

# **Survival Guide - Teacher Sample**

## **Long Story Short: The Remix**

Once your students have been through the student Survival Guide, they will have read 43 indicator summaries. You've taught the material, they've read and practiced the material, and now it's time to make your students WRITE the material. While the EOC is a multiple choice exam, a deeper understanding of the content is required in order for them to be successful. One way to reinforce the rigorous content of this course is through an activity we call "The Remix". This activity can be done at any point during the school year, but we've found it works best in the weeks leading up to the EOC. Below is what your students will need to complete this activity:

- *The Student Survival Guide to the SC USHC EOC*
- Paper
- Pencil

Pretty basic, right? For this review, students will be responsible for re-writing (or "remixing") one or more of the "Long Story Short" summaries from the student Survival Guide. The objective is for students to recall important information from the indicator and create a summary that connects that information. For example, a student studying Standard 1.2 would be responsible for knowing about the Magna Carta, rule of law and The English Bill of Rights. Simply having students recall these important documents and concepts doesn't connect the material to anything that the students are familiar with. Furthermore, it doesn't allow them to see the connections between those items and the history of the United States. The "remix" activity becomes more than summarizing and actually forces students to analyze HOW each person, place or event in US History connects to the big picture. Once students have read the Long Story Short, they understand how to format an indicator summary and can do this activity for themselves.

## **Thematic Reviews**

After completing a year/semester of studying American history, themed reviews serve as a method of review that knits it all together for students. As the SC EOC requires students to make connections across time and compare various movements and events, themed reviews prior to the EOC are imperative. The thematic reviews included in this book (pages 24-26) focus on women, Native Americans and African Americans. While there are many ways to present this material, one that has appealed to my students for years is a more visual approach. Using the topics in the charts provided, consider providing students with only a picture representing the topic. Either as a small group or whole group, call on students (holding all accountable) and require them to identify and describe what they see. The EOC can be a very visual test and students must be able to recognize events and people in picture form. After going through the visuals have students answer the questions individually for extra accountability. Pretty simple? Yes, but if this is done for all suggested topics listed in the

Teacher Survival Guide, your students will have reviewed and connected the vital eras they need to for success on the EOC. There are also student instructions that make this activity an individual option (included in sheets). \*Tip: If your students have access to technology, you can have them reproduce the tables we've provided and type their answers into the document.

***\*Below is a partial sample of the theme review for Native Americans that is included in the teacher survival guide. The full version of theme reviews for Native Americans, women & African-Americans are available in our teacher survival guide and are reproducible for classroom use\****

### **Thematic Review**

#### ***Native Americans***

Using the table below, write what you know about the topic in the middle column (do not use your notes or the internet). We will review information about the topic as a class in the column on the right after you've researched and checked your class notes. Items are in chronological order.

Native Americans → Change Over Time		
Topic/Person/Place/Thing	What You Know	What You Need to Know
Powhatan tribe		
French & Indian War (1754-1763)		
Indian Removal Act -1830		
Assimilation		
Trail of Tears		
Indian territory		
Seminole tribe		

The "Low Down" is a one-pager, reproducible study guide that holds teachers and students accountable for all pertinent information from the standard. Below is the "Low Down" for standards 2 & 7. The teacher survival guide includes reproducible versions of USHC standards 1-8.

# The "Low Down"

Standard Two took us from a few states on the Eastern seaboard to the entire continental US!

## Standard Two

### The Big Three

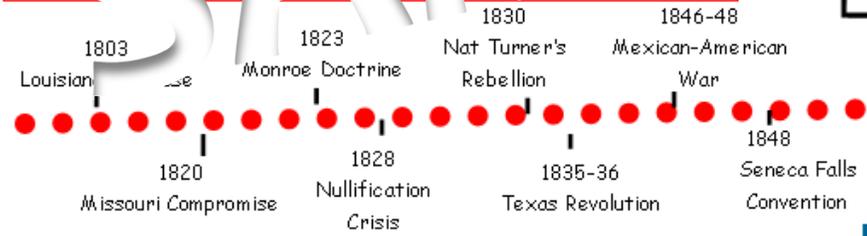
- Westward expansion was driven by the desire for land and resources.
- In an attempt to reach their "manifest destiny" Americans removed Native Americans (Indians) from their land and fought the Spanish (Mexico) to gain control of more territory.
- Arguments over slavery and differences in economy and society created three distinct regions in the United States: the North, the South & the West.

### Vital Vocab

- Abolition
- Temperance
- Tariff
- Antebellum
- Manifest Destiny
- De Facto
- De Jure
- Missouri Compromise
- Nullification
- Monroe Doctrine
- American System
- "peculiar institution"
- Sectionalism
- Indian Removal Act
- Tariff of 1828
- Louisiana Purchase

### Pertinent People

Thomas Jefferson	Nat Turner	Lucretia Mott
Andrew Jackson	Henry Clay	Elizabeth C. Stanton
Lewis & Clark	James Monroe	Theresa S. S. S.
John C. Calhoun	James K. Polk	Frederick Douglass
John Brown	Doyle D.	Wendell Phillips
William Lloyd Garrison		Harriet Tubman



#tbt to Westward Expansion  
#manifestdestiny #seatoshiningsea

### EOC Extras

Don't mix up the Texas Revolution & the Mexican-American War!

Remember the distinct characteristics of the North, South & West in the antebellum years and how sectionalist views helped to contribute to these differences!



# The Low Down

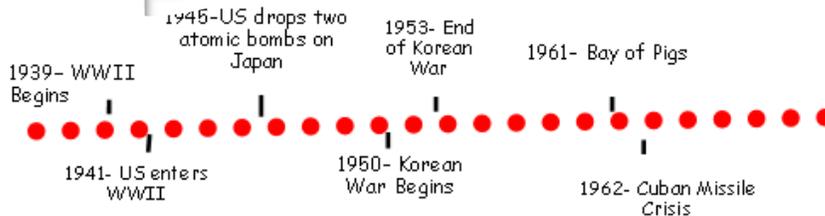
Standard Seven took us from WWII beginnings to the emergence of a Super Power fighting the Cold War!

## Standard Seven

### The Big Three

- America transitions from an isolated nation to an unofficial ally to Great Britain, to an open opponent to the Axis Powers directly following the Pearl Harbor attacks.
- The Home Front provided the supplies and support needed to win WWII, while simultaneously giving new opportunities to minorities helping with mobilization.
- While WWII brought the US out of the Great Depression, it led to a violation of rights for many and also led to the post war tensions that became the Cold War.

Permanent Partners			
Adolf Hitler	Franklin Roosevelt	Harry Truman	Dwight Eisenhower
Benito Mussolini	Winston Churchill	Joseph McCarthy	Lyndon B. Johnson
Hideki Tojo	Philip Rea	Nikita Khrushchev	Jerry Brown
Joseph Stalin	John F. Kennedy		



#tbt to when things were icy between the Soviets and the US



### EOC Extras

Be sure to remember that the term "iron curtain" was used long before the Berlin Wall went up.

Winston Churchill condemned Soviet policies with his iron curtain speech in 1946.

Construction of the **Berlin Wall** starts in August of 1961.

While students should know the symbolism behind both the iron curtain comment and the Berlin Wall itself, they should also know the chronology of these events.

### Vital Vocab

- Totalitarian
- Neutrality Acts
- Arms Race
- Blitzkrieg
- Cash & Carry
- Destroyers for Bases
- Lend Lease
- Atlantic Charter
- Pearl Harbor
- Mobilization
- Home Front
- Rosie the Riveter
- Government
- rationing
- and Hopping
- Cuban Missile
- Atomic Bombing
- Evolution
- Nazi
- Genocide
- Nuremberg Laws & Trials
- Kristallnacht
- Soviets
- Communism
- Munich Pact
- Space Race
- Iron Curtain
- Baby Boom
- Camp David Accords
- Containment
- Eisenhower Doctrine
- Marshall Plan
- Berlin Blockade
- Warsaw Pact
- Truman Doctrine
- NATO
- Sputnik
- Berlin Airlift
- Big Three
- Korean War
- Red Scare
- Bay of Pigs
- Yalta
- Holocaust
- Suez Canal
- GI Bill
- White Flight