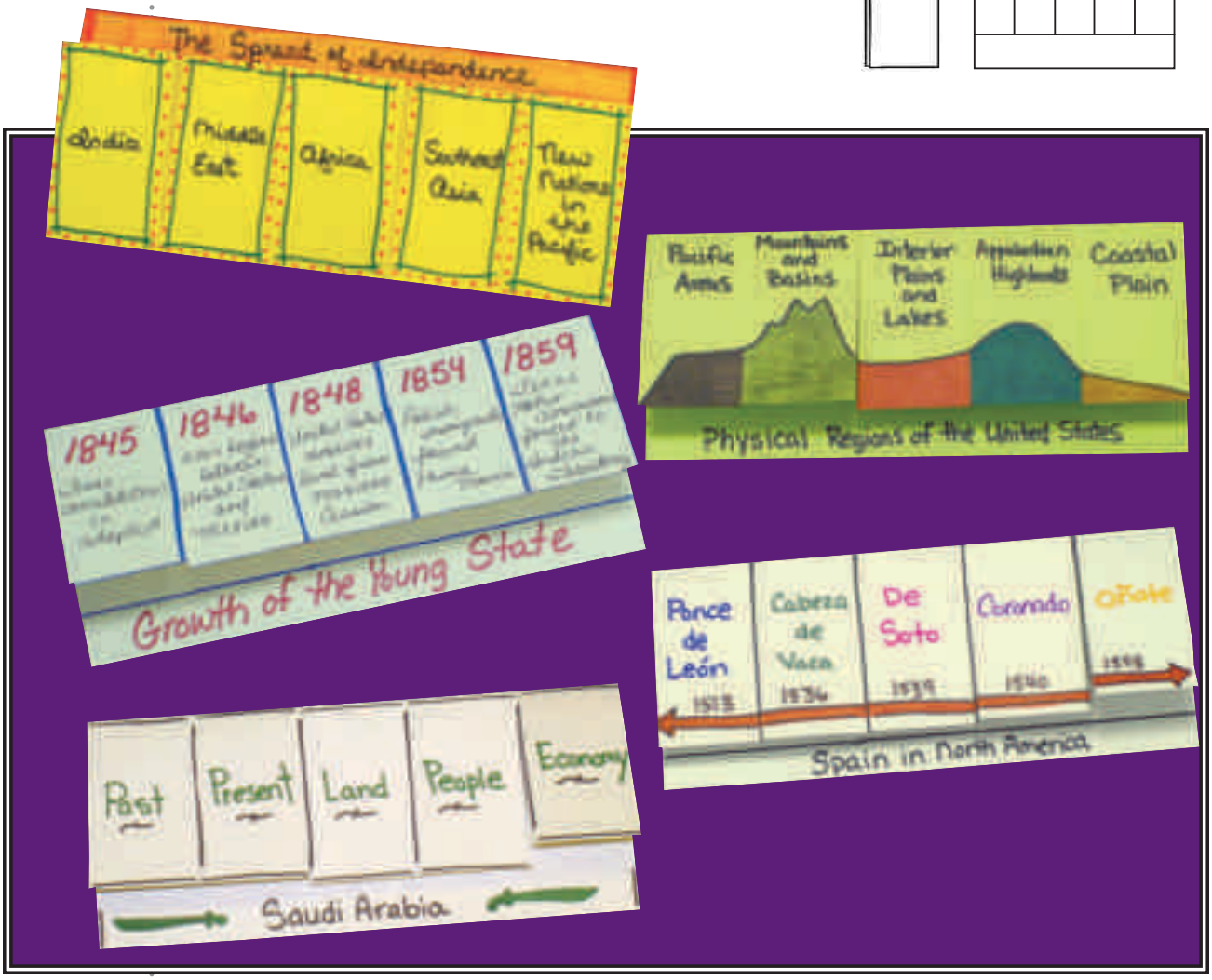
Five-Tab Book

1. Fold a sheet of paper in half like a *hot dog*.
2. Fold the paper so that one-third is exposed and two-thirds are covered.
3. Fold the two-thirds section in half.
4. Fold the one-third section (single thickness) backward to form a fold line.

The paper will be divided into fifths when opened. Use this foldable to organize information about five countries, dates, events, and so on.





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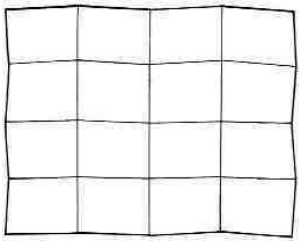
Folded Table or Chart

1. Fold a sheet of paper into the number of vertical columns needed to make the table or chart.
2. Fold the horizontal rows needed to make the table or chart.
3. Label the rows and columns.

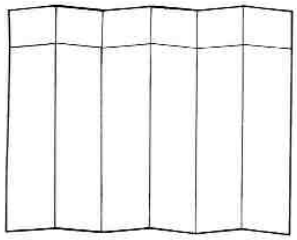
REMEMBER: Tables are organized along vertical and horizontal axes, while charts are organized along one axis, either horizontal or vertical.

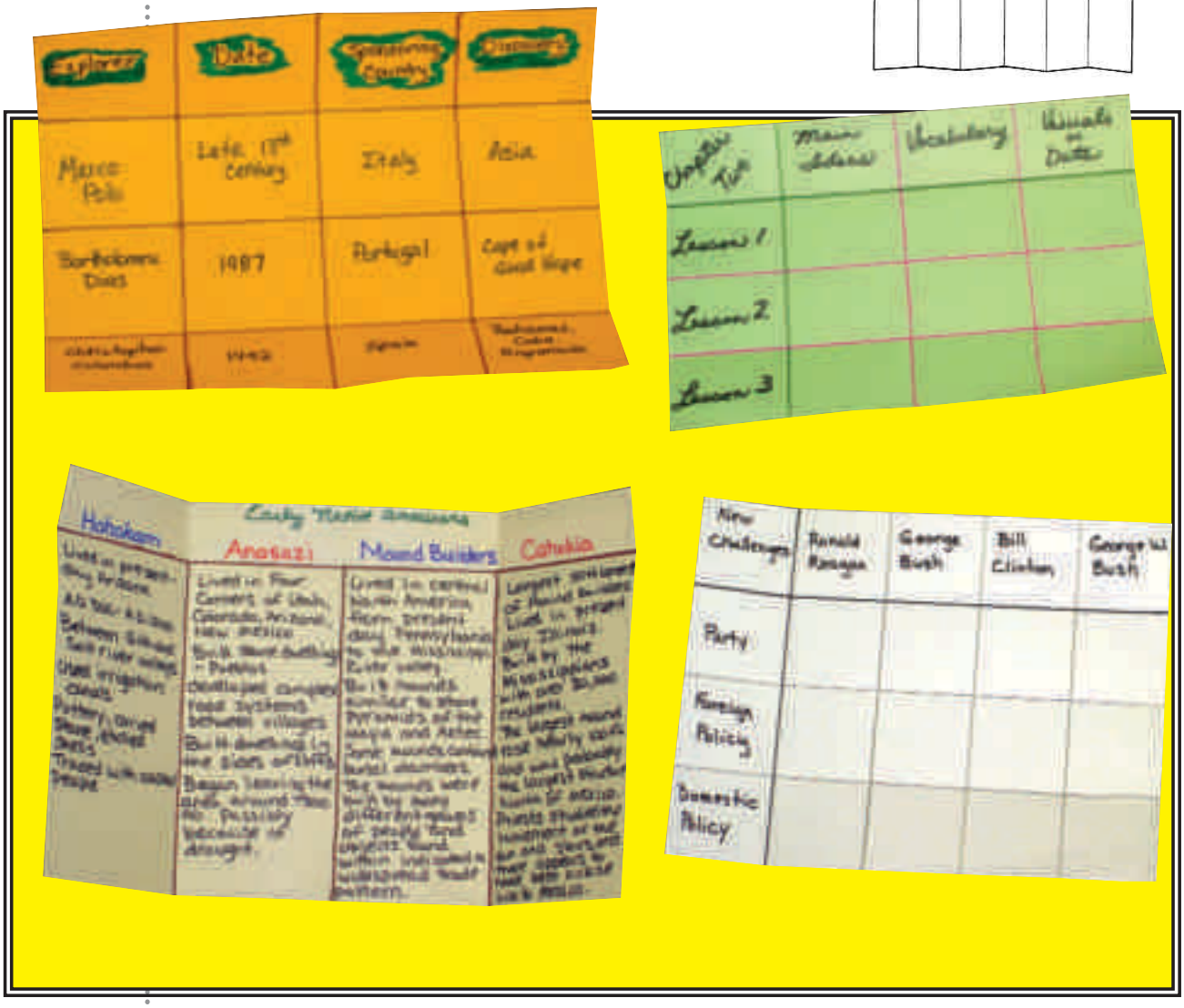
Fold the sheet of paper into as many columns or rows that you need for the particular topic.

Table



Chart





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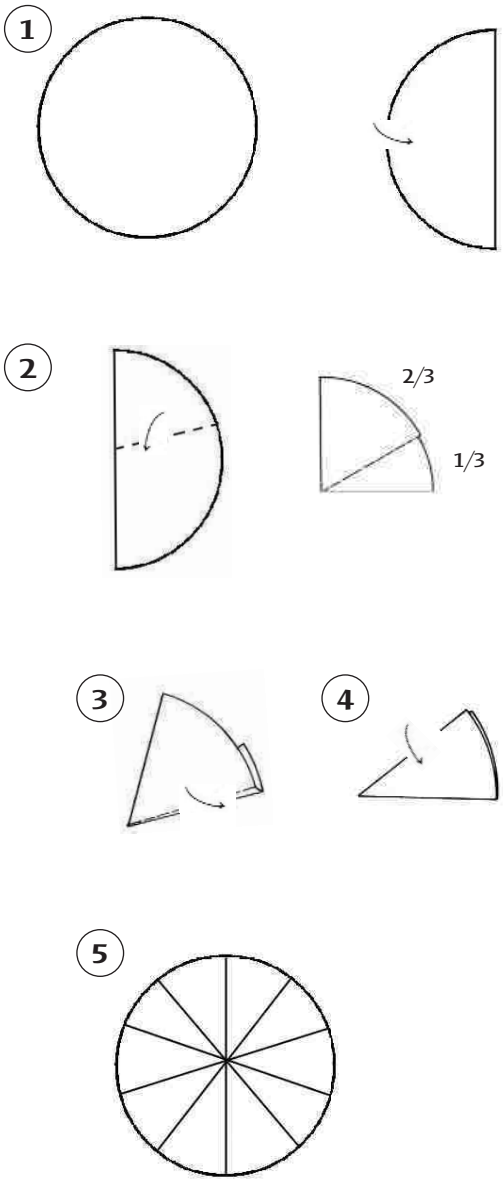
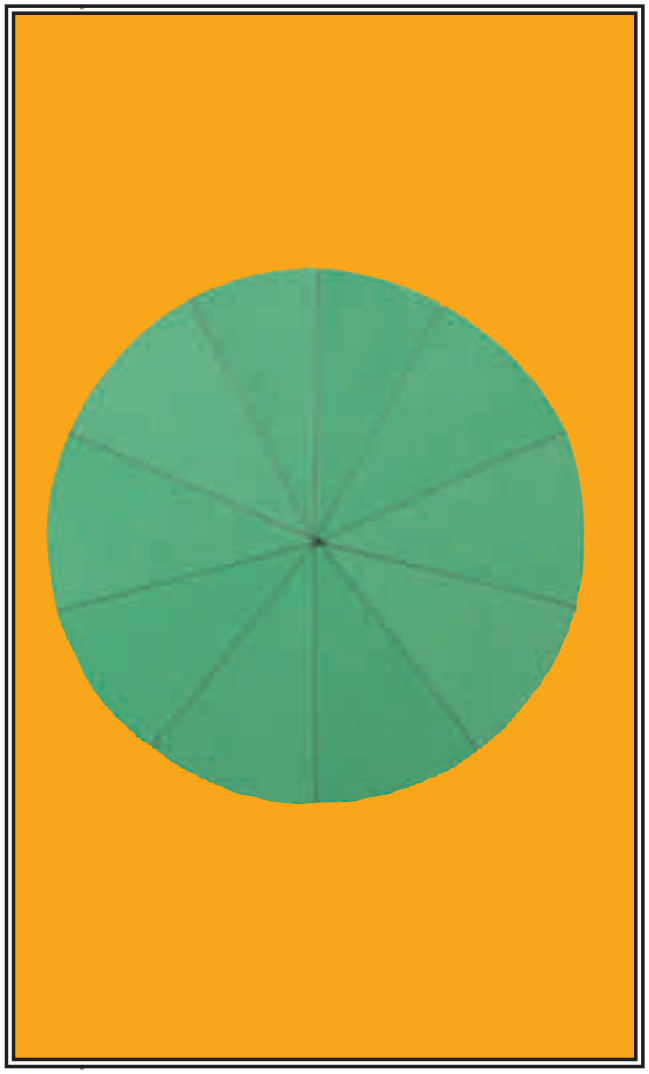
Folding a Circle Into Tenths

1. Cut a circle out of a sheet of paper. Then fold the circle in half.
2. Fold the half circle so that one-third is exposed and two-thirds are covered.
3. Fold the one-third (single thickness) backward to form a fold line.
4. Fold the two-thirds section in half.
5. The half circle will be divided into fifths. When opened, the circle will be divided into tenths.





NOTE: *Paper squares and rectangles are folded into tenths the same way. Fold them so that one-third is exposed and two-thirds is covered. Continue with steps 3 and 4.*

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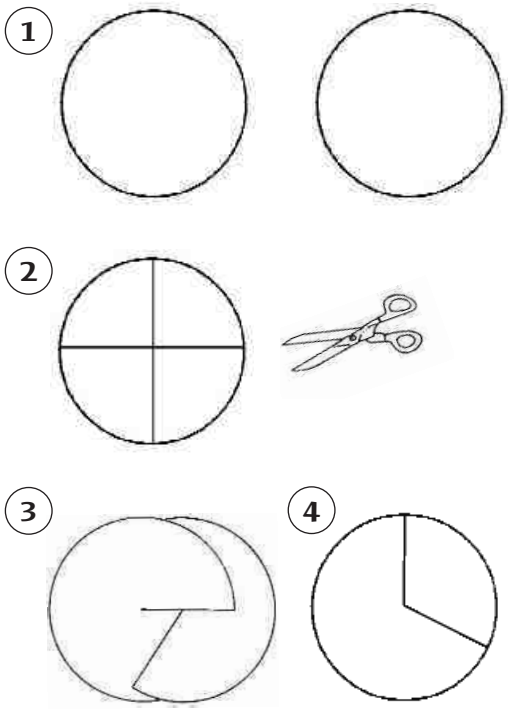
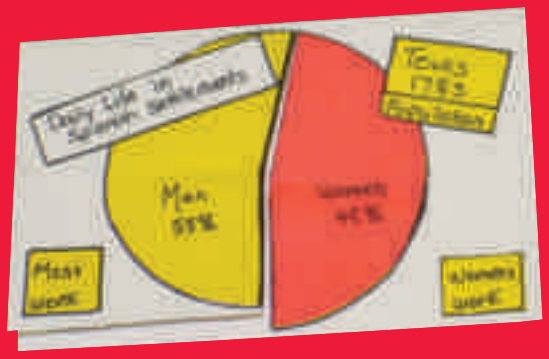
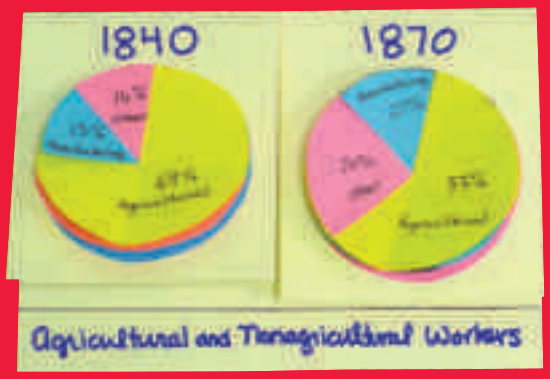
Circle Graph

1. Cut out two circles from two sheets of paper.
2. Fold one of the circles in half on each axis, forming fourths. Cut along one of the fold lines (the radius) to the middle of each circle. Flatten the circle.
3. Place the two circles together along the cuts until they overlap completely.
4. Spin one of the circles while holding the other still. Estimate how much of each of the two (or you can add more) circles should be exposed to illustrate percentages or categories of information. Add circles to represent more than two percentages.



Use large circle graphs on bulletin boards.





Use small circle graphs in student projects or on the front of tab books.

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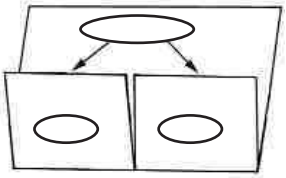
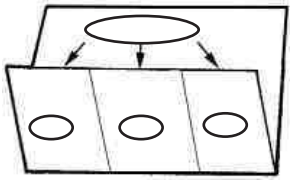
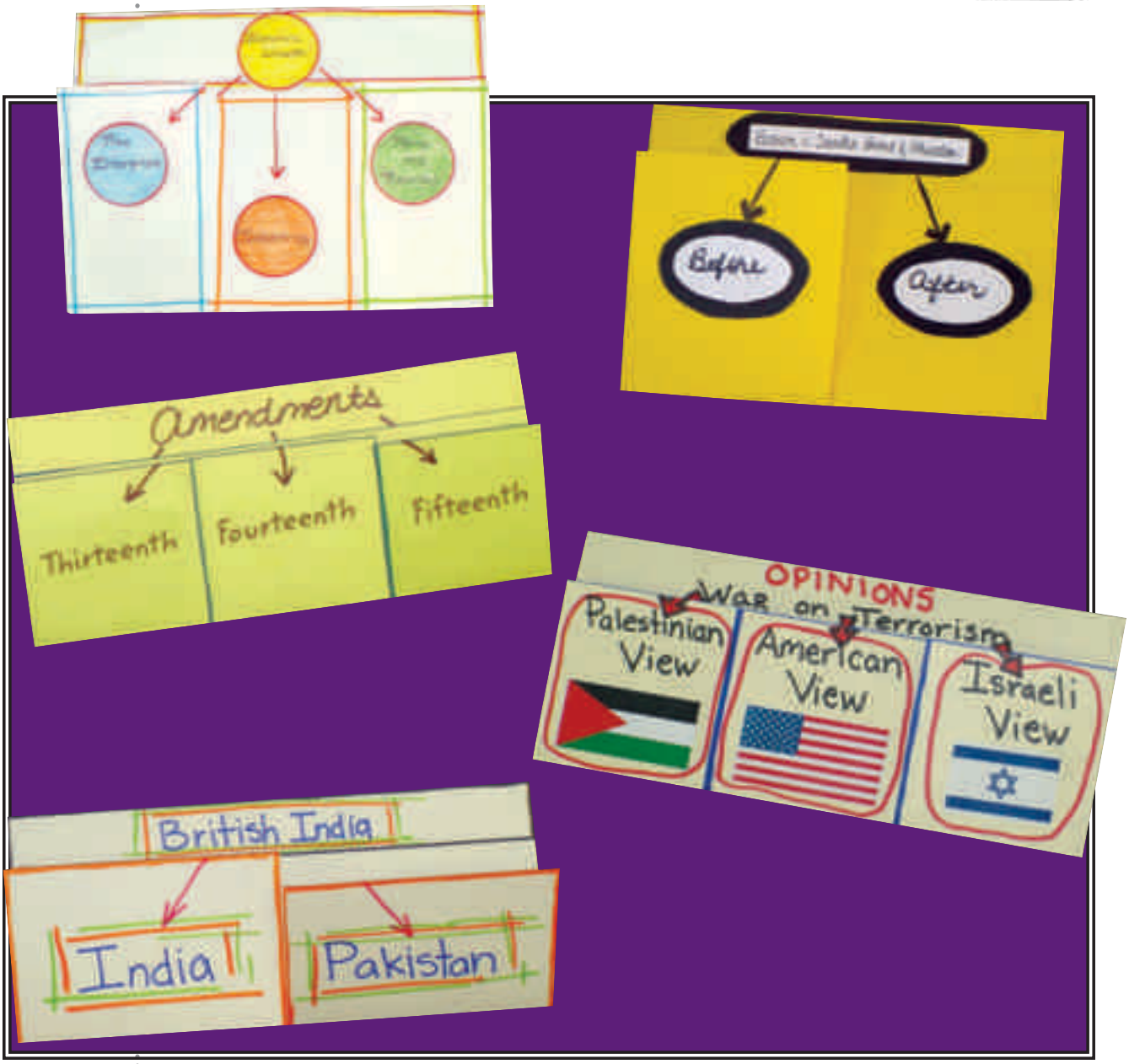
Concept-Map Book





1. Fold a sheet of paper along the long or short axis, leaving a two-inch tab uncovered along the top.
2. Fold in half or in thirds.
3. Unfold and cut along the two or three inside fold lines.

Use this book to write facts about a person, place, or thing under the appropriate tab.



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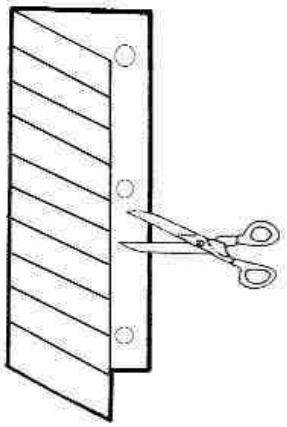
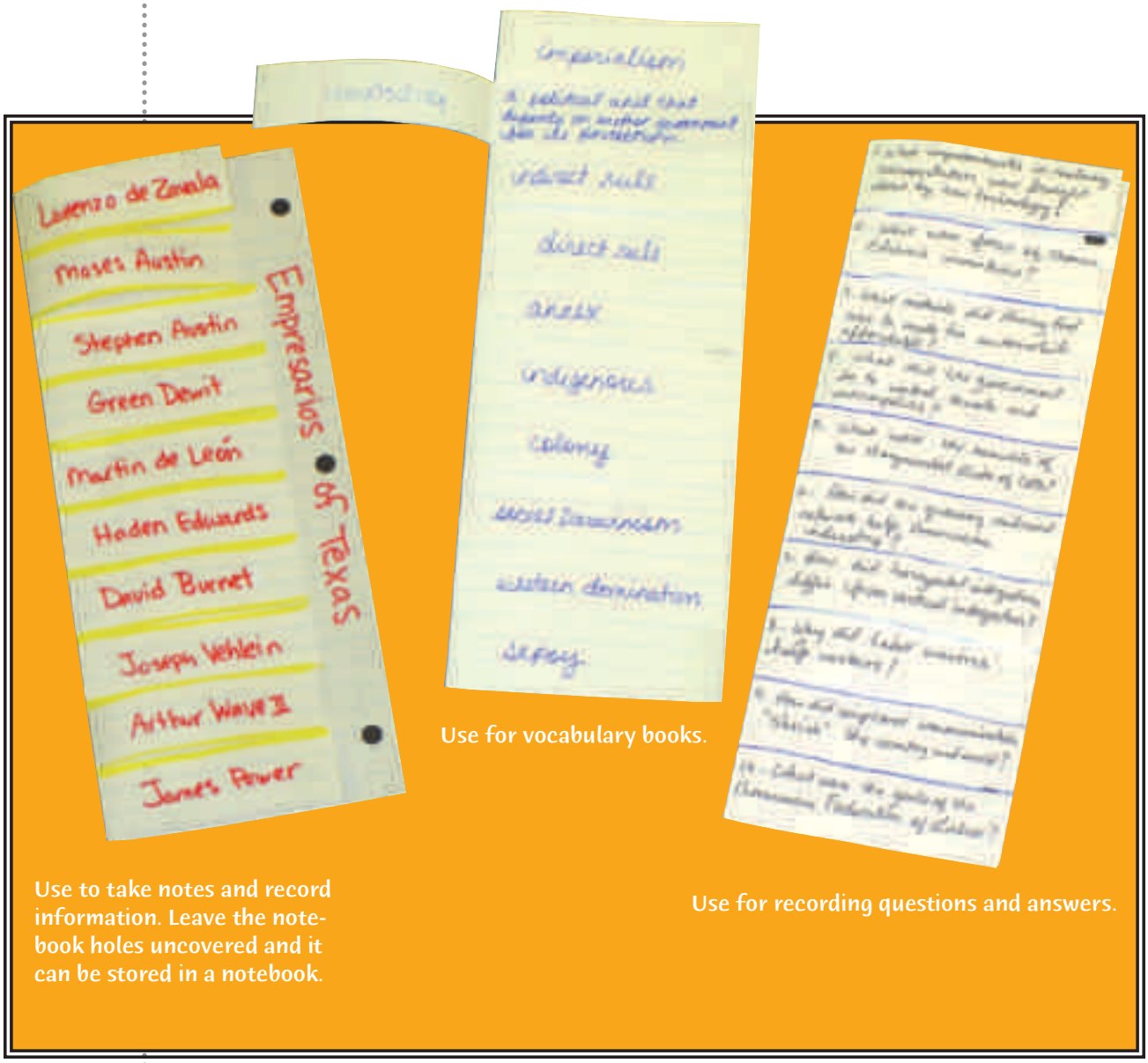
Vocabulary Book



1. Fold a sheet of notebook paper in half like a *hot dog*.
2. On one side, cut every third line. This usually results in ten tabs.
3. Label the tabs. See the illustration below for several uses.



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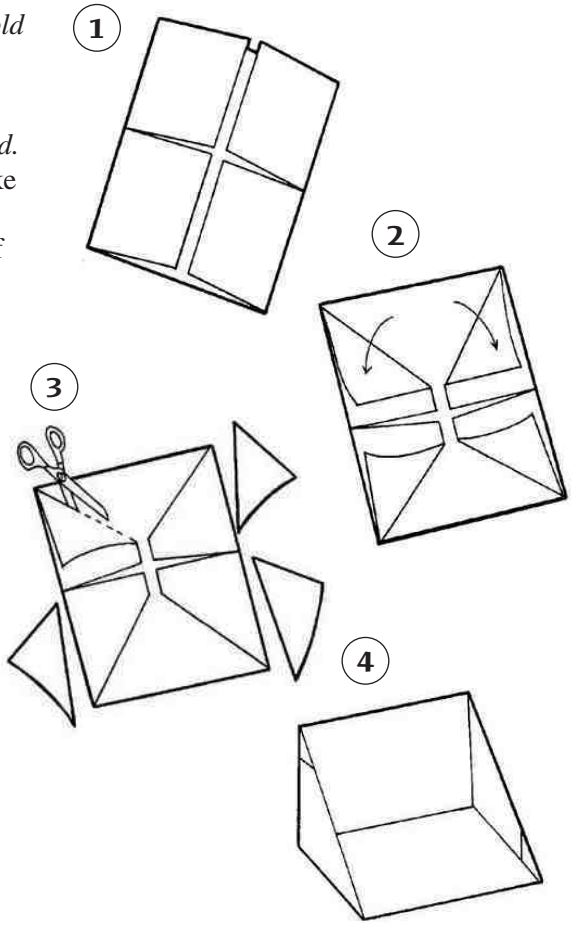
Four-Door Diorama

1. Make a *four-door book* out of a *shutter fold* (p. 21).
2. Fold the two inside corners back to the outer edges *(mountains)* of the *shutter fold.* This will result in two *tacos* that will make the *four-door book* look like it has a shirt collar. Do the same thing to the bottom of the *four-door book.* When finished, four small triangular *tacos* have been made.
3. Form a 90-degree angle and overlap the folded triangles to make a display case that doesn't use staples or glue. (It can be collapsed for storage.)
4. Or, as illustrated, cut off all four triangles, or *tacos.* Staple or glue the sides.



Use 11" × 17" paper to make a large display case.

Use poster board to make giant display cases.

Place display cases next to each other to compare and contrast or to sequence events or data.

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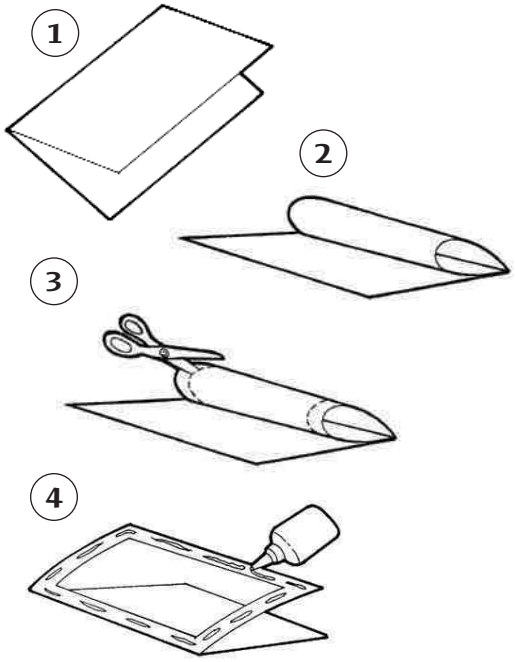
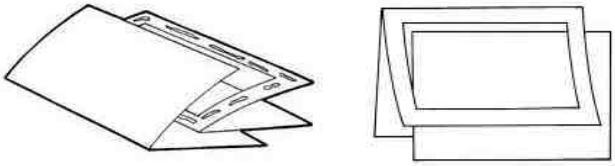
Picture Frame Book

1. Fold a sheet of paper in half like a *hamburger.*
2. Open the *hamburger* and gently roll one side of the *hamburger* toward the *valley.* Try not to crease the roll.
3. Cut a rectangle out of the middle of the rolled side of the paper leaving a half-inch border, forming a frame.
4. Fold another sheet of paper in half like a *hamburger.* Apply glue to the inside border of the picture frame and place the folded, uncut sheet of paper inside.



Use this book to feature a person, place, or thing. Inside the picture frames, glue photographs, magazine pictures, computer-generated graphs, or have students sketch pictures. This book has three inside pages for writing and recording notes.



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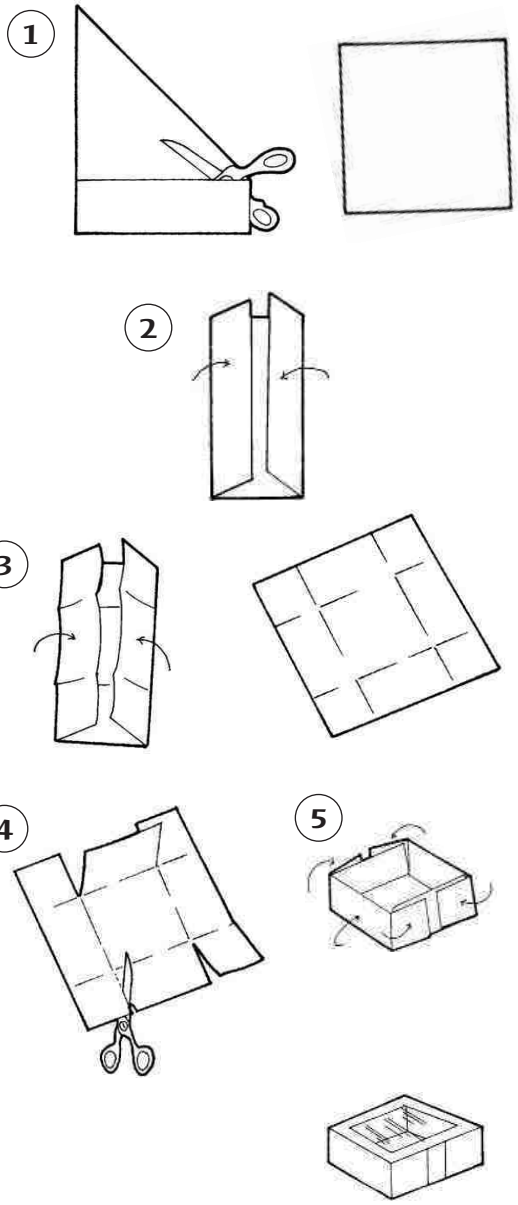
Display Case

1. Make a *taco* fold and cut off the leftover piece. This will result in a square.
2. Fold the square into a *shutter fold.*
3. Unfold and fold the square into another *shutter fold* perpendicular to the direction of the first. This will form a small square at each of the four corners of the sheet of paper.
4. As illustrated, cut along two fold lines on opposite sides of the large square.
5. Collapse the sides in and glue the tabs to form an open box.



How to Make a Lid

Fold another open-sided box using a square of paper one-half inch larger than the square used to make the first box. This will make a lid that fits snugly over the display box. *Example:* If the base is made out of an 8 $\frac{1}{2}$" paper square, make the lid out of a 9" square.

Cut a hole out of the lid and cover the opening with a cut piece of acetate used on overhead projectors. Heavy, clear plastic wrap or scraps from a laminating machine will also work. Secure the clear plastic sheet to the inside of the lid with glue or tape.

NOTE: *You can place polystyrene foam or quilt batting in the boxes to display objects. Glue the boxes onto a sheet of cardboard to make them strong enough to display heavy objects.*

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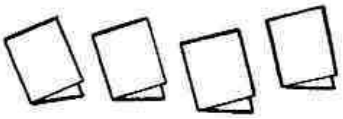
Billboard Project

1. Fold all pieces of the same size of paper in half like *hamburgers.*
2. Place a line of glue at the top and bottom of one side of each folded billboard section and glue them side by side on a larger sheet of paper or poster board. If glued correctly, all doors will open from right to left.
3. Pictures, dates, words, and so on, go on the front of each billboard section. When opened, writing or drawings can be seen on the inside left of each section. The base, or the part glued to the background, is perfect for more in-depth information or definitions.

Use for time lines or for sequencing information, such as events in a war, presidents of the United States, or ratification of states.

1



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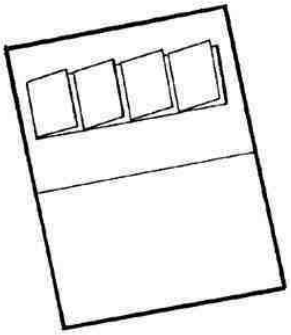

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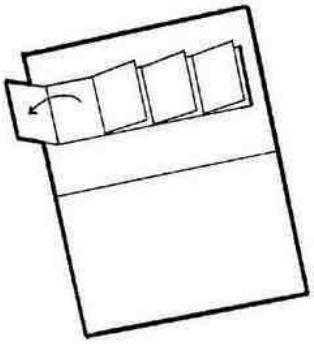

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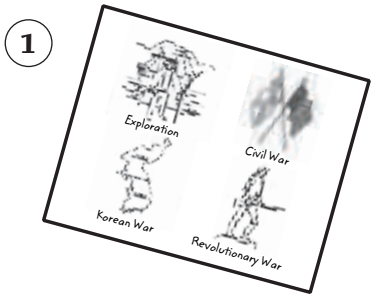
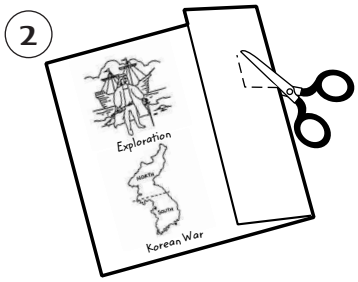
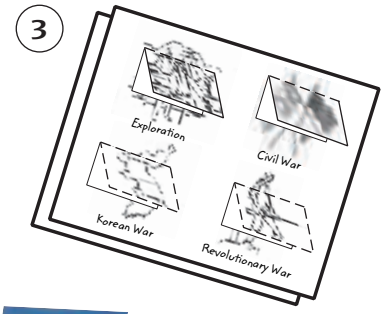
Project Board With Tabs

1. Draw a large illustration, a series of small illustrations, or write on the front of a sheet of paper.
2. Pinch and slightly fold the sheet of paper at the point where a tab is desired on the illustrated sheet of paper. Cut into the paper on the fold. Cut straight in, then cut up to form an "L." When the paper is unfolded, it will form a tab with an illustration on the front.
3. After all tabs have been cut, glue this front sheet onto a second sheet of paper. Place glue around all four edges and in the middle, away from tabs.

Write or draw under the tabs. If the project is made as a bulletin board using butcher paper, tape or glue smaller sheets of paper under the tabs.







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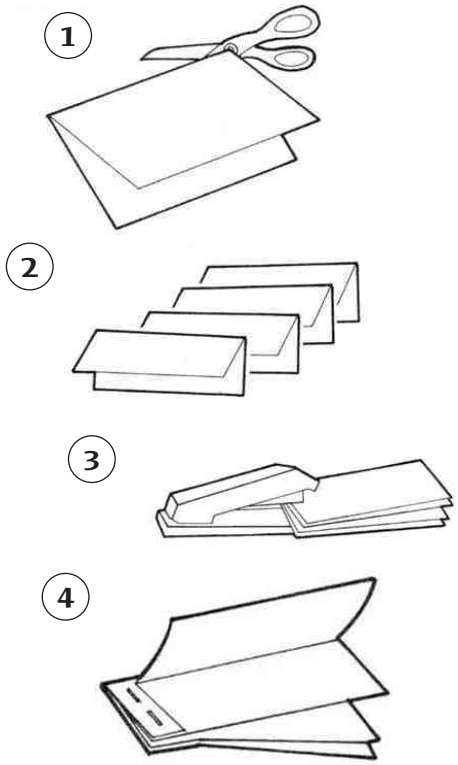
Sentence Strips

1. Take two sheets of paper and fold then into *hamburgers.* Cut along the fold lines making four half sheets. (Use as many half sheets as necessary for additional pages to your book.)
2. Fold each sheet in half like a *hot dog.*
3. Place the folds side by side and staple them together on the left side.
4. One inch from the stapled edge, cut the front page of each folded section up to the *mountain top.* These cuts form flaps that can be raised and lowered.

To make a half-cover, use a sheet of construction paper one inch longer than the book. Glue the back of the last sheet to the construction paper strip leaving one inch on the left side to fold over and cover the original staples. Staple this half-cover in place.



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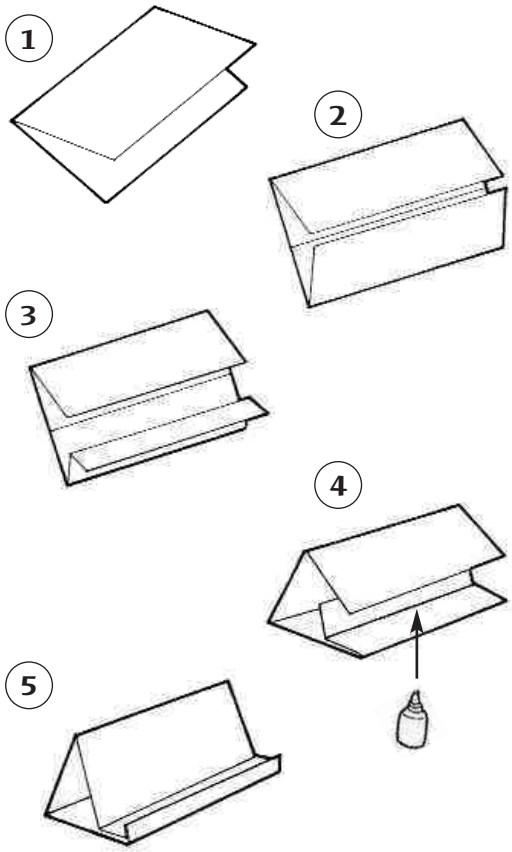
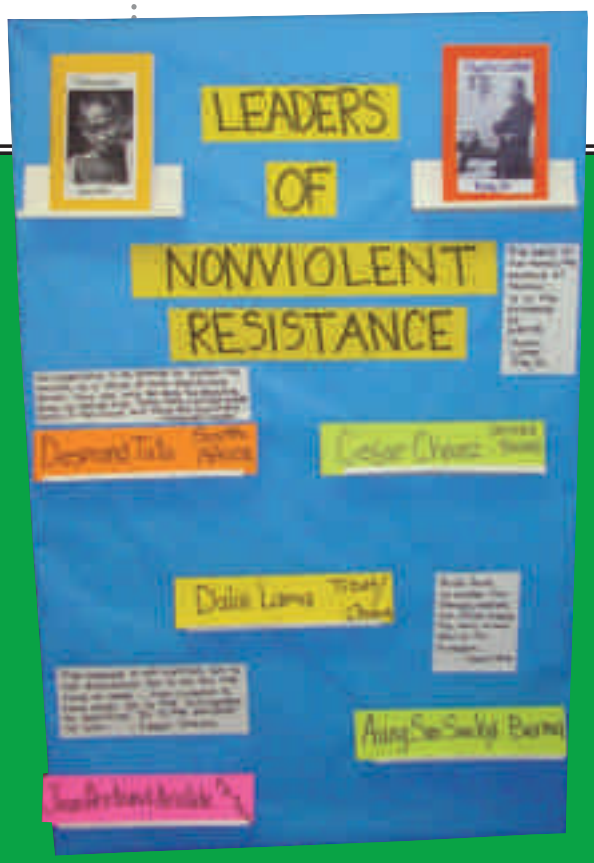
Sentence-Strip Holder

1. Fold a sheet of paper in half like a *hamburger.*
2. Open the *hamburger* and fold the two outer edges toward the *valley.* This forms a *shutter fold.*
3. Fold one of the inside edges of the shutter back to the outside fold. This fold forms a floppy L-tab.
4. Glue the floppy L-tab down to the base so that it forms a strong, straight L-tab.
5. Glue the other shutter side to the front of this L-tab. This forms a tent that is the backboard for the flashcards or student work to be displayed.
6. Fold the edge of the L-tab up one-quarter to one-half inch to form a lip that will keep the student work from slipping off the holder.





Use these holders to display student work on a table, or glue them onto a bulletin board to make it interactive.

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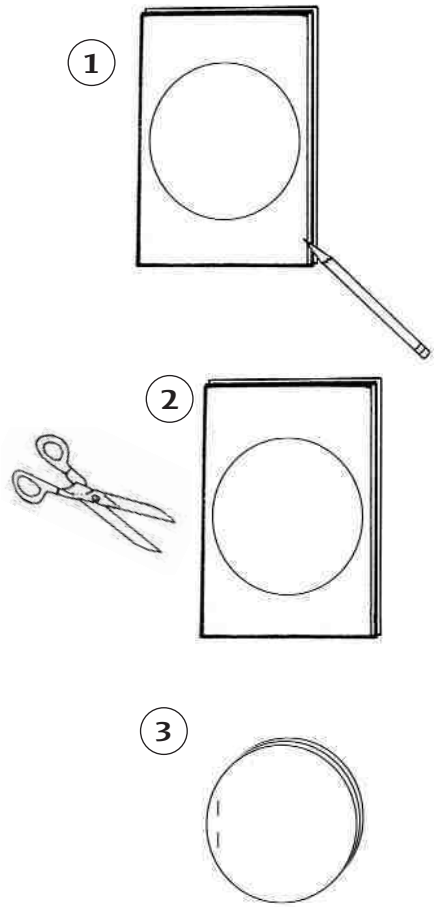
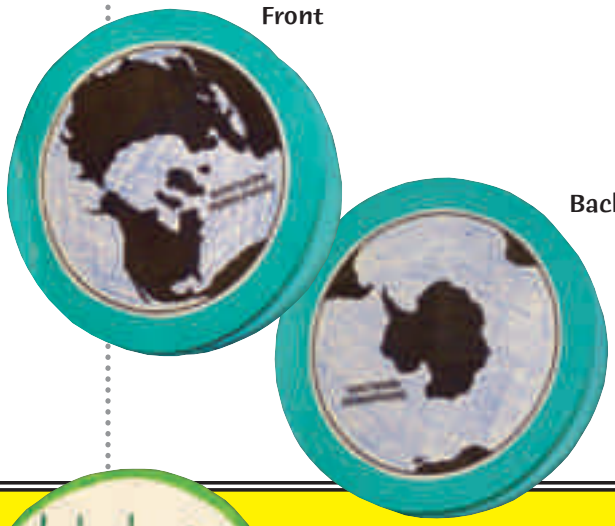
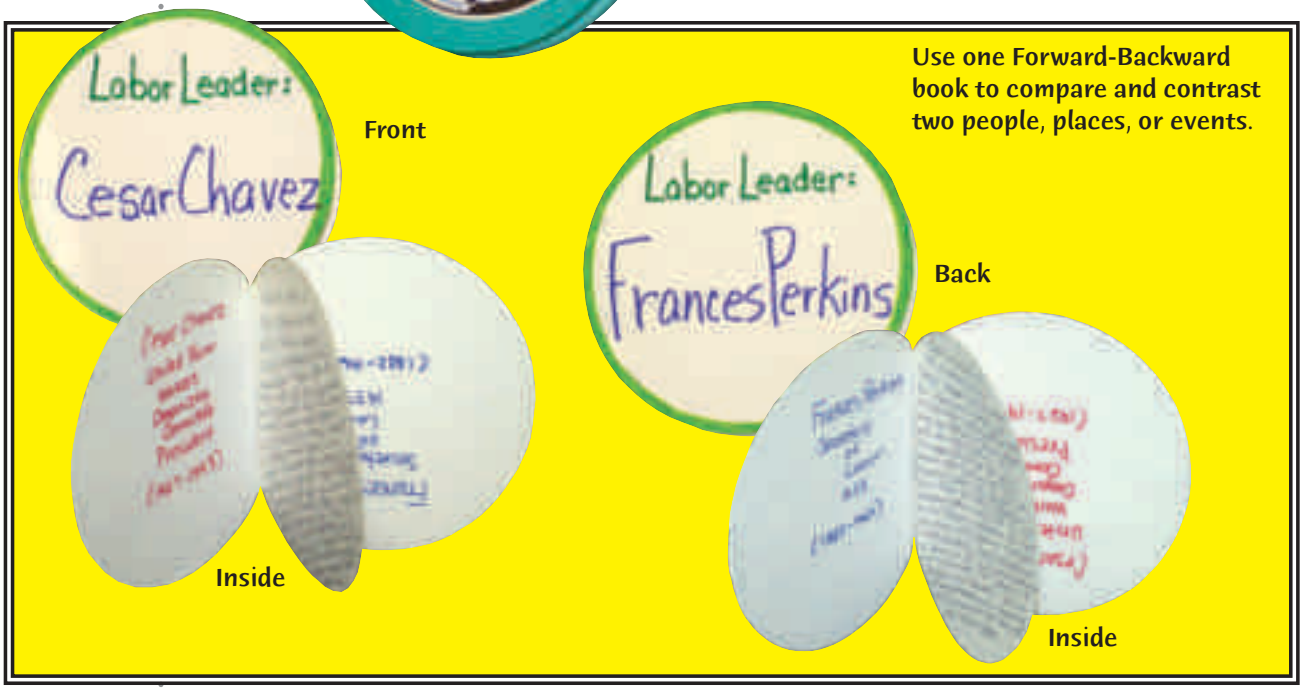
Forward-Backward Book

1. Stack three or more sheets of paper. On the top sheet, trace a large circle.
2. With the papers still stacked, cut out the circles.
3. Staple the paper circles together along the left-hand side to create a circular booklet.
4. Label the cover and takes notes on the pages that open to the right.
5. Turn the book upside down and label the back. Takes notes on the pages that open to the right.







Use one Forward-Backward book to compare and contrast two people, places, or events.

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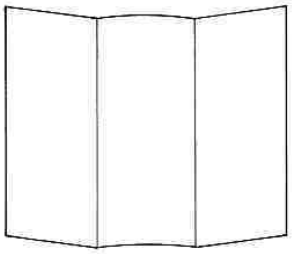
Three-Pocket Book

1. Fold a horizontal sheet of paper (11" × 17") into thirds.
2. Fold the bottom edge up two inches and crease well. Glue the outer edges of the two-inch tab to create three pockets.
3. Label each pocket. Use these pockets to hold notes taken on index cards or quarter sheets of paper.

1



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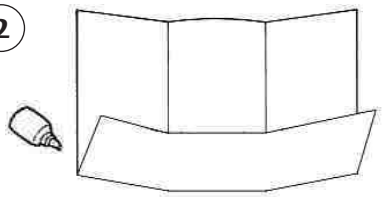

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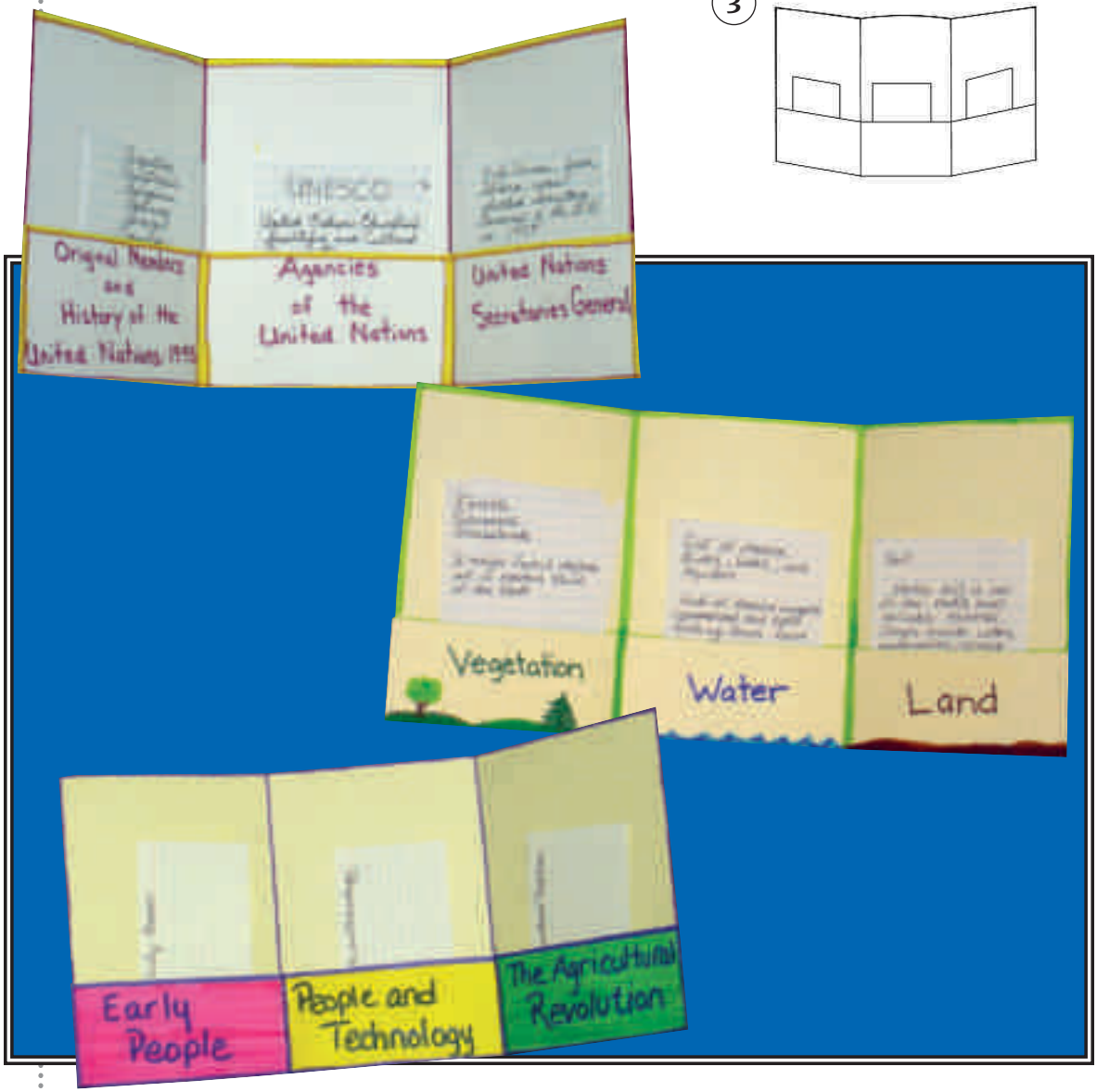

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FOLDABLES™ Chapter Activities for

The American Journey

The pages that follow contain chapter-specific Foldables activities to use with *The American Journey*. Included are a Chapter Summary, a reproduction of the Foldables Study Organizer that appears on each chapter opener in the textbook, and a Follow-Up Foldables Activity. Use the Follow-Up Activity after students have studied each chapter. Students are asked to use the Foldables they have created and completed during the study of each chapter to review important chapter concepts and prepare for the chapter test.

Alternative Foldables activities are also included for every chapter. Use these activities during the study of each chapter or as chapter review activities. The Student Study Tip provides reading, writing, and test-taking strategies that you can share with your students throughout the course.

Chapter 1 The First Americans
Chapter 2 Exploring the Americas
Chapter 3 Colonial America
Chapter 4 The Colonies Grow
Chapter 5 Road to Independence
Chapter 6 The American Revolution
Chapter 7 A More Perfect Union
Chapter 8 A New Nation
Chapter 9 The Jefferson Era
Chapter 10 Growth and Expansion
Chapter 11 The Jackson Era
Chapter 12 Manifest Destiny
Chapter 13 North and South
Chapter 14 The Age of Reform
Chapter 15 Road to Civil War
Chapter 16 The Civil War
Chapter 17 Reconstruction and Its Aftermath
Chapter 18 The Western Frontier
Chapter 19 The Growth of Industry
Chapter 20 Toward an Urban America
Chapter 21 Progressive Reforms
Chapter 22 Overseas Expansion
Chapter 23 World War I
Chapter 24 The Jazz Age
Chapter 25 The Depression and FDR
Chapter 26 World War II
Chapter 27 The Cold War Era
Chapter 28 America in the 1950s
Chapter 29 The Civil Rights Era
Chapter 30 The Vietnam Era
Chapter 31 Search for Stability
Chapter 32 New Challenges

The First Americans

CHAPTER SUMMARY

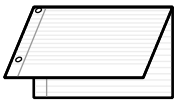
The Inca, Maya, and Aztec societies in South and Central America and in Mexico created powerful empires. Among the most advanced of the early cultures were the Hohokam and Anasazi of the Southwest and the Mound Builders of the Ohio River valley. In the Southwest, Native American peoples improved techniques of irrigation to farm the land. The Great Plains group depended on the great herds of bison, or buffalo, that roamed the plains. Native Americans of the Northeast formed the Iroquois League to solve disputes.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

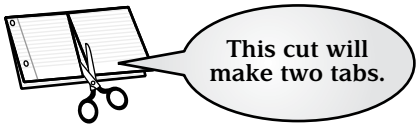
Categorizing Study Foldable Group information into categories to make sense of what you are learning. Make this foldable to learn about the first Americans.

Step 1 Fold one sheet of paper in half from top to bottom.

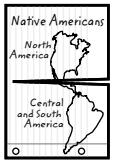


Step 2 Fold in half again, from side to side.

Step 3 Unfold the paper once. Cut up the fold of the top flap only.



Step 4 Turn the paper vertically and sketch the continents of North and Central and South America on the front tabs.



Reading and Writing As you read the chapter, write under the flaps of your foldable what you learn about the Native American people living in these regions.

CHAPTER REVIEW

Foldables Follow-Up Activity

Once students have created their foldables, review with them the different uses foldables have: self-check quiz, quick chapter review, and group quiz. Then have students organize themselves into small groups to quiz each other about their foldables. Ask students to name two other topics in the chapter that would adapt well to this foldable.

TEACHER NOTES

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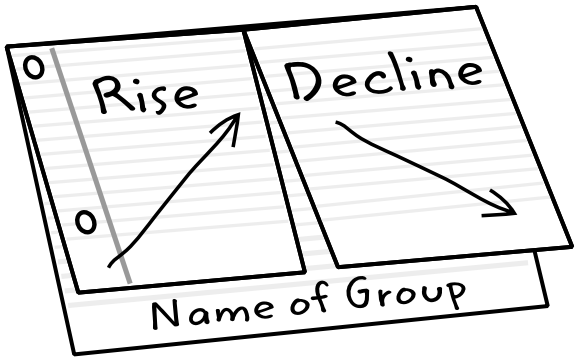
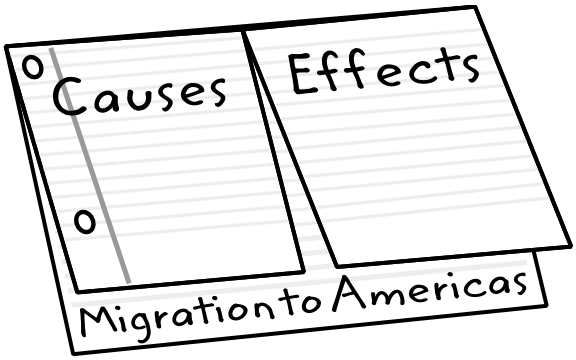
Alternative Activities for Chapter 1

CAUSE AND EFFECT

Have students use the same foldable design to study about the rise and decline of one of the Native American groups in the chapter. Suggest students add color, shapes, or illustrations to make the information more memorable for them. Ask students to think about what factors could have prevented the decline of each group.





EVALUATING

Suggest students use the same foldable design to help them study the causes and effects of early peoples coming to the Americas. Encourage them to use concise phrases and single-word clues rather than complete sentences. Ask students what geographic element allowed settlement of the Americas. *(Earth's climate)*

Student Study Tip

As they are learning about early Native Americans, suggest to students that it is sometimes difficult to remember what each group was like, especially when they have unfamiliar names. To help them remember, suggest they choose a group characteristic that starts with the same first letter of the group.

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Exploring the Americas

CHAPTER SUMMARY

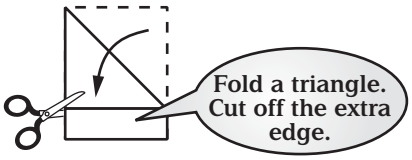
Many explorations took place in the 1400s and 1500s and as early as c. A.D. 1000 when Leif Eriksson landed in present-day Newfoundland. The explorers represented the strongest countries at the time: England, Spain, France and the Netherlands. They were searching for new trade routes and riches. In the late 1400s, Dias, Columbus, and da Gama set sail. Explorers such as Magellan, Cartier, De Soto, and Hudson all followed in the next 50 years. In 1565 Spain established the first settlement at St. Augustine, Florida.

CHAPTER PREVIEW

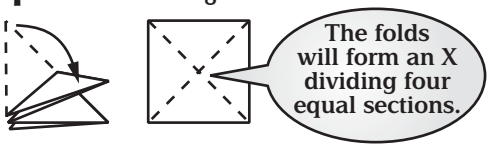
FOLDABLES™ Study Organizer

Evaluating Information Study Foldable
Make this foldable to help you learn about European exploration of the Americas.

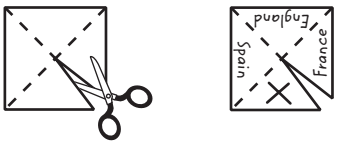
Step 1 Fold the paper from the top right corner down so the edges line up. Cut off the leftover piece.



Step 2 Fold the triangle in half. Unfold.



Step 3 Cut up one fold line and stop at the middle. Draw an X on one tab and label the other three.



Step 4 Fold the X flap under the other flap and glue together.

Reading and Writing As you read, ask yourself why England, France, and Spain were exploring the Americas. Write your questions under each appropriate pyramid wall.

CHAPTER REVIEW

Foldables Follow-Up Activity

As students complete their foldables about explorers in the Americas, pair them with partners and have them quiz each other about the reasons they wrote down. Have them summarize what they learned, and state the two most valid reasons explorers came to the Americas. Choose groups at random to share with the rest of the class the two reasons they chose as to why explorers came to the Americas.

TEACHER NOTES

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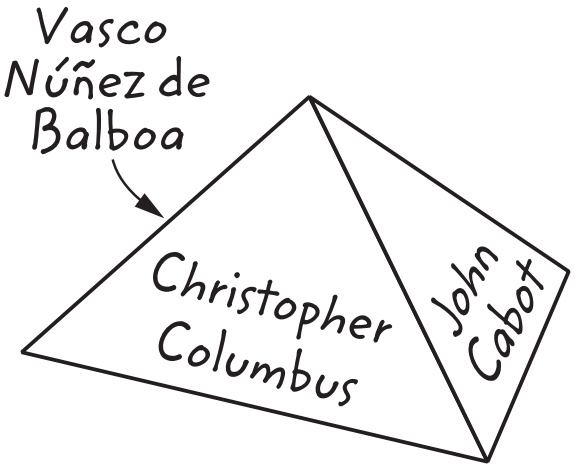
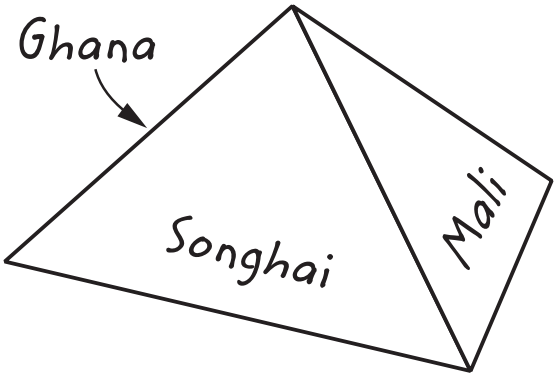
Alternative Activities for Chapter 2

DESCRIBING

Have students choose three explorers mentioned in the chapter and do research to find out more about them. Have them write details of the explorer's voyages on the appropriate side of their pyramids. Have them share their research with the class.





DRAWING CONCLUSIONS

Using the same pyramid foldable design, have students research more about the great early African kingdoms of Ghana, Mali, and Songhai. Once they have completed their research, have them draw conclusions about why each kingdom eventually faded away.

Student Study Tip

As students research the routes of early explorers, or other topics such as military campaigns, suggest they take time to find the specific locations on a map or globe. This will make the information more dimensional and give students some geographic perspective.

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Colonial America

CHAPTER SUMMARY

The early North American colonies were a meeting place for many different cultures. People came to the American colonies for various reasons—including the pursuit of wealth, land, or religious freedom. The goals and ways of life of these different groups sometimes clashed, ending in conflict. However, America was becoming a place where people of different backgrounds and beliefs could learn to live together peacefully.

CHAPTER PREVIEW

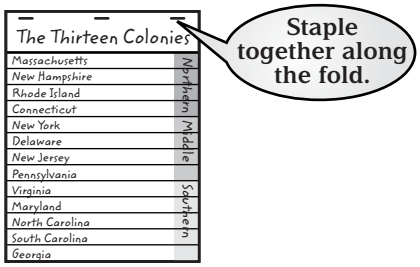
FOLDABLES™ Study Organizer

Comparison Study Foldable When you group facts into categories, it is easier to make comparisons. Make this foldable to compare and contrast the 13 colonies and their regions.

Step 1 Collect 7 sheets of paper and place them about $\frac{1}{2}$ inch apart.

Step 2 Fold up the bottom edges of the paper to form 14 tabs.

Step 3 When all the tabs are the same size, crease the paper to hold the tabs in place and staple the sheets together. Label each tab with the name of a colony and color-code each region.



Reading and Writing As you read, write what you learn about each of the 13 colonies under each tab and compare the colonies.

CHAPTER REVIEW

Foldables Follow-Up Activity

Have students create a matching quiz of 10 questions using information from their foldables. Then ask students to trade quizzes with a classmate and see how many questions they can answer correctly. Ask for several volunteers to write their quizzes on the board for everyone to try.

TEACHER NOTES

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Alternative Activities for Chapter 3

SEQUENCING

Have students use the same foldable design to create a time line that shows key events in the founding of the settlements of Jamestown, Plymouth, and Massachusetts Bay. Have them draw rough maps pinpointing each location.

Early English Settlements
Jamestown
Plymouth
Massachusetts Bay

Summary of What I've Learned
New England Colonies
Middle Colonies
Southern Colonies

EVALUATING

Ask students to imagine they are new settlers who are traveling throughout the 13 colonies before they decide where to live. Ask them to list on the foldable the best things and the worst things about living in each of the regions. Then ask students to write a statement identifying their choice and describing their feelings about their new home.

Student Study Tip

To help students grasp the main ideas, have them create a word web as they read each section. Direct students to write the section title as the center of the web; for example, "Section 3: Middle Colonies." Tell students to include important ideas in ovals around the center.

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The Colonies Grow

CHAPTER SUMMARY

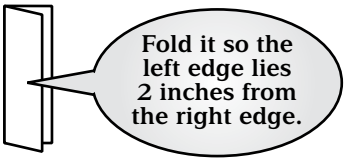
Colonists brought traditions from their home countries and developed new ways of life in America. Many people made important contributions. A number of languages, foods from many lands, and a variety of religious beliefs and holidays all became part of the emerging culture of colonial America. While lifestyles varied from region to region, in time the colonists found that they shared many concerns. The ideals of American democracy and freedom of religion took root during the colonial period.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

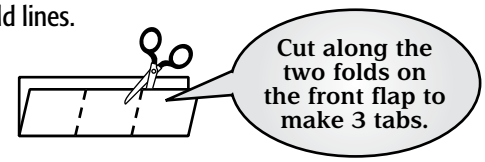
Compare-Contrast Study Foldable Make the following (Venn diagram) foldable to compare and contrast the peoples involved in the French and Indian War.

Step 1 Fold a sheet of paper from side to side, leaving a 2-inch tab uncovered along the side.

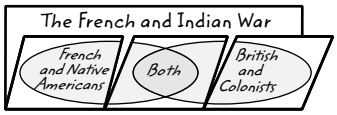


Step 2 Turn the paper and fold into thirds.

Step 3 Unfold and cut along the two inside fold lines.



Step 4 Label the foldable as shown.



Reading and Writing As you read about the participants of the war, write facts about them under the appropriate tabs of your foldable.

CHAPTER REVIEW

Foldables Follow-Up Activity

Once students have created their foldables, have them identify the causes and effects of the French and Indian War for the various people who lived in the Americas. Have them share their information with the class. Prompt students to develop a consensus based on the class discussion.

TEACHER NOTES

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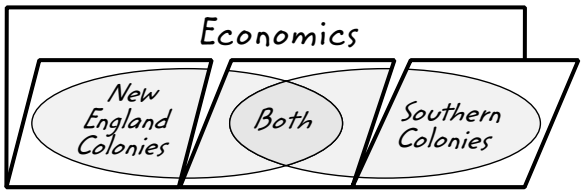
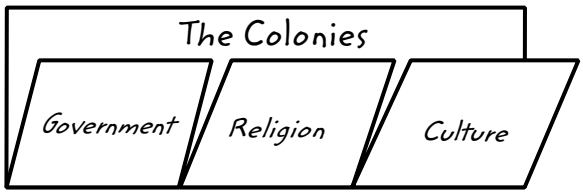
Alternative Activities for Chapter 4

COMPARING

Using the same Venn diagram foldable design, have students research to find out more about the colonial economy. Ask them to compare farming in New England with farming in the Southern Colonies among other things.





IDENTIFYING

Have students write *Government*, *Religion*, and *Culture* on their foldables. Under each of the categories, have students identify at least two key events or facts from the colonial period. For each event or fact, ask them to explain its significance. Discuss the students' foldables as a class.

Student Study Tip

Point out that understanding cause and effect is essential to studying history. Students must know not only what happened, but why it happened. Note that most effects have more than one cause and that causes can have more than one effect. Show students several examples of cause-and-effect charts.

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Road to Independence

CHAPTER SUMMARY

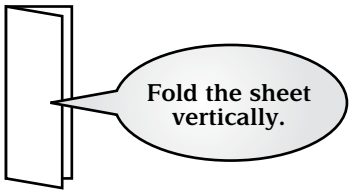
Before the 1770s, most people in the American colonies thought of themselves as British citizens. Few wanted or expected any major changes in their relationships with the king or with Parliament. However, those feelings of loyalty were changing. As Britain imposed a number of taxes on the colonies, tension grew between the two sides. When colonial objections to British law could no longer be settled by protests or petitions to the king, war and the colonies' final break with Britain followed.

CHAPTER PREVIEW

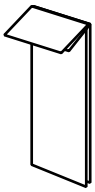
FOLDABLES™ Study Organizer

Cause-and-Effect Study Foldable Make this foldable to show the causes and effects of the events that led the Americans to declare independence from Great Britain.

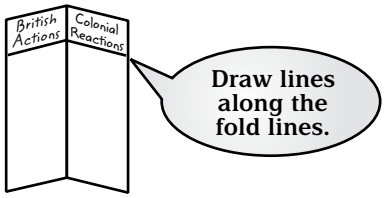
Step 1 Fold one sheet of paper in half from side to side.



Step 2 Fold again, 1 inch from the top. (**Tip:** The middle knuckle of your index finger is about 1 inch long.)



Step 3 Open and label as shown.



Reading and Writing As you read this chapter, fill in the causes (British Actions) and effects (Colonial Reactions) in the correct columns of your foldable.

CHAPTER REVIEW

Foldables Follow-Up Activity

After students have completed their foldables, call on volunteers to share their entries with the rest of the class. Have students note the events that appear most often in the entries. Then arrange a class debate where half the class represents the British government and the other half represents American colonists. They should try to give reasons for each cause and effect, respectively.

TEACHER NOTES

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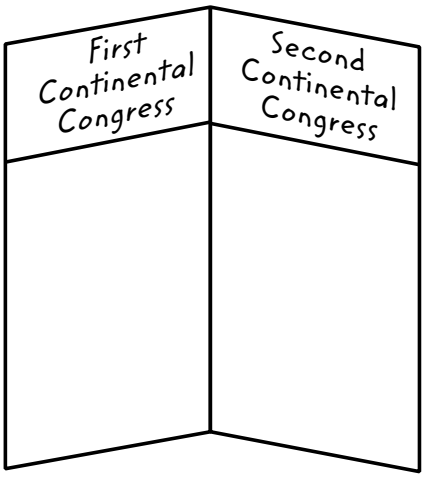
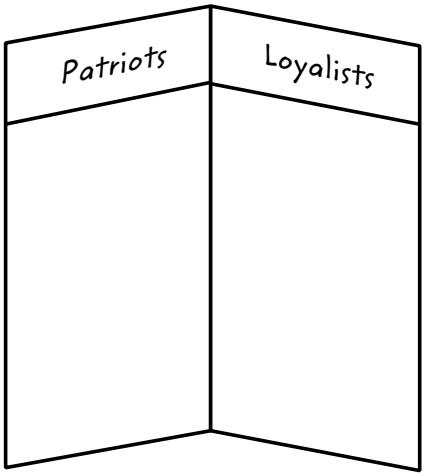
Alternative Activities for Chapter 5

IDENTIFYING

Ask students to identify important actions taken by the First Continental Congress and by the Second Continental Congress. Students should write these on their foldables. Then have them organize themselves into small groups and explain why they think the two congresses took these actions.





EVALUATING

On their foldables, have students list at least three reasons why a Patriot might support independence and three reasons why a Loyalist might support allegiance to Britain. Suggest that students single out what they think is the most important reason.

Student Study Tip

Stress that students should read any assigned work before attending class. Lectures and discussions will make more sense, and they will be able to relate the ideas discussed in class to what they have read before class. Tell students that taking notes in their own words as they read the assignment can help sharpen their attention and concentration.

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The American Revolution

CHAPTER SUMMARY

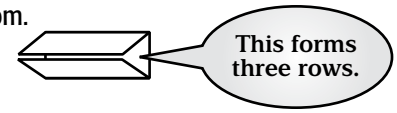
The American colonies declared their independence in 1776, but no country recognized it as an independent nation until after the Revolutionary War ended in 1783. The war between the Patriots—Americans who supported independence, and the Loyalists—those who remained loyal to Britain, was a people's movement. The Patriot victory at Yorktown convinced the British that the war was too costly to pursue. In 1783 the Treaty of Paris was signed, marking the end of the revolution. Great Britain recognized the United States as an independent nation.

CHAPTER PREVIEW

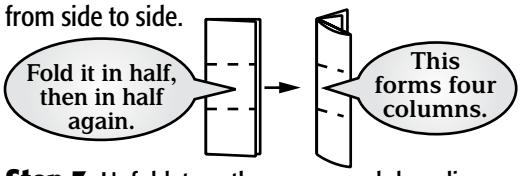
FOLDABLES™ Study Organizer

Organizing Information Study Foldable
When you group information into categories on a table, it is easier to compare characteristics of items. Make this foldable to help you compare the attitudes and actions of the Patriots and Loyalists.

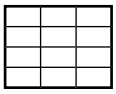
Step 1 Fold a sheet of paper into thirds from top to bottom.



Step 2 Open the paper and refold it into fourths from side to side.



Step 3 Unfold, turn the paper, and draw lines along the folds.



Step 4 Label your table as shown.

The American Revolution	Patriots	Loyalists
Beginning		
Middle		
End		

Reading and Writing As you read about the American Revolution, write down facts about the attitudes and actions of the Patriots and Loyalists at different times during the war.

CHAPTER REVIEW

Foldables Follow-Up Activity

Organize students into small groups, and have them role play the Patriots and Loyalists at different times during the war. Suggest that they use their foldable answers to help them perform the role play. As a class, discuss the role play choices. If you have extra time, have the students switch sides so they can see things from both perspectives.

TEACHER NOTES

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Alternative Activities for Chapter 6

CAUSE AND EFFECT

Have students make a foldable to determine the causes and effects of the Declaration of Independence, the French and American Alliance, and the Treaty of Paris. Organize students into pairs so they can compare answers and learn from each other.

Revolutionary War	Cause	Effect
Declaration of Independence		
French and American Alliance		
Treaty of Paris		

Revolutionary War	Who	What
George Washington		
Abigail Adams		
Lord Cornwallis		

CATEGORIZING

Have students make a foldable that lists three people from the chapter. In one column, students should write who they were, and in the second column, they should identify several contributions made by each individual. In small groups, have students guess who the famous person is from each student's descriptions.

Student Study Tip

As students are learning about the Revolutionary War, help them remember the differences between the Patriots and the Loyalists by creating a short rhyme or jingle about each group that includes interesting, identifiable facts. Students may work in pairs or individually. Ask for volunteers to share their rhymes with the class.

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A More Perfect Union

CHAPTER SUMMARY

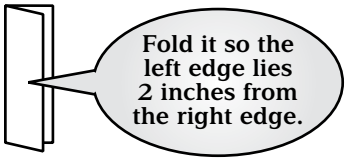
The leaders of the new United States worked to define the powers of government. The Articles of Confederation, America's first constitution, provided for a new central government under which the states gave up little of their power. A new constitution, however, corrected the weaknesses of government under the Articles of Confederation. The United States system of government rests on the Constitution, and also limits the power of government.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

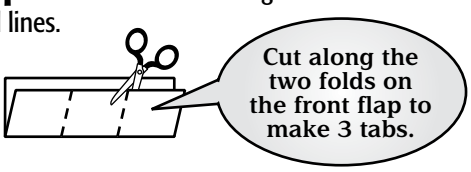
Compare-Contrast Study Foldable Make this foldable to help you compare the Articles of Confederation to the U.S. Constitution.

Step 1 Fold a sheet of paper from side to side, leaving a 2-inch tab uncovered along the side.

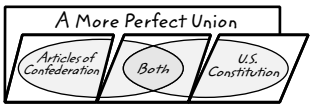


Step 2 Turn the paper and fold it into thirds.

Step 3 Unfold and cut along the two inside fold lines.



Step 4 Label the foldable as shown.



Reading and Writing As you read the chapter, write what you learn about these documents under the appropriate tabs.

CHAPTER REVIEW

Foldables Follow-Up Activity

Once students have completed their foldables, organize them into pairs or small groups. Have each pair or group create a poster using the information from the foldables. Suggest that the students draw pictures, write captions, create titles, and so on. Have each pair or group present their poster to the class. Allow students to ask each other questions about the posters.

TEACHER NOTES

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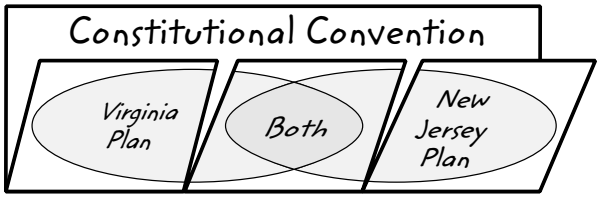
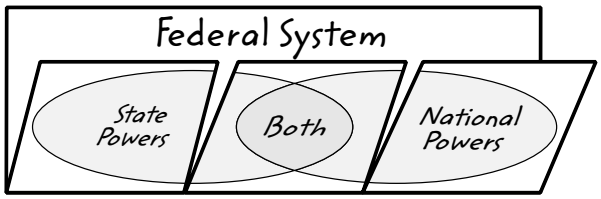
Alternative Activities for Chapter 7

DECISION MAKING

Have students compare the Virginia Plan and the New Jersey Plan with a Venn diagram foldable. Remind students to write characteristics unique to each plan in individual circles. Shared characteristics should be placed in the center of the diagram. Plan a class discussion in which students choose which plan they think is a better one.





MAKING COMPARISONS

Suggest students use a Venn diagram foldable to compare state powers and national powers of the federal system. Have them write shared powers in the center. Randomly choose students to share specific details about state and national powers, and which level they think has the most power.

Student Study Tip

As students are learning about the Articles of Confederation and the Constitution, suggest they take time to read the full text of the Constitution on pages 232–253 in their textbooks. It is helpful for students to see the document in front of them when they are learning about it. Remind students that the Constitution has been the fundamental law of the United States for more than 200 years.

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A New Nation

CHAPTER SUMMARY

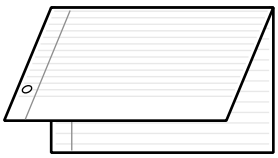
The new government established by George Washington's administration struggled to keep peace at home and to avoid war abroad. Some early challenges included serious financial problems and the Whiskey Rebellion. By the election of 1796, two distinct political parties with different views about the role of the national government had formed—the Federalists and the Democratic-Republicans. Federalists promoted a strong federal government and Democratic-Republicans wanted to limit the federal government's power.

CHAPTER REVIEW

FOLDABLES™ Study Organizer

Summarizing Study Foldable Make this foldable and use it as a journal to help you record the major events that occurred as the new nation of the United States formed.

Step 1 Fold a sheet of paper from top to bottom.



Step 2 Then fold it in half from side to side.

Step 3 Label the foldable as shown.

Reading and Writing As you read the chapter, find the "firsts" experienced by the new nation, and record them in your foldable journal. For example, list the precedents set by President Washington and identify the first political parties.

CHAPTER REVIEW

Foldables Follow-Up Activity

Have students use their foldables to write questions for an interview with someone prominent from the chapter. Have them write questions about the "firsts" of the new nation. Encourage students to use the information on their foldables to write the questions. Then organize the class into pairs for mock interviews.

TEACHER NOTES

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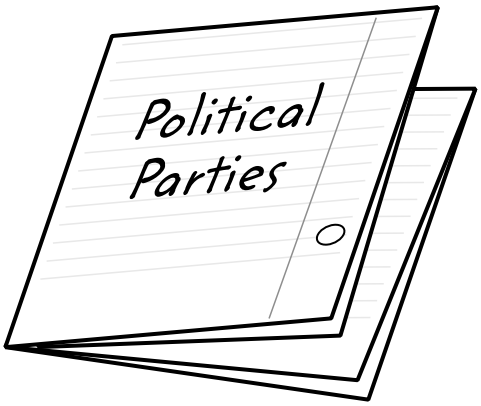
Alternative Activities for Chapter 8

ORGANIZING

Have students research the first political parties and write each party's views inside the first fold of the foldables. Then have students open their foldables to a full-size sheet of paper and write the views of each party leader—Alexander Hamilton and Thomas Jefferson—in separate boxes. Organize the class into two teams. Have students from one team read facts from their foldables out loud and have the other team identify the correct leader or party.



SEQUENCING

Have students identify and write the challenges of the new nation on their foldables. Suggest that students list the early challenges and the results. Then have students draw a time line of the events and highlight the year the events occurred using a colored marker or pen.

Student Study Tip

As students read the chapter, have them take notes about important events, historical dates, and so on, to create an outline. Explain to them that the purpose of an outline is to condense a subject by writing the main ideas in a logical order. This makes the material less overwhelming.

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The Jefferson Era

CHAPTER SUMMARY

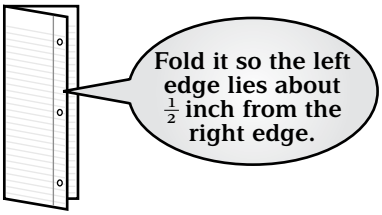
The election of Thomas Jefferson as the third president marked the transfer of power from one political party to another through a democratic election. Jefferson believed that a large federal government threatened liberty so he reduced the size of the army and navy and eliminated certain taxes to decrease the power of federal government. The Louisiana Purchase opened a vast area to exploration and settlement. Beginning in 1812, the United States was at war with Britain. The end of this war produced a new spirit of nationalism.

CHAPTER PREVIEW

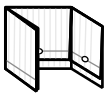
FOLDABLES™ Study Organizer

Organizing Information Study Foldable
Make this foldable to organize information and sequence events about the Jefferson era into a flowchart.

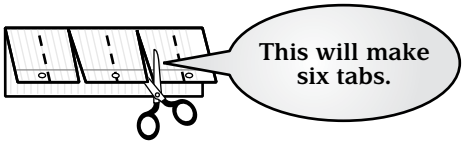
Step 1 Fold a sheet of paper in half from side to side.



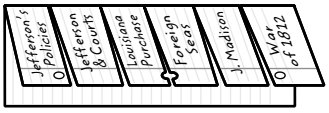
Step 2 Turn the paper and fold it into thirds.



Step 3 Unfold and cut the top layer only along both folds. Then cut each of the three tabs in half.



Step 4 Label your foldable as shown.



Reading and Writing As you read, select key facts about the events of the Jefferson era and write them under the tabs of your foldable.

CHAPTER REVIEW

Foldables Follow-Up Activity

Organize students into small groups to discuss the events of the Jefferson Era. Suggest they create a trivia game with the information from their foldables. Have them create a scoring system as well. Then have students switch groups to play their trivia games.

TEACHER NOTES

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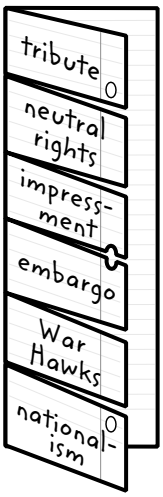
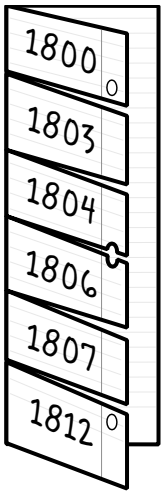
Alternative Activities for Chapter 9

DEFINING

Have students create a mini vocabulary book with key terms and places from the chapter. They may choose terms at random or go section by section. Have them write the terms and places on the outside tabs with definitions under the foldable tabs. Encourage students to use bright markers and pens to make their mini books more memorable.





ORGANIZING

Have students create a mini book of important dates during the Jefferson Era. Tell students to choose dates in chronological order and list them on the outside of their foldables. Underneath the tabs, have students list the significant event that occurred on that date. Ask students at random to share with the class why they chose the dates and events they did.

Student Study Tip

As students read the chapter, have them create an information bank at the beginning of each section in their notes. Suggest students ask themselves questions about what they think they will learn in each section. Then suggest they go back after class lectures and discussion to fill in what they learned.

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Growth and Expansion

CHAPTER SUMMARY

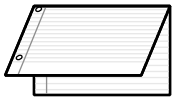
The rise of industry and trade in the United States led to an Industrial Revolution that caused major growth of cities. The huge amount of territory added to the United States during the early 1800s gave the country a large store of natural resources and provided land for more settlers. As the nation grew, differences in economic activities and needs increased sectionalism. The Monroe Doctrine was announced in 1823, which opposed colonization and set the groundwork for America's foreign policy stance.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

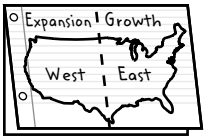
Cause-and-Effect Study Foldable Make this foldable to help you analyze the causes and effects of growth in the East and expansion into the West of the United States.

Step 1 Fold one sheet of paper in half from top to bottom.

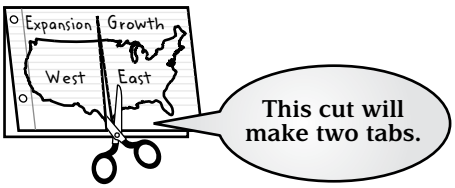


Step 2 Fold it in half again, from side to side.

Step 3 Unfold the paper once. Sketch an outline of the United States across both tabs and label them as shown.



Step 4 Cut up the fold of the top flap only.



Reading and Writing As you read the chapter, list causes and effects of eastern growth and western expansion under the appropriate tabs of your foldable.

CHAPTER REVIEW

Foldables Follow-Up Activity

To help students better understand cause and effect, try the following activity. In small groups, have one student be the spokesperson who reads either a cause or an effect out loud. The other students in the group should quickly identify if the statement is a cause or an effect. Have students take turns being the spokesperson so everyone can share their foldable.

TEACHER NOTES

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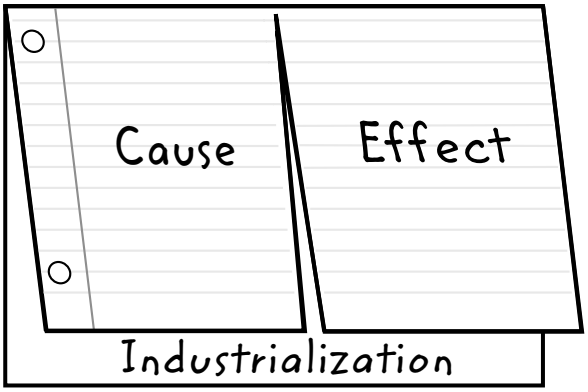
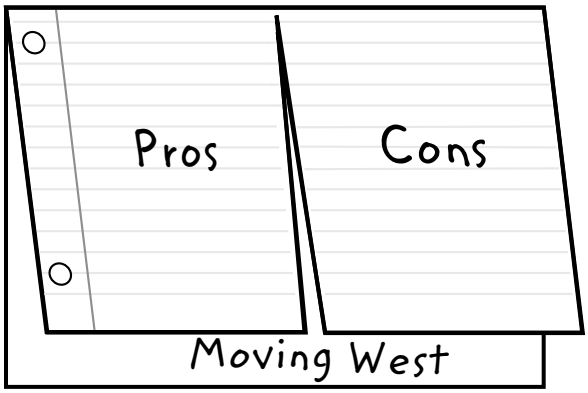
Alternative Activities for Chapter 10

CAUSE AND EFFECT

Ask students to create a foldable with a partner. Have students look through the chapter to find causes and effects of industrialization. Encourage students to discuss the benefits of industrialization, and how things are different today. Display the foldables on a bulletin board.





ANALYZING

Have students create foldables about the pros and cons of moving west. Organize the class into two groups. Instruct one half of the class to present the pros and the other to present the cons. Then have the two groups debate whether to move west or not.

Student Study Tip

As students read the chapter, remind them that picture clues can help them remember information. Have students choose themes in the chapter that can be represented with a picture. Students may want to draw a rough sketch of the pictures as part of their note taking to help them remember key concepts.

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The Jackson Era

CHAPTER SUMMARY

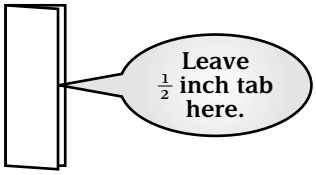
Americans, for the first time, elected a president from the nation's frontier—Andrew Jackson. More people were able to take part in politics because of an expansion of suffrage and changes in political practice. The political gains, however, did not extend to women, Native Americans, and African Americans. As more white settlers moved into the Southeast, conflict arose between the Native Americans who lived there and the United States government. Economic issues affected the presidencies of Jackson and Van Buren.

CHAPTER PREVIEW

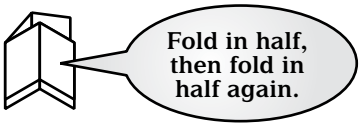
FOLDABLES™ Study Organizer

Evaluating Information Study Foldable
Make this foldable to help you ask and answer questions about the Jackson era.

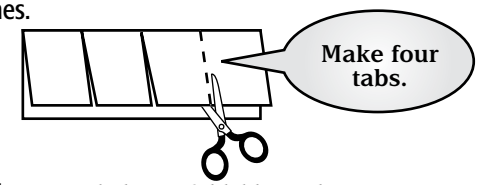
Step 1 Fold a sheet of paper in half from side to side, leaving a $\frac{1}{2}$ inch tab along the side.



Step 2 Turn the paper and fold it into fourths.



Step 3 Unfold and cut up along the three fold lines.



Step 4 Label your foldable as shown.

Reading and Writing As you read, ask yourself "who" Andrew Jackson was, "what" he did, "when" he did it, and "why" it happened. Write your thoughts and facts under each appropriate tab.

CHAPTER REVIEW

Foldables Follow-Up Activity

Have students debate whether they support or oppose the following statement: Andrew Jackson's presidency ushered in a new age in American government and politics. Encourage students to use the information compiled in their foldables to support their positions.

TEACHER NOTES

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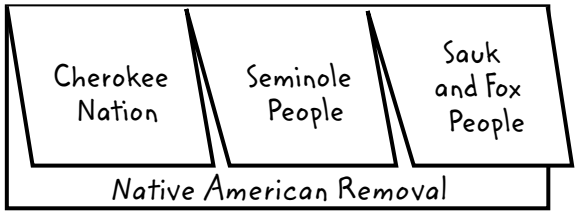
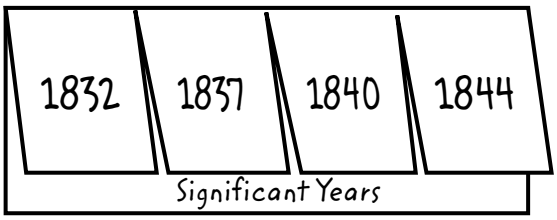
Alternative Activities for Chapter 11

IDENTIFYING OPTIONS

Point out that many whites during this era coveted the lands of Native Americans. Because of this, some state governments forcibly removed the Native Americans from those lands. Have students write *Cherokee Nation, Seminole People,* and *Sauk and Fox People* on the outside tabs of their foldables. Ask students to write what actions these groups took to resist removal under the appropriate tabs.





SEQUENCING

Tell students that many important events took place during the 1830s and 1840s. Have students choose four significant years from the chapter to write on the outside of their foldables. Then have them list at least one event and the significance under each tab. Hold a class discussion until all important years are covered.

Student Study Tip

Point out that political cartoonists use pictures to present their opinions about issues. They often use symbols like Uncle Sam to represent something else. Have students analyze the cartoons in Chapter 11. What symbols are used? What ideas are the cartoonists presenting? This will help students understand other's viewpoints.

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Manifest Destiny

Tremendous expansion during the first half of the 1800s left a lasting imprint on the United States. Manifest Destiny is the idea that the United States was meant to extend its borders from the Atlantic Ocean to the Pacific Ocean. Americans moved west into Texas, New Mexico, California, and the Oregon country. Texas gained its independence from Mexico. Because of American expansion into the Spanish Southwest, tension between the United States and Mexico began to build. Victory in a war with Mexico, along with purchases and treaty agreements, eventually resulted in the United States stretching from the Atlantic Ocean to the Pacific Ocean.

CHAPTER PREVIEW

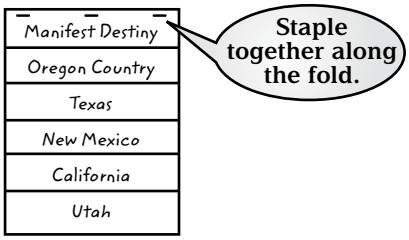
FOLDABLES™ Study Organizer

Organizing Information Study Foldable
Make this foldable to organize information from the chapter to help you learn more about how Manifest Destiny led to western expansion.

Step 1 Collect three sheets of paper and place them on top of one another about 1 inch apart.

Step 2 Fold up the bottom edges of the paper to form 6 tabs.

Step 3 When all the tabs are the same size, fold the paper to hold the tabs in place and staple the sheets together. Turn the paper and label each tab as shown.



Reading and Writing As you read, use your foldable to write under each appropriate tab what you learn about Manifest Destiny and how it affected the borders of the United States.

CHAPTER REVIEW

Foldables Follow-Up Activity

Have students use their finished foldables to answer the following questions: Why did Americans settle in territories outside the United States? How did white Americans justify taking land from Native Americans and Mexico? What might have occurred had opponents of Manifest Destiny been in the White House? After students have answered the questions individually, have them get into small groups to discuss their answers.

TEACHER NOTES

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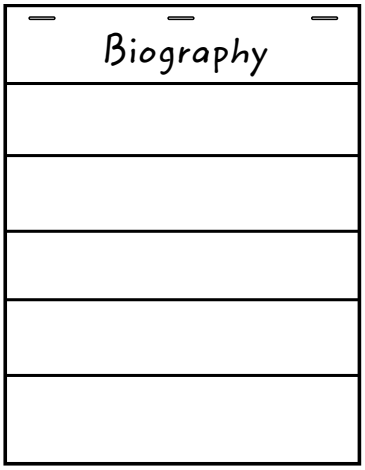
Alternative Activities for Chapter 12

DESCRIBING

Ask students to scan the chapter to identify five individuals they would like to know more about. Have them list one person on each tab of their foldable. Using information from the chapter and from other sources, students should describe important events in each person's life. Ask them to share their information with the rest of the class.



CATEGORIZING

Have students label the five tabs of their foldables with the following: *Mexico Gains Independence, Manifest Destiny Attitudes, Polk's War Plan, Capture of Mexico City*, and *Peace Treaty.* Under each tab, have students write two quiz questions. For example, under *Mexico Gains Independence,* ask: From what country did Mexico win its independence? What happened to Spain's mission system? Have volunteers ask their questions to the other students.

Student Study Tip

To help students understand primary sources, ask them to write a diary entry covering their trip to school today. Suggest that they write what they saw, whom they encountered, and their expectations for the day. Then have students consider how such diary entries might be of use to historians.

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North and South

CHAPTER SUMMARY

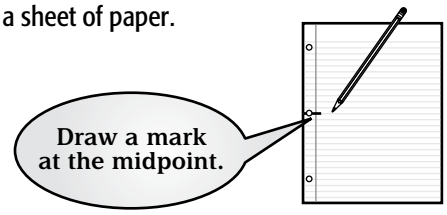
The North and South developed distinctly different ways of life. The North developed a manufacturing economy that rivaled industrial Europe. Life in the industrial North was hard for many workers as they toiled long hours for low pay in dangerous factories. Instead of manufacturing, the South's economy was based on agriculture. Wealthy plantation owners ruled over much of Southern society, while poor whites and enslaved Africans lived hard lives.

CHAPTER PREVIEW

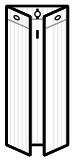
FOLDABLES™ Study Organizer

Compare-and-Contrast Study Foldable
Make this foldable to help you analyze the similarities and differences between the development of the North and the South.

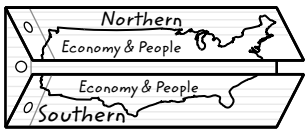
Step 1 Mark the midpoint of the side edge of a sheet of paper.



Step 2 Turn the paper and fold the outside edges in to touch at the midpoint.



Step 3 Turn and label your foldable as shown.



Reading and Writing As you read the chapter, collect and write information under the appropriate tab that will help you compare and contrast the people and economics of the Northern and Southern states.

CHAPTER REVIEW

Foldables Follow-Up Activity

Have students make posters in small groups using the information in their foldables. Students should choose either the North or South, sketch a map, and draw symbols in bright colors that are representative of each area. For example, they could draw factories, strike signs, and ships for the North. For the South, they could draw cotton, plantation homes, and farms.

TEACHER NOTES

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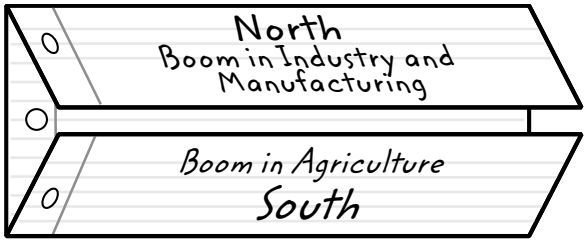
Alternative Activities for Chapter 13

COMPARING

Tell students to make foldables to compare the lives of African American workers in a Northern factory and enslaved African Americans in the South. Suggest that students use categories such as "How were their lives different?" and "How were their lives similar?"



EXPLAINING

Have students select one technological advance that aided the industrial and manufacturing boom in the North and one advance that aided the agricultural boom in the South. Ask students to research to find information about how the technologies were developed and what benefits they provided. They should write this information on their foldables.

Student Study Tip

Point out that the first word in a question signals the task that is required to successfully answer it. Words such as "List" or "Identify" emphasize information collection. Other words call for description like "Describe" or "Explain." Still others ask students to compare and contrast. Ask students to look through the questions in Chapter 13 and discuss the kinds of responses required.

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The Age of Reform

CHAPTER SUMMARY

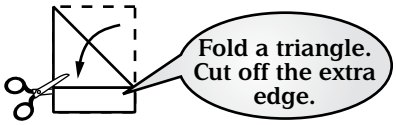
In the early 1800s, many religious and social reformers attempted to improve American life and education and help people with disabilities. The Second Great Awakening, a new religious movement, inspired people to become involved in missionary work and social reform movements. Abolitionists like William Lloyd Garrison and Frederick Douglass worked to end slavery. Suffragists struggled for equal rights for women. While religious and social reformers fought to change society, writers and painters explored the relationship between humans and nature.

CHAPTER PREVIEW

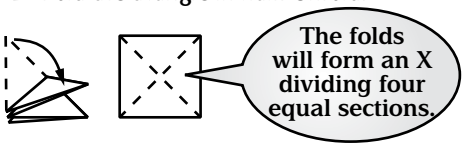
FOLDABLES™ Study Organizer

Identifying Main Ideas Study Foldable
Make and use this foldable to identify and describe major topics about the Age of Reform.

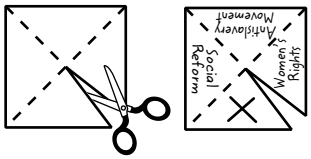
Step 1 Fold the paper from the top right corner down so the edges line up. Cut off the leftover piece.



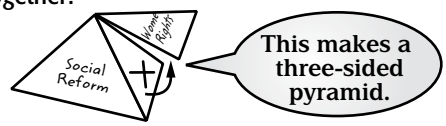
Step 2 Fold the triangle in half. Unfold.



Step 3 Cut up one fold and stop at the middle. Draw an X on one tab and label the other three as shown.



Step 4 Fold the X flap under the other flap and glue together.



Reading and Writing As you read, write what you learn about social reform, the antislavery movement, and the women's rights movement under each appropriate pyramid wall.

CHAPTER REVIEW

Foldables Follow-Up Activity

Once students have created their foldables, ask them to choose a type of reform from the chapter that interests them and research to find the most current information about it. For example, what are the basic principles of public education today? Are children required to attend school? Students should combine all of their research onto a poster board to show the "Then v. Now" aspect of their reform.

TEACHER NOTES

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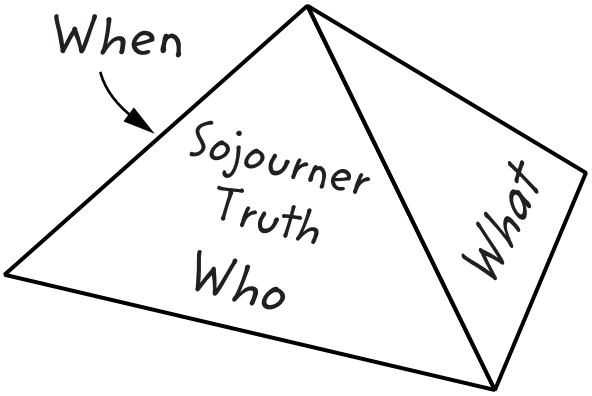
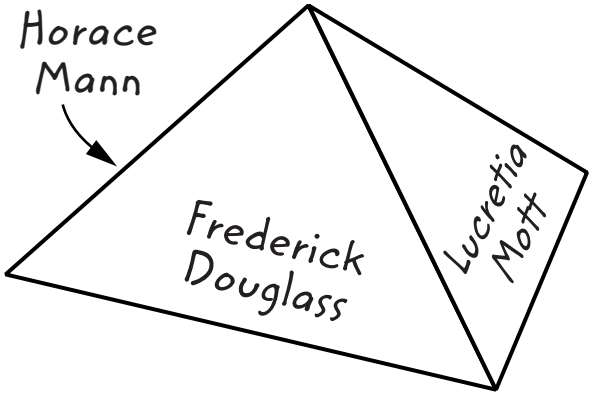
Alternative Activities for Chapter 14

IDENTIFYING

Tell students to select and research a historical figure mentioned in Chapter 14. Have them write *Who*, *What*, and *When* on each side of their pyramid foldables, and ask them to fill in the information that they have learned in the respective spaces on the foldable. Have students share their work with a partner.





DESCRIBING

Have students choose three people from the chapter to write on each side of their pyramid foldables. Under each name, or inside the foldable, they should write the contributions of each. Ask for volunteers to share their foldables with the rest of the class so the important people in the chapter are discussed.

Student Study Tip

As students read about the reforms of the early nineteenth century, remind them that reform occurs when there are problems in society. Help students create a Problem-Solution Chart with problems from the chapter in one column and the reform established to help solve that problem in the opposite column. They will then have a better understanding of why change is often necessary.

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Road to Civil War

CHAPTER SUMMARY

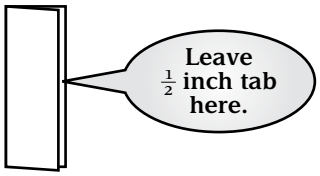
As new states entered the Union, the question of whether to admit them as free states or slave states arose. As Northerners and Southerners grew farther apart, differences could not be solved by compromise. Eager to encourage settlement of the West and to satisfy both the North and the South, Congress passed the Kansas-Nebraska Act, which allowed settlers in each of these two territories to vote on whether to allow slavery. Lincoln's election as president was followed by Southern states leaving the Union. Soon after, the Civil War began.

CHAPTER PREVIEW

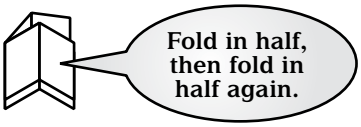
FOLDABLES™ Study Organizer

Sequencing Events Study Foldable Make and use this foldable to sequence some of the key events that led to the Civil War.

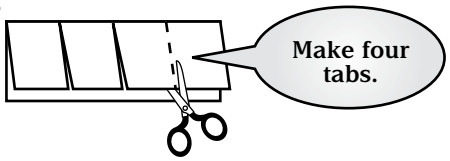
Step 1 Fold a sheet of paper in half from side to side, leaving a $\frac{1}{2}$ inch tab along the side.



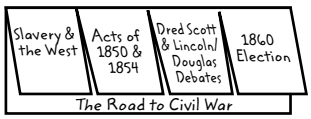
Step 2 Turn the paper and fold it into fourths.



Step 3 Unfold and cut up along the three fold lines.



Step 4 Label your foldable as shown.



Reading and Writing As you read, write facts about the events under each appropriate tab of your foldable. How did these events lead to the Civil War?

CHAPTER REVIEW

Foldables Follow-Up Activity

Once students have created their foldables, have them create a 10-question quiz using the information on their foldables. Ask students to trade quizzes with a classmate. Have them share questions they thought were difficult, and write them on the board for discussion. Offer bonus points to volunteers who would like to research the challenging questions and report back to the class.

TEACHER NOTES

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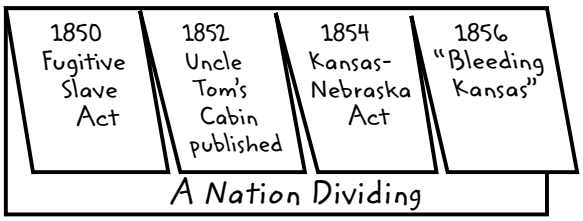
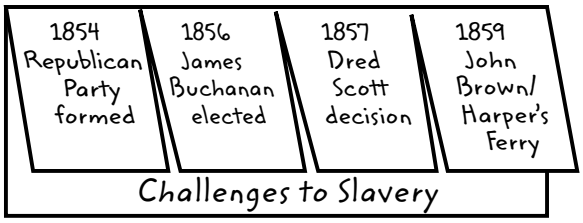
Alternative Activities for Chapter 15

ANALYZING

Have students create foldables to help them understand several events that occurred in the 1850s and how the events may have affected each other. They could choose events from the chapter or label their foldables as shown. Have them list facts under the appropriate tab. Discuss as a class how certain events led to the nation dividing.





SUMMARIZING

Have students write the following events on the outside of their foldables: *Republican Party formed; James Buchanan elected; Dred Scott decision,* and *John Brown/Harper's Ferry*. On the inside of their foldables, tell students to summarize how these events challenged slavery. Have them note the final outcome along the inside bottom of their foldables.

Student Study Tip

As students are learning about the tensions that divided the Union, it is important for them to be able to identify the events that led to the South's secession. Students should be able to analyze information by identifying cause-and-effect relationships. Help students identify various causes discussed in the chapter, and then have them list the effects.

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The Civil War

CHAPTER SUMMARY

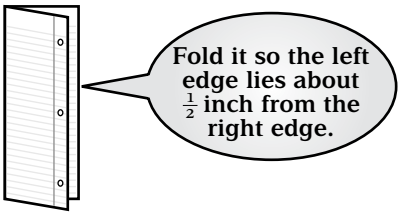
Several Southern states formed the Confederacy when they seceded from the Union. Both the North and the South had strengths and weaknesses that helped determine their military strategies in the Civil War. Neither side gained a strong advantage during the early years of the war. The Union troops failed to take Richmond, which was the Confederate capital at the time. In 1863, however, the North began to win key battles such as Gettysburg and Vicksburg. In April 1865, Lee surrendered to Grant to end the Civil War, giving the victory to the Union.

CHAPTER PREVIEW

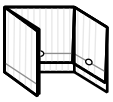
FOLDABLES™ Study Organizer

Organizing Information Study Foldable
Make this foldable to help you organize what you learn about the Civil War.

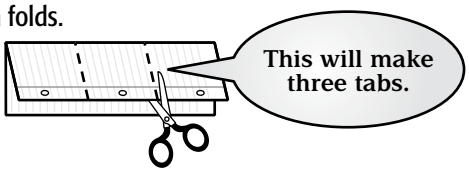
Step 1 Fold a sheet of paper in half from side to side.



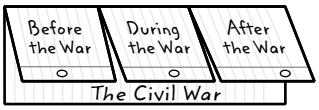
Step 2 Turn the paper and fold it into thirds.



Step 3 Unfold and cut the top layer only along both folds.



Step 4 Label your foldable as shown.



Reading and Writing As you read the chapter, list events that occurred before, during, and after the Civil War under the appropriate tabs of your foldable.

CHAPTER REVIEW

Foldables Follow-Up Activity

Have each student find a partner. Working together with their completed foldables, have each set of partners create an illustrated time line of the events that occurred before, during, and after the Civil War. Encourage students to be creative by using different kinds of paper, colored markers or pencils, and pictures to illustrate important events.

TEACHER NOTES

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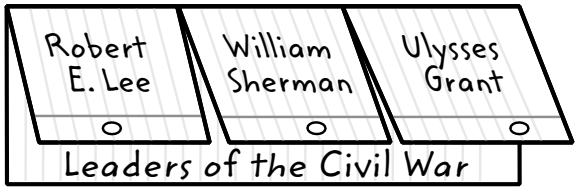
Alternative Activities for Chapter 16

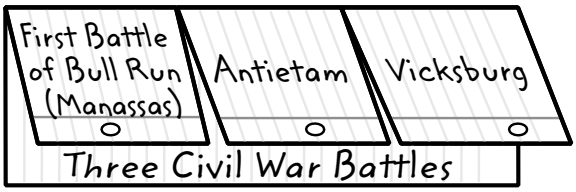
EXPLAINING

Have students label their foldables with the following leaders: *Robert E. Lee, William Sherman,* and *Ulysses Grant.* As they read the chapter, they should note roles, contributions, and successes of the leaders and write these under the appropriate tab. Discuss the leaders as a class, and ask students who they found most interesting.



ORGANIZING

Have students select three Civil War battles to research and write the information they find on their foldables. Advise students to include dates and locations of each battle, the military leaders involved, the significance of the battle, the outcome, and so on. Organize the class into groups of four or five, and have the students in each group take turns reading details about a battle out loud until the other students in the group are able to guess which battle is being described.



Student Study Tip

To remember Civil War battles and dates, students could create flashcards which serve as a quick reference and study guide. Have students create interesting cards with mini maps or sketches, and then have them use the cards in groups to study for the chapter test.

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Reconstruction and Its Aftermath

CHAPTER SUMMARY

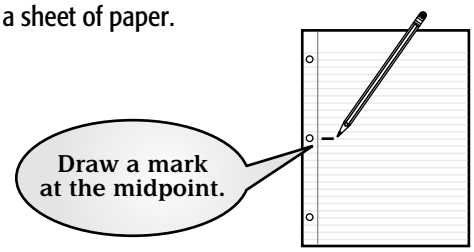
After the Civil War, Americans attempted to reunite the shattered nation. Differences over how Reconstruction should be carried out divided the government. By the end of 1865, all the former Confederate states had formed new governments and were ready to rejoin the Union. The South worked to rebuild not only its farms and roads, but also its social and political structures. Democrats steadily regained control of Southern governments as support for Radical Reconstruction policies decreased.

CHAPTER PREVIEW

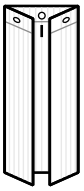
FOLDABLES™ Study Organizer

Comparison Study Foldable Make this foldable to help you compare and contrast Reconstruction in the Northern and Southern states.

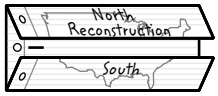
Step 1 Mark the midpoint of the side edge of a sheet of paper.



Step 2 Turn the paper and fold the edges in to touch at the midpoint.



Step 3 Turn and label your foldable as shown.



Reading and Writing As you read the chapter, write facts that show how Reconstruction differed and was the same in the Northern states and Southern states. Write the facts in the appropriate places inside your foldable.

CHAPTER REVIEW

Foldables Follow-Up Activity

Have students use their completed foldables to write out a list of 10 similarities and differences concerning Reconstruction in the North and the South. Ask them to leave out a key term or phrase, and then trade their list with another classmate to complete. Have them return the lists to the authors for grading.

TEACHER NOTES

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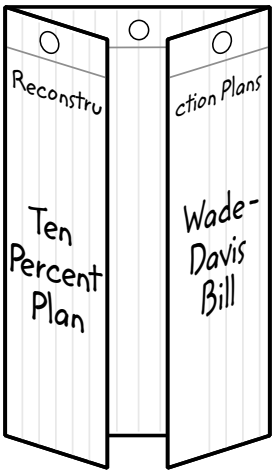
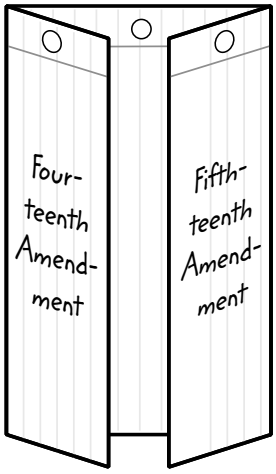
Alternative Activities for Chapter 17

EVALUATING

Using the same foldable design, have students explore Abraham Lincoln's plan for Reconstruction known as the Ten Percent Plan, and the plan passed by Congress, the Wade-Davis Bill. Students should write information regarding each plan under the appropriate tabs on their foldables. Have students write a paragraph comparing and contrasting the two plans for Reconstruction, and then ask students which they feel was the better plan.





COMPARING

Have students compare and contrast the Fourteenth and Fifteenth Amendments. Suggest that students draw a Venn diagram on the inside of their foldables, listing the individual elements of each amendment under the appropriate tab, with the common elements of each amendment listed in the middle of the diagram. Ask students to consider the amendments' positive aspects, as well as how they fell short of ensuring equality for all American citizens.

Student Study Tip

Encourage students to spend some time becoming familiar with using library resources. Students should explore these various types of reference books: encyclopedias, biographical dictionaries, atlases, and almanacs. Students may use card catalogs, periodical guides, and/or computer databases to help them find the information they need.

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The Western Frontier

CHAPTER SUMMARY

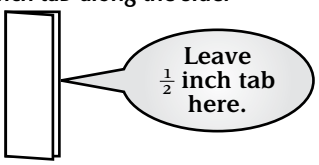
Discoveries of gold and silver drew thousands of fortune seekers to the West. Boomtowns sprang up near popular mining sites, but quickly became ghost towns when miners moved on to other areas or returned home. Once transcontinental rail lines were completed, more settlers moved west, and raw materials and manufactured goods were exchanged between the two coasts. The government moved Native Americans to reservations, which resulted in conflict. Farmers began to band together into groups and associations to fight their problems.

CHAPTER PREVIEW

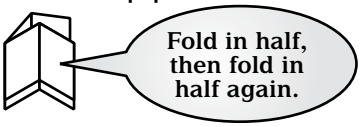
FOLDABLES™ Study Organizer

Evaluating Information Study Foldable
Make this foldable to organize information and ask yourself questions as you read about the western frontier of the United States.

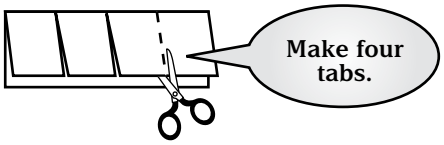
Step 1 Fold a sheet of paper in half from side to side, leaving a $\frac{1}{2}$ inch tab along the side.



Step 2 Turn the paper and fold it into fourths.



Step 3 Unfold and cut up along the three fold lines.



Step 4 Label your foldable as shown.

Reading and Writing As you read the chapter, ask yourself and write down questions (under each appropriate tab) about the tragedies and triumphs these four groups of people experienced during the expansion of the western frontier.

CHAPTER REVIEW

Foldables Follow-Up Activity

Once students have created their foldables, ask them to choose one of the four groups and write several journal entries that describe emotions they may have felt or events they may have experienced during western expansion. Students' journals should include positive and negative aspects of their group's experience. Have students exchange their journals with a partner.

TEACHER NOTES

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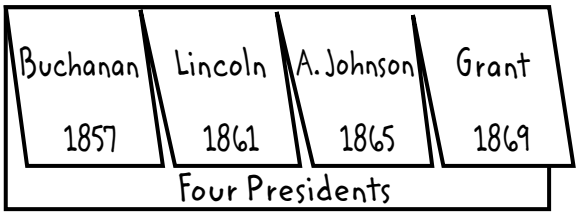
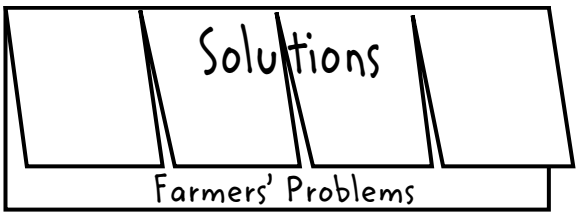
Alternative Activities for Chapter 18

SUMMARIZING

Using the same foldable design, have students select four presidents that held office during western expansion. For example, they might write *Buchanan*, *Lincoln*, *Andrew Johnson*, and *Grant* on the outside tabs of their foldables. Ask students to research the presidents' backgrounds and list contributions during the time period.





IDENTIFYING

The purpose of this foldable is for students to think about the problems farmers experienced during the mid- to late-1800s and and how they tried to solve them. Encourage students to use their textbooks and do further research if time permits. Students should write various solutions under the tabs. Examples of solutions include: organize cooperatives and alliances, support Populist Party candidates, support free silver, and so on.

Student Study Tip

As students read the chapter, suggest they create an outline for each section. Have students write a main idea for each section and list the supporting details for that idea underneath it. This will help the students visualize the main ideas of the chapter and manage all of the events surrounding them.

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The Growth of Industry

CHAPTER SUMMARY

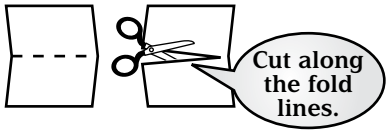
A growing transportation network spread people, products, and information across the nation. Inventions improved the transportation and communication networks that were vital to the nation's industrial and economic growth. Business growth was driven by the formation of corporations and the ambition of their owners. Railroads were the first businesses to form corporations. Industrial workers labored long hours for low pay and soon organized into labor unions to demand better pay and working conditions.

CHAPTER PREVIEW

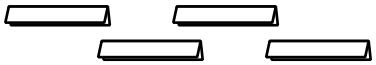
FOLDABLES™ Study Organizer

Identifying Main Ideas Study Foldable Make this foldable to describe the growth of industry in the United States in the late 1800s.

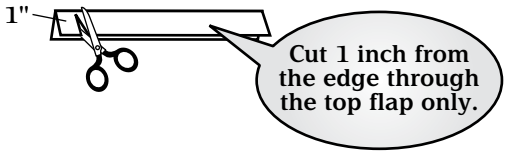
Step 1 Fold two sheets of paper in half from top to bottom. Cut the papers in half along the folds.



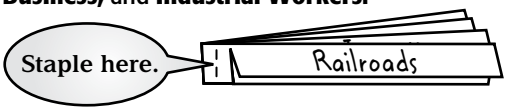
Step 2 Fold each of the four papers in half from top to bottom.



Step 3 On each folded paper, make a cut 1 inch from the side on the top flap.



Step 4 Place the folded papers one on top of the other. Staple the four sections together and label each of the tabs **Railroads, Inventions, Big Business,** and **Industrial Workers.**



Reading and Writing As you read, write what you learn about the developments of industry under each appropriate tab.

CHAPTER REVIEW

Foldable Follow-Up Activity

Once students have created their foldables about the developments of industry, organize them into small groups. Have them design a museum exhibit that shows the history and beginnings of one of the industries. They should sketch out the plan and write a group description of the exhibit. Ask them to share their ideas with the class.

TEACHER NOTES

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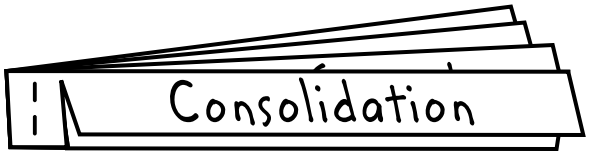
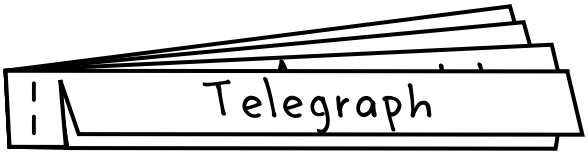
Alternative Activities for Chapter 19

IDENTIFYING

Have students select four Key Terms from the chapter and write these on the tabs. Students should define each term under the appropriate tab and write a sentence using the term correctly. Have them select four more terms and repeat the process.





DESCRIBING

Have students select four inventions, such as the telegraph, telephone, automobile, electric lightbulb, and so on, and research their history. They should label the tabs of their foldables with the name of each invention, and write what they learn about each under the appropriate tabs. Students could include the name of the inventor, the date of invention, common uses of the invention, and prices of the products today.

Student Study Tip

Remind students that sections in a chapter are often related. For example, in this chapter, railroads, inventions, big business, and industrial workers affected one another. Ask students to expound on this, and refer back to other chapters if you have extra time.

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Toward an Urban America

CHAPTER SUMMARY

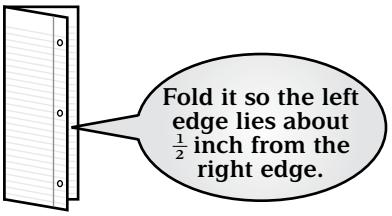
Between 1860 and 1910, the urban population of the nation grew from a little over 6 million people to more than 40 million. Americans moved in huge numbers from farming areas to cities, looking for jobs. The number of immigrants from southern and eastern Europe also increased dramatically. The rapid growth of cities produced serious problems, such as overcrowding, crime, and public health dangers. Urban growth led to developments as well, like skyscrapers and new kinds of public transportation.

CHAPTER PREVIEW

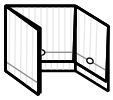
FOLDABLES™ Study Organizer

Sequencing Events Study Foldable Analyze and sequence key influences that led to the urbanization of the United States by making this foldable.

Step 1 Fold a sheet of paper in half from side to side.

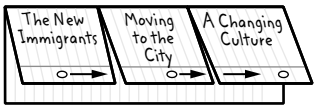


Step 2 Turn the paper and fold it into thirds.



Step 3 Unfold and cut the top layer only along both folds.

Step 4 Label as shown.



Reading and Writing As you read the chapter, write information about these influences under the appropriate tabs. Think about how these influences followed and affected one another.

CHAPTER REVIEW

Foldables Follow-Up Activity

Have students use their completed foldables to write three brief paragraphs describing how new immigrants, people moving into cities, and the mix of different cultures led to the urbanization of the United States. Suggest they use the Internet or magazines to do further research. After they write the paragraphs, have them use transitional words to combine the paragraphs into an essay about urbanization.

TEACHER NOTES

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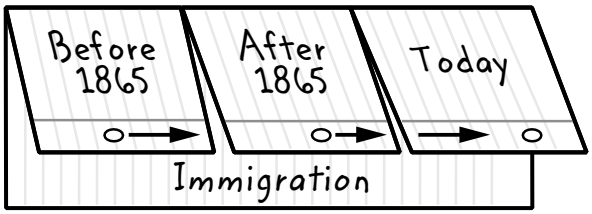
Alternative Activities for Chapter 20

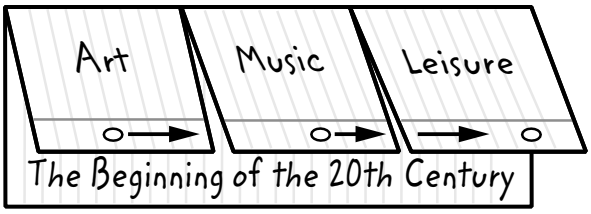
CAUSE AND EFFECT

Have students use the same foldable design to study immigration and its impact on American society, past and present, more closely. Using their textbooks and other sources, students should describe how immigration affected the United States and the people involved for the time periods before 1865, after 1865, and today. Discuss the contributions that immigrants have made to American society.



ORGANIZING

Have students organize what they learn about art, music, and leisure-time activities at the beginning of the twentieth century under the appropriate tabs of their foldables. Ask students to choose an artist, musician, or a leisure-time activity from this time period on which to do further research. Ask students to prepare a brief presentation with the information that they find.



Student Study Tip

Remind students that it is important to think before writing an essay. Brainstorming in groups can be especially helpful to produce ideas or topics. Make sure students understand what is being asked of them and to ask questions if they are confused. If students are not under a time constraint, encourage them to write several drafts before writing the final essay.

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Progressive Reforms

CHAPTER SUMMARY

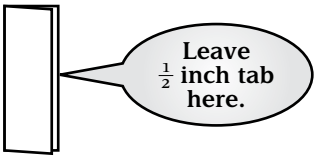
The spirit of reform gained strength in the late 1800s and thrived during the early 1900s. The reformers, called progressives, were confident in their ability to improve government and the quality of life. Journalists called muckrakers aided the reformers by exposing injustices and corruption. Also during this time period, women worked for the right to vote, for improved working conditions, and for temperance. Presidents during the Progressive Era worked to control big business and to deal with labor problems.

CHAPTER PREVIEW

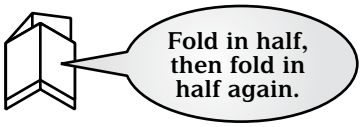
FOLDABLES™ Study Organizer

Analyzing Information Study Foldable
Make this foldable to help you analyze information about the Progressive movement.

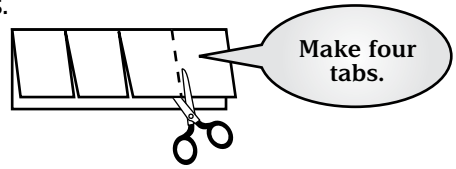
Step 1 Fold a sheet of paper in half from side to side, leaving a $\frac{1}{2}$ inch tab along the side.



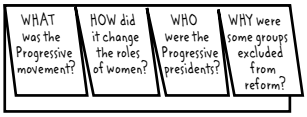
Step 2 Turn the paper and fold into fourths.



Step 3 Unfold and cut up along the three fold lines.



Step 4 Label your foldable as shown.



Reading and Writing As you read, find and write answers to the four questions under the appropriate tab of your foldable.

CHAPTER REVIEW

Foldables Follow-Up Activity

Ask students to work in groups to write stories for a newspaper. Using their completed foldables, each group should choose one of the questions on the foldable and write a brief news story responding to that question. Once the stories are written, groups should combine the stories to create the front page of a newspaper.

TEACHER NOTES

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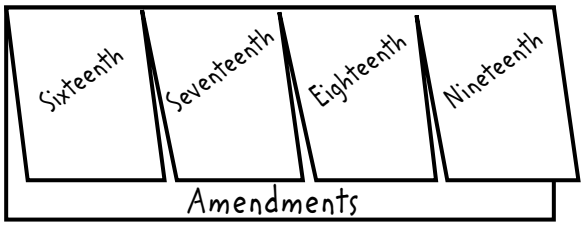
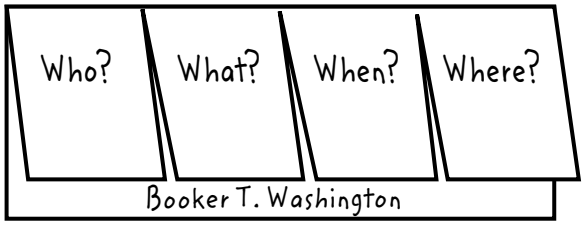
Alternative Activities for Chapter 21

DESCRIBING

Have students create a foldable about the Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments to the Constitution. Advise students to write important information regarding each amendment under the appropriate tabs of their foldables, including the reason for the amendment, the date the amendment was passed, and the effects of the amendment on society. Ask students to consider how these amendments affect the lives of American people today.





EXPLAINING

Have students create a foldable to research a reform leader of the Progressive Era. Suggest they use information from their textbooks or the Internet to answer, "Who?," "What?," "When?," and "Where?" under the appropriate tabs of their foldables. Ask for volunteers to share with the class what they feel was the person's most important contribution to society.

Student Study Tip

Remind students that their foldables throughout the course can be used as preview and review tools. Encourage them to review the information they have learned from their foldables to study for chapter tests. Reviewing key information will help them remember the most important facts from the text and increase retention.

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Overseas Expansion

CHAPTER SUMMARY

Foreign policy in the early 1900s had been dominated by two ideas. The first was President Washington's isolationist warning against entering into "entangling alliances." The second was President Monroe's warning to Europe against interference in the Americas. War with Spain, however, resulted in a more aggressive foreign policy and the acquisition of overseas colonies. After the Spanish-American War, the United States attempted to extend its political and economic influence in Latin America. Suddenly the United States had become a major world power.

CHAPTER PREVIEW

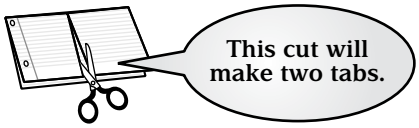
FOLDABLES™ Study Organizer

Drawing Conclusions Study Foldable
Investigate the pros, or positive outcomes, and the cons, or negative outcomes, of overseas expansion by making this foldable.

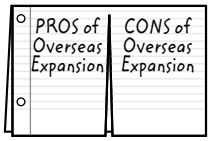
Step 1 Fold one sheet of paper in half from top to bottom.

Step 2 Fold it in half again, from side to side.

Step 3 Unfold the paper once. Cut up the fold of the top flap only.



Step 4 Label the foldable as shown.



Reading and Writing As you read, write what you learn about the positive and negative effects of United States overseas expansion under the appropriate tabs of your foldable.

CHAPTER REVIEW

Foldables Follow-Up Activity

Select six students and organize them into two groups. Ask one group to take the view that overseas expansion is in the best interests of the nation. Have the other group take the opposite viewpoint. Both groups should use their foldables to prepare arguments supporting their views. Have the class listen to each side and ask questions. Then ask the class to vote "yes" or "no" for expansion based on the most convincing arguments.

TEACHER NOTES

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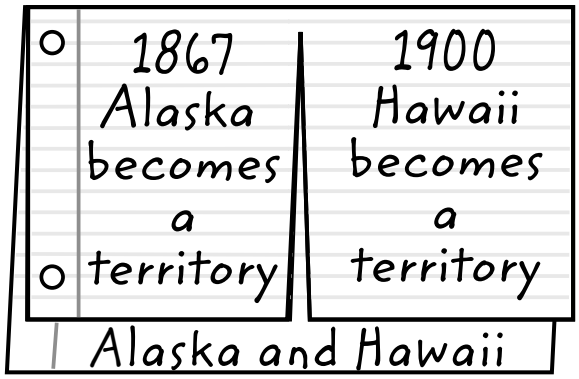
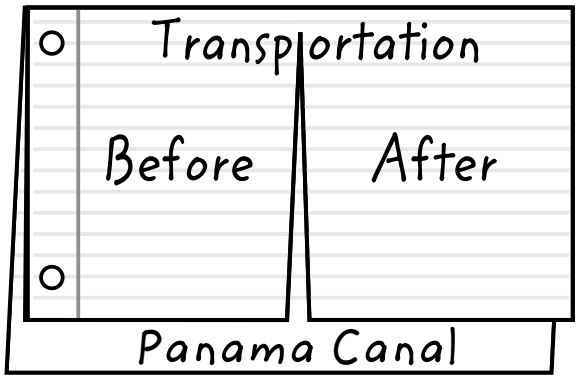
Alternative Activities for Chapter 22

SEQUENCING

Alaska became a territory in 1867, and Hawaii became one in 1900. Ask students to use this foldable to explain the chain of events by which each became a part of the United States. They should write these under the appropriate tabs of their foldables. Stress that students should explain whether political reasons, economic reasons, or both, led the United States to obtain these territories.





COMPARING

Ask students to compare ocean transportation before and after the building of the Panama Canal under the *Before* and *After* tabs of their foldables. Have students describe the water route from San Francisco to New York City before the canal was completed and the route after it was completed. Have students locate the Panama Canal on a map or globe.

Student Study Tip

While taking tests, advise your students to answer the easier questions first, and then work on the harder questions. This way they will gain some confidence when they focus on the more difficult questions. They will also not finish a test with unanswered questions for which they knew the answers.

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World War I

CHAPTER SUMMARY

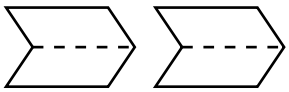
When Europe went to war in 1914, the United States tried to stay out of the conflict. Germany's use of unrestricted submarine warfare and economic ties to Great Britain, however, led the United States into the conflict on the side of the Allies. During World War I, the American people readily cooperated with the government in support of the war effort. The entry of the United States into the conflict helped the Allies win. The end of the war brought changes to many parts of the world and an attempt to establish world peace.

CHAPTER PREVIEW

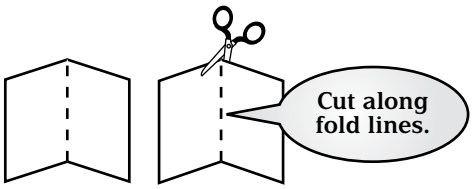
FOLDABLES™ Study Organizer

Time Line Study Foldable Time lines are used to list important dates in chronological order. Use this foldable to sequence key events of World War I.

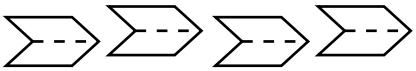
Step 1 Fold two sheets of paper in half from top to bottom.



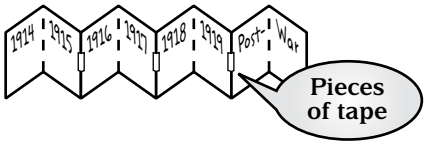
Step 2 Turn the papers and cut each in half.



Step 3 Fold the four pieces in half from top to bottom.



Step 4 Tape the ends of the pieces together (overlapping the edges very slightly) to make an accordion time line and label it as shown.



Reading and Writing As you read the chapter, record key events that occurred during each year of World War I.

CHAPTER REVIEW

Foldables Follow-Up Activity

Have students use their foldables to answer the following questions: What time span is covered? How far apart is each interval? Then have volunteers read their entries for one of the years. Ask: Why is this event significant? Did this event prolong the conflict or shorten it? Did this event lead to, or cause, another event? Finish by asking students: Is there one event that marked the most critical turning point of World War I? If so, what was it?

TEACHER NOTES

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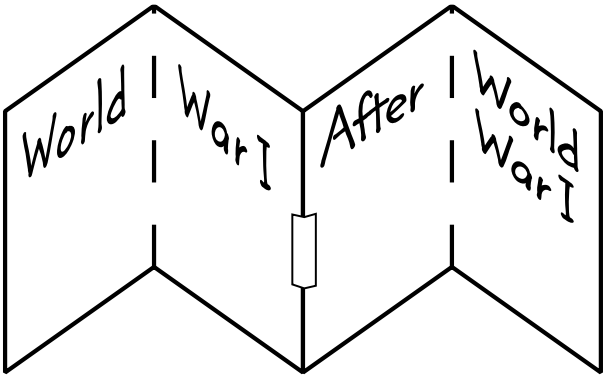
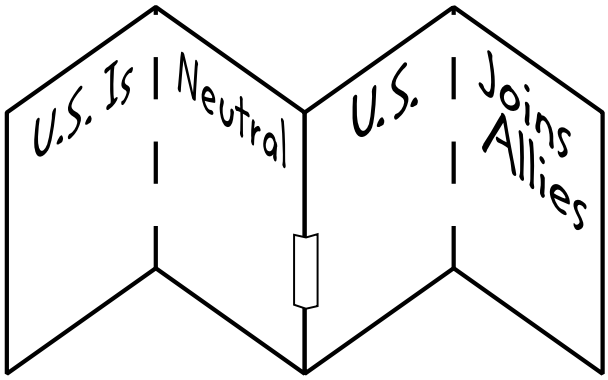
Alternative Activities for Chapter 23

COMPARING

Have students use their textbooks and other sources to find information about how people viewed the role of the United States in world affairs before and after World War I. Students should write this information on the appropriate section of their foldables. As a class, discuss why these attitudes might have changed as a result of the war.





ANALYZING

Have students use their textbooks and the Internet to find information about the status of the war in Europe when the United States was neutral and how the war changed when the United States entered on the side of the Allies. Ask students to summarize the contributions the United States made to the war effort in two or three paragraphs.

Student Study Tip

Students with decoding problems may skip unfamiliar words. Often, however, they can comprehend words based on the context. When assigning a reading, ask students to write unfamiliar words in their notebooks. Then encourage students to guess the meaning based on the content. If they are still unsure, have them look up the words in the Glossary or a dictionary.

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The Jazz Age

CHAPTER SUMMARY

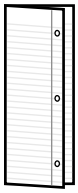
The decade that followed World War I was a time of social and political change. Conflicts came to the surface, especially among workers and different races. The internationalism of Woodrow Wilson was reversed under the Republican administrations of Harding, Coolidge, and Hoover. The 1920s saw striking changes in American society. Radio and film became immensely popular. Prosperity provided more leisure time and more spending money and the availability of credit allowed people to buy more items than they could afford.

CHAPTER PREVIEW

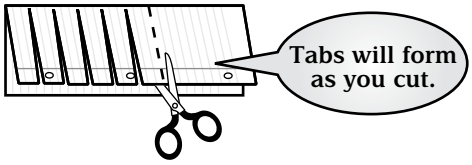
FOLDABLES™ Study Organizer

Explaining Vocabulary Study Foldable
To fully understand what you read you must be able to identify and explain key vocabulary terms. Use this foldable to identify, define, and use important terms in Chapter 24.

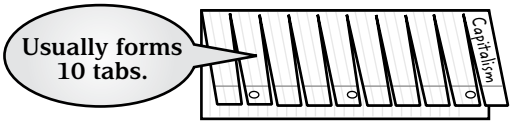
Step 1 Fold a sheet of notebook paper in half from side to side.



Step 2 On one side, cut along every third line.



Step 3 Label your foldable as you read the chapter. The first vocabulary term is labeled in the model below.



Reading and Writing As you read the chapter, write key vocabulary terms on the front tabs of your foldable. Then write the definition of each term under the tab and write a sentence using each term correctly.

CHAPTER REVIEW

Foldables Follow-Up Activity

Assign students in pairs or groups to create a crossword puzzle using the terms on their foldables. Students should use the terms' definitions as the crossword clues. After the students make their puzzles, tell them that their finished crossword puzzles will be copied and given to their classmates to complete. Ask each group to provide an answer key for their own crossword puzzle.

TEACHER NOTES

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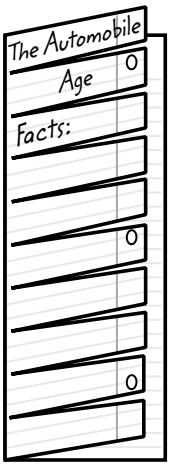
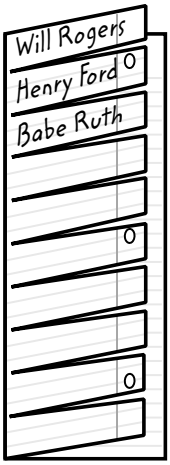
Alternative Activities for Chapter 24

DESCRIBING

Organize students into groups and assign each group one of the following topics: Red Scare, Booming Economy, Automobile Age, Aviation, Labor Unrest, Harlem Renaissance, Prohibition, and the Scopes Trial. Ask each of the groups to create this foldable and then list on their foldable ten interesting facts about the assigned topic. Have each group present their list to the class.





ORGANIZING

Assign students to select ten individuals from Chapter 24 and list these names on the tabs of their foldables. Students should write a short description with important facts about that individual's life under the appropriate tab. Then ask students to select one person they listed, research more about his or her life, and then write a short essay about the person.

Student Study Tip

Explain to students that if an essay's introduction does not address the essay's main idea, the reader might become confused. The main idea should be stated clearly, and the sentences that follow should contain evidence to support it.

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The Depression and FDR

CHAPTER SUMMARY

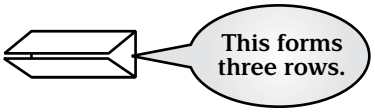
The stock market crash in 1929 began a worldwide business and economic slump known as the Great Depression. Millions of Americans lost their jobs and poverty was widespread. President Franklin Roosevelt tried to help boost the economy and relieve the suffering through a comprehensive set of social and economic programs called the New Deal. New Deal legislation affected banking, the stock market, industry, agriculture, and welfare. Despite periods of economic upturn and Roosevelt's launching of the Second New Deal, the Depression continued.

CHAPTER PREVIEW

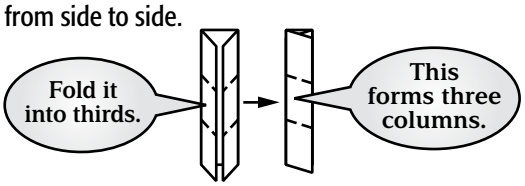
FOLDABLES™ Study Organizer

Cause-Effect Study Foldable Make this foldable to help you organize what you learn about the Great Depression and the New Deal.

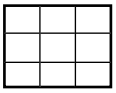
Step 1 Fold a sheet of paper into thirds from top to bottom.



Step 2 Open the paper and refold it into thirds from side to side.



Step 3 Unfold the paper and draw lines along the folds.



Step 4 Label your table foldable as shown.

EVENT	CAUSES	EFFECTS
Great Depression		
New Deal		

Reading and Writing As you read the chapter, use your foldable to record the causes and effects of the Great Depression and the New Deal.

CHAPTER REVIEW

Foldables Follow-Up Activity

Organize the class into pairs. Assign each pair a cause or an effect, and have them stand in random locations around the room. Have the "cause" pairs find the matching "effect" pairs and stand together. Remind students that causes often have multiple effects. Have each group of students relate their causes and effects.

TEACHER NOTES

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Alternative Activities for Chapter 25

DRAWING CONCLUSIONS

Instruct students to fill in their foldables with actions taken by President Hoover and President Roosevelt in the first column, and the ensuing results in the second column. Have students read Chapter 25 to find different social and economic programs employed by the two presidents and whether or not the programs were effective. As a class, discuss how presidents lead in different ways.

GREAT DEPRESSION	Actions	Results
Hoover		
Roosevelt		

LIFE	Before the Depression	During the Depression
For Women		
For Minorities		

DESCRIBING

Have students refer to Section 3 of Chapter 25 to consider how the Great Depression impacted the lives of women and minorities. Have them make a foldable describing this change by explaining how women and minorities lived before and during the Depression. Organize the class into small groups to discuss in more detail how the change might have impacted individual families.

Student Study Tip

As students read the chapter, explain to them that they might be able to learn more about the Great Depression by talking to relatives or neighbors who lived during the 1930s. Tell students that learning history from Americans who experienced it firsthand can provide them with a deeper understanding of the historical events.

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World War II

CHAPTER SUMMARY

World War II was the most destructive war in history and resulted in the deaths of more than 40 million people. Despite early attempts to follow a policy of neutrality, the United States was drawn into the global conflict. Many nations were drawn into the war, largely because of political alliances and economic relationships. Americans at home were affected in profound ways. Demand for war goods created new industries and new jobs. At the end of the war, the United States emerged as the strongest nation in the world.

CHAPTER PREVIEW

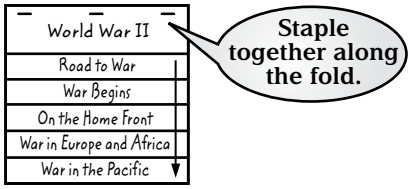
FOLDABLES™ Study Organizer

Sequencing Events Study Foldable Make this foldable to describe and sequence the events of World War II.

Step 1 Collect 3 sheets of paper and place them about 1 inch apart.

Step 2 Fold up the bottom edges of the paper to form 6 tabs.

Step 3 When all the tabs are the same size, fold the paper to hold the tabs in place and staple the sheets together. Turn the paper and label each tab as shown.



Reading and Writing As you read the chapter, identify, sequence, and briefly describe the key events that belong under each heading on your foldable. Write information under each tab.

CHAPTER REVIEW

Foldables Follow-Up Activity

Organize the class into five groups. Assign each group one section of the foldable, such as "Road to War" or "War Begins." Have each group make a poster illustrating that part of the war. Suggest to students that they draw maps, symbols, and action scenes. Display the posters in the classroom in the correct sequential order.

TEACHER NOTES

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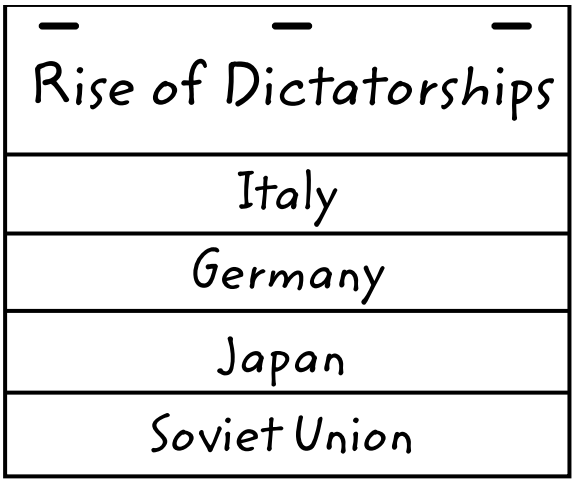
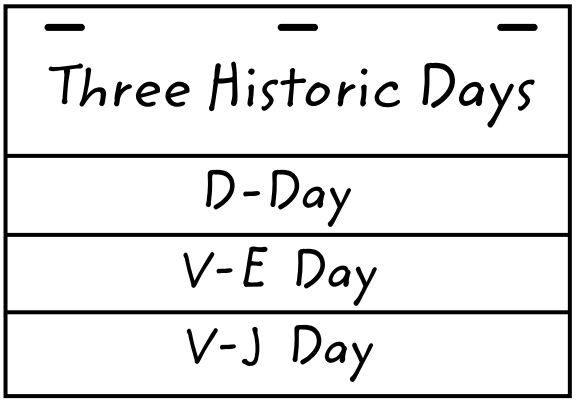
Alternatives Activities for Chapter 26

SUMMARIZING

Have students make foldables to describe the rise of dictatorships. Under the appropriate tabs, instruct students to summarize how each of the following countries became a dictatorship: Italy, Germany, Japan, and the Soviet Union. Suggest that students consider economic and political factors in each country that contributed to the dictatorship. As a class, discuss various ways the four countries were similar.





ANALYZING

Ask students to create a foldable that relates how three historic days: D-Day, V-E Day, and V-J Day were important. Direct them to describe the events of the day and how the day was significant. As a class, discuss the sequence of events that led to each important occurrence.

Student Study Tip

As students are studying World War II, remind them that maps are useful tools to help them visualize where events occurred. Maps display different types of information. They may show locations of battles, troop movements, neutral nations, and so on. Have students skim Chapter 26 to describe the different kinds of maps.

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The Cold War Era

CHAPTER SUMMARY

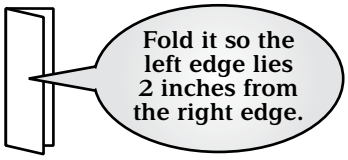
After World War II, the United States and the Soviet Union entered into a bitter rivalry known as the Cold War. Each side tried to prove that its system—democracy or communism—was better. The United States struggled to prevent the spread of communism. Americans under the United Nations flag fought to stop a Communist takeover of the Korean peninsula in the Korean War. The Cold War intensified Americans' fears of communism at home, and few Americans were safe from accusations of disloyalty.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

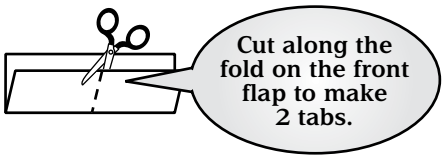
Compare-Contrast Study Foldable Organize and compare information about the rivalry that shaped the Cold War era by making and using this foldable.

Step 1 Fold a sheet of paper from side to side, leaving a 2-inch tab uncovered along the side.



Step 2 Turn the paper and fold it in half.

Step 3 Unfold and cut along the inside fold line.



Step 4 Label the foldable as shown.

Reading and Writing As you read about this period of time, write what you learn about democracy and communism under the tabs of your foldable. Compare the two sides and use what you learn to explain how the Cold War started.

CHAPTER REVIEW

Foldables Follow-Up Activity

Divide the class into small groups. Have each group use their foldables to compare the differences of living in a democracy versus that of a communist country. Tell the groups to consider such things as the quality of daily life and personal freedoms. Have the groups write a paragraph describing life in each type of government.

TEACHER NOTES

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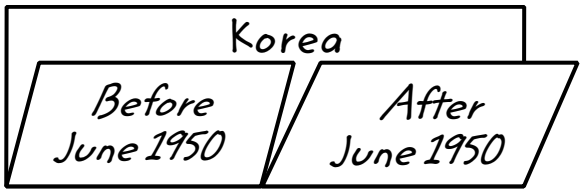
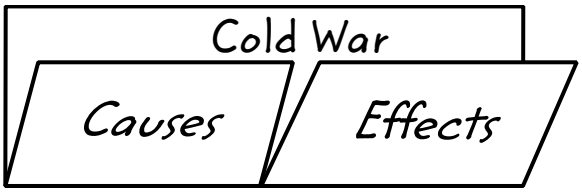
Alternative Activities for Chapter 27

COMPARING

Have students compare Korea before and after June 1950. They should write descriptions of what the country was like during the specific time periods under the appropriate tabs of their foldable. As a class, discuss how Korea was a battleground in the Cold War.





CAUSE AND EFFECT

Instruct students to refer to Section 4 to find the causes and effects of the Cold War. After students have completed their foldables, organize them into pairs. Have students quiz each other on how the Cold War started and how it impacted the United States.

Student Study Tip

To improve reading retention, have students question themselves on material immediately after they read it. Every time students reach a new subject head, have them ask themselves what they learned in the previous subsection. This will ensure that they link the whole section together and read more carefully.

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America in the 1950s

CHAPTER SUMMARY

President Dwight Eisenhower ushered in one of the most prosperous periods in American history. Economic growth resulted in increased employment and higher wages throughout the 1950s. This prosperity, however, was not shared by the rural and urban poor. The baby boom in the 1950s increased population drastically, and suburbs sprang up on the fringes of major cities. The United States-Soviet Union rivalry kept the Cold War at the center of American foreign policy and resulted in a nuclear arms race.

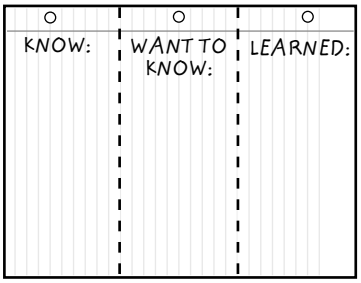
CHAPTER PREVIEW

FOLDABLES™ Study Organizer

Know-What-Learn Study Foldable Make this foldable to determine **what you already know,** to identify **what you want to know,** and to record **what you learn** about America in the 1950s.

Step 1 Fold a sheet of paper into thirds from top to bottom.

Step 2 Turn the paper horizontally, unfold, and label the three columns as shown.



Reading and Writing Before you read the chapter, write what you already know about the 1950s in the "Know" column. Write what you want to know about the 1950s in the "Want to Know" column. Then, as you read the chapter, write what you learn in the "Learned" column. Then check to see if you have learned what you wanted to know (from the second column).

CHAPTER REVIEW

Foldables Follow-Up Activity

Form groups of four to six students. Have students participate in a read-aloud of their foldables. Tell them to discuss each of the three sections in their group for about 10 minutes. After the discussions, ask students if there were common ideas about what they already knew or wanted to learn in their groups. List these ideas on the board and discuss them.

TEACHER NOTES

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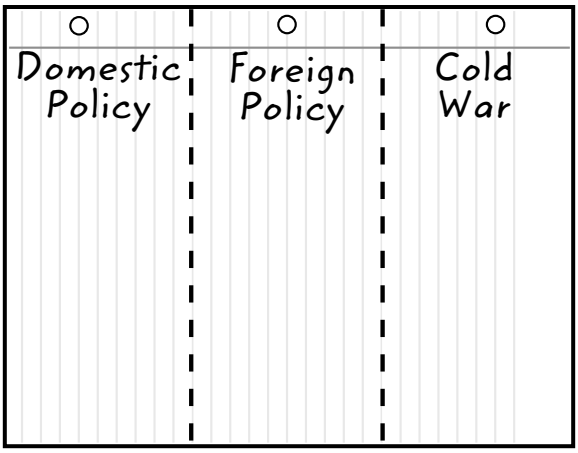
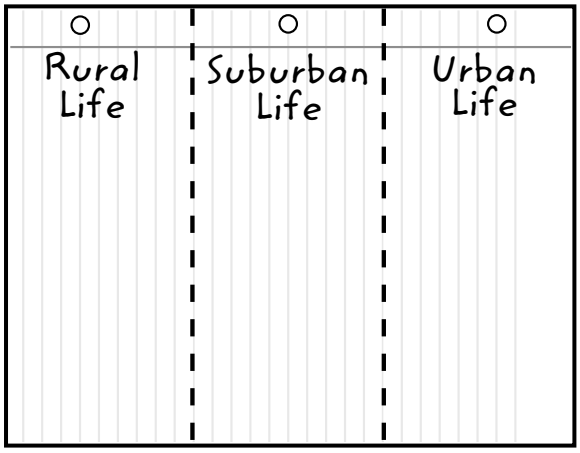
Alternative Activities for Chapter 28

DETERMINING CAUSE AND EFFECT

Have students write the following on their foldables: *Domestic Policy*, *Foreign Policy* and *Cold War*. As students read the chapter, have them identify three domestic and foreign policy issues. In the third column have students describe how each of these issues was a direct result of the Cold War. Have students share their answers with the class.





CATEGORIZING

Have students make a foldable about rural, suburban, and urban life in the 1950s. Using what they may already know and information from the text, have them write what life was like under the appropriate lifestyle heading on their foldables. Then organize students into small groups to discuss the similarities and differences.

Student Study Tip

As students are learning the chapter, have them write important facts on index cards: vocabulary words, dates, important people, and so on. Remind students to review their cards throughout the study of the chapter. Students may want to quiz each other using their index cards before taking the chapter test.

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The Civil Rights Era

CHAPTER SUMMARY

The campaign for equality grew and gained momentum in the 1960s. Presidents Kennedy and Johnson proposed increased spending on social programs. They both established government programs to fight poverty, help cities and schools, and promote civil rights. Soon new leaders emerged as growing numbers of African Americans became dissatisfied with the slow progress of civil rights. In the 1960s and 1970s, women, Hispanic Americans, Native Americans, and disabled Americans entered the struggle for equal rights.

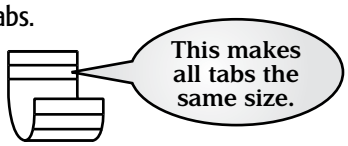
CHAPTER PREVIEW

FOLDABLES™ Study Organizer

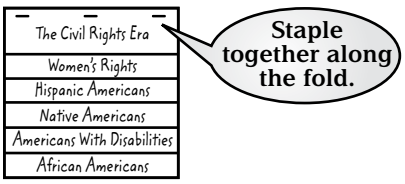
Identifying Main Ideas Study Foldable
Make and use this foldable to identify the major issues about the Civil Rights era and to classify information under those topics.

Step 1 Collect 3 sheets of paper and place them about 1 inch apart.

Step 2 Fold up the bottom edges of the paper to form 6 tabs.



Step 3 When all the tabs are the same size, fold the paper to hold the tabs in place and staple the sheets together. Turn the paper and label each tab as shown.



Reading and Writing As you read the chapter, write (under each appropriate tab) what you learn about the struggle for civil rights by different groups of Americans.

CHAPTER REVIEW

Foldables Follow-Up Activity

Organize students into small groups. Have each group create a billboard that shows support for equal rights for one of the groups listed on the students' foldables. Groups should design the billboard on poster board and can use colored markers and pictures from magazines to create visual interest. Display completed posters around the classroom.

TEACHER NOTES

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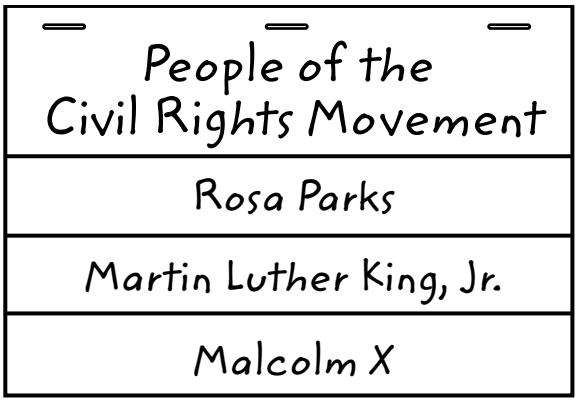
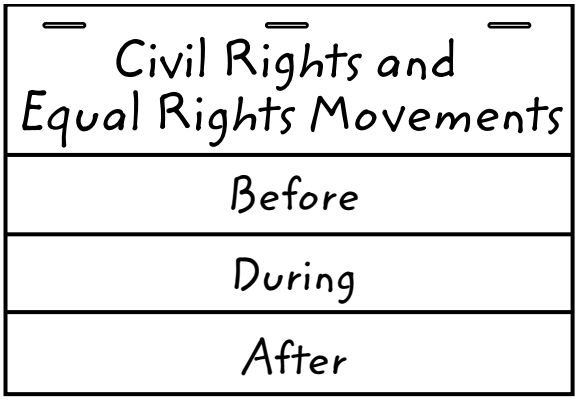
Alternative Activities for Chapter 29

DESCRIBING

Have students choose three people who influenced the civil rights movement such as Rosa Parks, Martin Luther King, Jr., and Malcolm X. Then have students write the three names on their foldables with relevant information about the contributions of each person on the back of each appropriate tab. Ask for volunteers to share their information with the class.





SEQUENCING

Have students create a foldable about the civil and equal rights movements. Students should label three tabs *Before*, *During*, and *After.* Then they should review the chapter and describe what life was like at the specified time period during these movements. Have students discuss how and what events contributed to the changes that occurred.

Student Study Tip

Remind students to practice good study habits. Encourage them to study difficult topics first when they are fresh, choose a place to study where distractions are minimal, and avoid lengthy study sessions where exhaustion impedes learning. They should also take breaks frequently to help remain focused.

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The Vietnam Era

CHAPTER SUMMARY

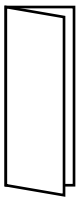
In the early 1960s, the United States faced Cold War confrontations with the Soviet Union in Cuba and Berlin, Germany. Also at this time, the United States became involved in the Vietnam War. United States leaders feared that if all of Vietnam fell under a Communist government, communism would spread throughout Southeast Asia and beyond. Many Americans opposed the nation's involvement in Vietnam. The Vietnam War was the longest war in the history of the United States.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

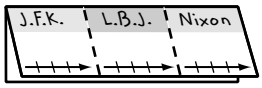
Sequencing Events Study Foldable Sequence the actions of the United States's presidents during the Vietnam War by making and using this foldable.

Step 1 Fold one sheet of paper in half from side to side.

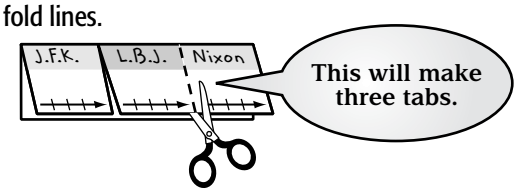


Step 2 Turn the paper and fold it into thirds.

Step 3 Unfold and label the foldable as shown.



Step 4 Cut the top layer only along both fold lines.



Reading and Writing As you read the chapter, record facts about the actions and policies of the presidents in office during the Vietnam era. Be sure to also record the dates of these important events.

CHAPTER REVIEW

Foldables Follow-Up Activity

Organize the class into small groups. Each group should create a newspaper headline that identifies the significance of a date they have listed on their foldables. You may want to assign each of the presidential administrations to groups so that all presidents listed on the foldables are covered. Have groups write the first paragraph of the story that follows each of the headlines they have created. Have a representative from each group read their headline and paragraph to the class.

TEACHER NOTES

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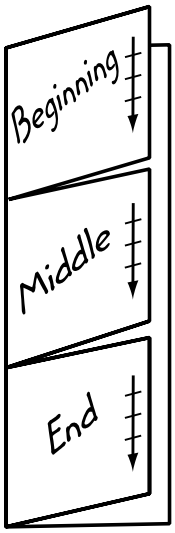
Alternative Activities for Chapter 30

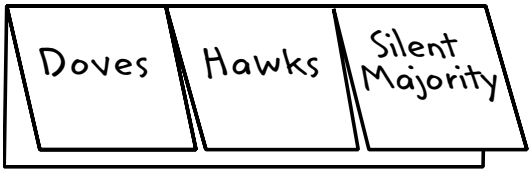
SEQUENCING

Have students describe events that occurred on the war front and at home during the beginning, middle, and end of the Vietnam War. To differentiate the events, students may want to use different colors of ink. As a class, discuss how these events led to the American withdrawal of troops.



DESCRIBING

Have students characterize how Americans felt about the Vietnam War by defining and describing the doves, hawks, and the silent majority on their foldables. Students should review the chapter and write information about each group on their foldables. Encourage students to describe why these groups supported or opposed the war in Vietnam and how they chose to express their feelings.



Student Study Tip

Encourage students to use time lines to organize information. Students should draw time lines in their notebooks that have a range of at least ten years. As students read the chapter and encounter new dates and events, they should add these to their time lines. Students should write brief notes about what occurred on that date and use their time lines to review for the chapter test.

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Search for Stability

CHAPTER SUMMARY

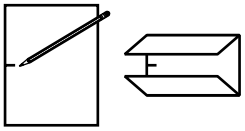
During the 1960s and 1970s, some people believed that the United States had lost its position as the economic and political leader of the free world. President Nixon, elected in 1968, tried to ease cold war tensions by opening relations with China and the Soviet Union. He also tried to deal with the nation's economic problems, but was forced to resign as a result of the Watergate scandal. Elected in 1976, President Carter approached economic and foreign policy issues differently than previous presidents. In 1980, however, Carter lost the presidential election to Ronald Reagan.

CHAPTER PREVIEW

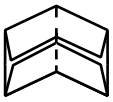
FOLDABLES™ Study Organizer

Evaluating Information Study Foldable
Make and use this foldable to organize information about America's search for stability at the end of the twentieth century.

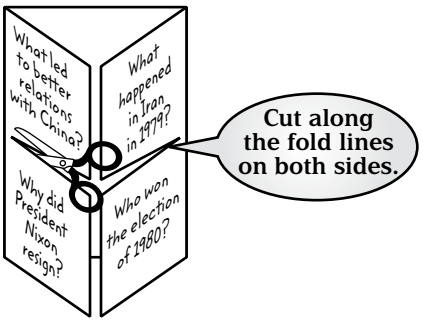
Step 1 Mark the midpoint of a side edge of one sheet of paper. Then fold the outside edges in to touch the midpoint.



Step 2 Fold in half from side to side.



Step 3 Open and cut along the inside fold lines to form four tabs. Label your foldable as shown.



Reading and Writing As you read the chapter, search for the answers to these four questions. Write answers under each of the tabs.

CHAPTER REVIEW

Foldables Follow-Up Activity

Have students work with their completed foldables by organizing the class into groups of four. Each member of the group should ask one follow-up question to a main question labeled on the front of their completed foldable. For example, for the main question: "What led to better relations with China?" a student might ask: "What is *realpolitik?*" The other group members should answer the follow-up question using the information from their foldables.

TEACHER NOTES

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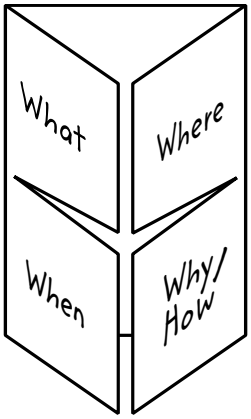
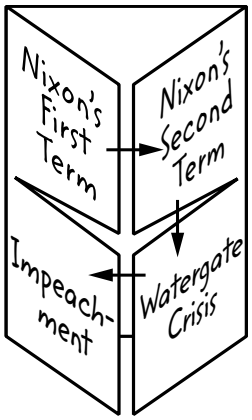
Alternative Activities for Chapter 31

EXPLAINING

Organize the class into four groups and assign one of the following topics to each: the Watergate crisis, the Panama Canal treaties, the incident at Three Mile Island, and the crisis in Iran. Each group should take notes about the topic by answering *What?*, *When?*, *Where?*, and *Why/How?* on their foldables. Have each group share their information with the class so that the rest of the class can take notes on that specific topic.





CATEGORIZING

Have students make and use this foldable to chronicle the events that occurred while Richard Nixon was the president of the United States. Students should label the foldable as shown and then summarize the events that occurred during the periods under each tab of the foldable. Have students use their foldables to create a time line of the Nixon presidency.

Student Study Tip

Remind students that their notes should be concise. Notes should briefly describe the main ideas and list supporting details. Students should use key words or phrases, rather than complete sentences or paragraphs, to help them remember specific events or concepts.

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New Challenges

CHAPTER SUMMARY

The 1980s and 1990s were a time of great change as a result of the collapse of the Soviet Union. Former Cold War foes sought closer economic and political ties with each other. New advances in technology, medicine, and industry helped the United States move forward. The presidencies of Reagan, Bush, Clinton, and George W. Bush faced challenges in domestic and foreign policies. In 2001 the United States suffered the worst terrorist attack in its history. In response, the United States called for a worldwide coalition to fight terrorism.

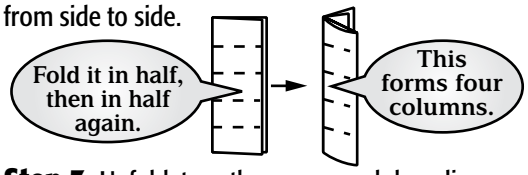
CHAPTER PREVIEW

FOLDABLES™ Study Organizer

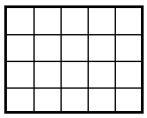
Organizing Information Study Foldable
Make this foldable to help you organize what you learn about the challenges facing the United States today.

Step 1 Fold a sheet of paper into fifths from top to bottom.

Step 2 Open the paper and refold it into fourths from side to side.



Step 3 Unfold, turn the paper, and draw lines along the folds.



Step 4 Label your foldable as shown.

	Reagan	Bush	Clinton	G.W. Bush
Political Party				
Foreign Policy				
Domestic Policy				

Reading and Writing As you read the chapter, write information about the presidents, their political parties, and their foreign and domestic policies in the correct spaces of your foldable.

CHAPTER REVIEW

Foldables Follow-Up Activity

Have students use their completed foldables charts to answer one of the following questions in a one-page essay: "How did the domestic policies of Presidents Ronald Reagan and Bill Clinton differ?" "Compare the foreign policies of Presidents George H.W. Bush and George W. Bush." Students should be able to answer these essay questions by using the information on their foldables.

TEACHER NOTES

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Alternative Activities for Chapter 32

DETERMINING CAUSE AND EFFECT

Students should fold the sheet of paper into fourths from top to bottom in Step 1 to create this foldable. Then students should open the paper and refold it into thirds from side to side in Step 2. After students have identified the causes and effects of each new challenge, have them create a diagram that illustrates the relationships. Students might note how some effects become causes.

New Challenges	Cause	Effect
INF Treaty		
Americans With Disabilities Act		
War on Terror		

2000 Election	Political Party	Campaign Issues
George W. Bush		
Al Gore		
Ralph Nader		

ORGANIZING

Students should fold the sheet of paper into fourths from top to bottom in Step 1 to create this foldable. Then students should open the paper and refold it into thirds from side to side in Step 2. Have students complete their foldables using the information in their textbooks. Ask students to explain which candidate they would have voted for and explain why.

Student Study Tip

Remind students that they should try to use context clues to understand new vocabulary words. Articles such as "a," "an," or "the," often precede nouns, and verbs often end with "ing" or "ed." As students come across the Key Terms when reading the section, have them use these clues to decipher the word's meaning.

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