# A Nation in Crisis

## Introduction to the AIMS Teaching Module (ATM)

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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,
INTRODUCING THIS ATM will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,
PREPARATION FOR VIEWING provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,
AFTER VIEWING THE PROGRAM provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
**SUGGESTED ACTIVITIES**

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

- **Meeting Individual Needs**
  These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

- **Curriculum Connections**
  Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

- **Critical Thinking**
  Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

- **Cultural Diversity**
  Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

- **Hands On**
  These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

- **Writing**
  Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

- **In The Newsroom**
  Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

- **Extended Activities**
  These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

- **Link to the World**
  These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

- **Culminating Activity**
  To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
THEMES

A Nation in Crisis introduces students to the political process that led to the formation of a central government for the United States of America. Major events which contributed to the process are discussed, in addition to important political figures. From the Articles of Confederation to the Constitutional Convention, the program teaches students more about the early history of American government.

OVERVIEW

While George Washington was fighting the British in the Revolutionary War, the Second Continental Congress was working to form a central government. The Congress was stubbornly opposed, however, by the State Legislatures, who were fearful of giving the central government too much power. The Congress presented the states with a national constitution called the Articles of Confederation. Some states had claims to large areas of land in the west. Smaller states would not sign the new constitution until Virginia gave its lands to the central government. Later, problems like Shays’ Rebellion made the central government seem very powerless. Men like Alexander Hamilton wanted a stronger constitution.

OBJECTIVES

- To discuss the political atmosphere of the thirteen original colonies
- To explore the events leading to the adoption of the Articles of Confederation
- To discuss some influential people in the establishment of the United States government
- To learn more about the strengths and weaknesses of the early forms of American government
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409
INTRODUCTION TO THE PROGRAM

The first Americans who traveled to the New World faced many dangers in the uncharted wilderness, but these were risks that many people were willing to take. They were looking for freedom of religion and the chance to own land. In England, they had lived under the tyrannical rule of a king. Personal freedom was very important to the colonists. In America, they were able to grow their own food and build their own homes. Control from outside authorities was often resented. By establishing their own state legislatures, the colonists made their own rules. However, if the nation was going to survive, the colonies would have to work together to create a strong central government.

INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

Parliament - governing body of England and its colonies
shilling - British coin used in the colonies
levy - to collect a tax or fee

DISCUSSION IDEAS

The Articles of Confederation laid out many of the principles later included in the Constitution. Obtain excerpts from the Articles of Confederation and the Constitution. What are some similarities? What are some differences? What are some ways that the Constitution provided a stronger central government?

FOCUS

As students begin the unit, tell them to think about how these ideas affect our everyday lives.
HOW TO USE THE A NATION IN CRISIS AIMS TEACHING MODULE

Preparation

- Read *A Nation in Crisis* Themes, Overview, and Objectives to become familiar with program content and expectations.
- Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing A NATION IN CRISIS

- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view *A Nation in Crisis* together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing A NATION IN CRISIS

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
**SUGGESTED ACTIVITIES**

**Critical Thinking**

Divide the class into groups of six. Explain that each group represents a colony in a developing nation. Ask each group to elect one member as a representative. Have the representatives work together to develop a set of laws for the new nation. There should be at least five laws, but no more than ten. All colony members must agree with the laws before the laws can become official. The representatives might have to draft several lists of laws before everyone agrees. Tell students that this process is similar to the one used to draft the United States Constitution. What did students think of the activity? How much harder would it have been without the representatives?

**Extended Activity**

Ask students if they have ever visited a colonial town or settlement, such as Williamsburg, Virginia, or Lexington, Massachusetts. What do they remember about the visit? What did the area look like? What clues did it provide about colonial life? Encourage students to share their experiences with the class.

**Meeting Individual Needs**

Ask students to make sentences using the following words. Encourage them to use a dictionary if they are unsure of the meanings. Make sure that their sentences display an understanding of the words as they relate to the program.

- **legislature** - a group of people who have the power to make laws
- **independence** - a state of freedom and self-government
- **rebellion** - an armed outbreak against a government
- **tyranny** - a government ruled by a single powerful person
- **convention** - a group meeting

**Connection to Language Arts**

Ask students to look up the word “federal” in the dictionary or encyclopedia. “Federal” refers to the type of government the Continental Congress worked to establish. What is the definition of the word? How did it originate? What is the significance of its origin? (Federal refers to a type of government that is formed by a treaty between a central power and other smaller groups, such as state legislatures. The word “federal” originated from the Latin word fidere, which means to trust. A federal government is based on trust between the different branches of power. Each branch must trust the others with a certain amount of power, while making sure that no one power becomes too great.)
Connection to Language Arts

Benjamin Franklin was an important political writer during colonial times. However, he also wrote Poor Richard’s Almanac, a witty collection of proverbs. It was very popular with the colonists, and it contains some interesting information about colonial life.

Obtain selected excerpts from Poor Richard’s Almanac and share them with the class. Do students think the passages are still funny and timely? What information do the passages provide about the colonial era? What important changes have taken place since Franklin wrote Poor Richard’s Almanac?

Connection to History

During colonial times, there were some unusual ways of enforcing the law. Public disgrace was used to punish people who committed minor crimes like swearing. People were locked in a contraption called a pillory and forced to stand in the street. Townspeople would tease them or throw rotten food at their faces.

Locate pictures of a pillory, as well as other forms of colonial punishment such as the stocks and dunking stool. What do students think of these punishments? Do they think they would be effective? Why or why not?

Writing

Many interesting people lived during the colonial era. Ask students to choose a name from the list below. Encourage them to use library books and encyclopedias to explore the lives of their chosen people. When their research is complete, have them write a one-page synopsis of their findings.

- Nathaniel Bacon
- Daniel Boone
- John Carver
- Virginia Dare
- Thomas Dudley
- Mary Dyer
- Alexander Hamilton
- James E. Oglethorpe
- William Penn
- Pocahontas
- Edward Randolph
- John Rolfe
- Daniel Shays
- John Smith
- Squanto
- George Washington
- John Wise
Connection to Art

The clothing worn by colonial farmers and their families was much different than the clothing worn by wealthy families. The farmers made their own clothing from rough materials such as wool and flax. Wealthy colonists usually had their clothing imported from Europe. Fine fabrics such as silk and velvet were used to make expensive colonial clothing.

Ask students to find pictures of colonial clothing in reference books. Using the information they learned about a particular person in the previous exercise, have them create a drawing of the person. Encourage them to include as many details as they can. Remind them to consider the person’s social status, occupation and surrounding climate.

Culminating Activity

To continue the two previous exercises, ask students to think of an important event in the life of the colonial figure they have researched. Recruiting members of the class to help, have them create a short skit illustrating the important event. It might be a rebellion, a political convention or a meeting. It could also be something personal like a family celebration or a professional accomplishment.
VOCABULARY

The following terms are from *A Nation in Crisis*. Fill in the number of each term next to its closest definition.

1. Annapolis, Maryland
2. Articles of Confederation
3. Daniel Boone
4. Continental Congress
5. Continental paper
6. Alexander Hamilton
7. Revolutionary War
8. Daniel Shays

____ central governing body made up of representatives from each colony
____ conflict that resulted from the colonies’ attempt to gain independence from England
____ worthless money printed by Congress in a desperate attempt to fund the military
____ first national constitution defining the powers of a new central government
____ settler who traveled west in search of new lands
____ Massachusetts colonist who led a rebellion against his state
____ site of an interstate convention called by Virginia to discuss a central government
____ statesman who favored a strong national government

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CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

While George Washington was fighting the British, the Second ___1___ was working to form a central government. They were stubbornly opposed, however, by the state ___2___ who were fearful of giving the central government the power to raise ___3___ . With no way to pay for the Revolutionary War, Congress began to print ___4___ . Known as Continental paper, it was ___5___ . Finally, the Congress presented the states with a national constitution called the ___6___ of Confederation. Some states had claims to large areas of land in the ___7___ . Other states would not sign the new constitution until ___8___ gave its lands to the central government. Later, problems like ___9___ made the central government very powerless. Men like ___10___ wanted a new, stronger constitution.

1. A. Continental Congress  
   B. Colonial Militia  
   C. Shays’ Rebellion  
   D. Parliament

2. A. kings  
   B. presidents  
   C. legislatures  
   D. articles

3. A. cattle  
   B. children  
   C. crops  
   D. taxes

4. A. posters  
   B. books  
   C. money  
   D. newspapers

5. A. valuable  
   B. worthless  
   C. better than coins  
   D. none of the above

6. A. Constitution  
   B. Legislature  
   C. Articles  
   D. Powers

7. A. west  
   B. east  
   C. north  
   D. south

8. A. Mississippi  
   B. Virginia  
   C. New York  
   D. Colorado

9. A. the Boston Tea Party  
   B. the Battle of Bunker Hill  
   C. Shays’ Rebellion  
   D. the Industrial Revolution

10. A. Daniel Shays  
    B. King George  
    C. Daniel Boone  
    D. Alexander Hamilton
MATCH UP

Match each term on the left with the best group of words on the right by connecting them with a line.

1. Articles of Confederation
   Commander-in-Chief of the Continental Army

2. Congress
   governing body of England and its colonies

3. Federal
   state which gave western land claims to the central government

4. Parliament
   document that gave the central government the ability to raise armies

5. Rhode Island
   name of central government established with Articles of Confederation

6. Daniel Shays
   ruling body which printed paper money to pay for the Revolutionary War

7. Virginia
   man who closed the courts in three Massachusetts counties

8. George Washington
   state which refused to sign the Articles of Confederation because of land claims
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

____ 1. George Washington was the commander of the Continental Army.
____ 2. State legislatures were afraid of giving the government too much power.
____ 3. The Continental Congress was strongly opposed to a central government.
____ 4. The paper money that Congress printed to fund the war was worthless.
____ 5. The state of Virginia never agreed to sign the Articles of Confederation.
____ 6. Daniel Boone was a settler who traveled west to search for new lands.
____ 7. Some Americans fought over land claims and territory rights.
____ 8. Daniel Shays was a war hero who believed in a strong central government.
____ 9. Alexander Hamilton believed that the Articles of Confederation were too weak.
____ 10. Under the Articles of Confederation, Congress could heavily tax the states.
REVERSE ALPHABET

An important word in each sentence below is written in reverse alphabet. Reverse alphabet works like this:

\[
\begin{align*}
A &= Z, \\
B &= Y, \\
C &= X, \\
D &= W, \\
E &= V, \\
F &= U, \\
G &= T, \\
H &= S, \\
I &= R, \\
J &= Q, \\
K &= P, \\
L &= O, \\
M &= N, \\
N &= M, \\
O &= L, \\
P &= K, \\
Q &= J, \\
R &= I, \\
S &= H, \\
T &= G, \\
U &= F, \\
V &= E, \\
W &= D, \\
X &= C, \\
Y &= B, \\
Z &= A
\end{align*}
\]

Use Reverse Alphabet to discover the code word in each sentence.

1. ERITRMZR was the first colony to be settled in the New World.

2. Many Americans were afraid that Congress would take away their KILKVIGB.

3. Congress quickly learned that DVZOGS could not be created by printing money.

4. The Articles of Confederation gave the government the right to maintain a NRORGZIB.

5. The Articles of Confederation created a central, or UVWVIZO, government.

6. Colonists enjoyed freedom of HKVVXS and freedom of IVORTRLM.

7. Shays' Rebellion proved that the Articles of Confederation were not HGILMT enough.

8. Alexander Hamilton wanted the states to work together to draft a XLMHGRGFGRLM.
ORIGINAL COLONIES

Label each of the original 13 colonies on the map below. Use an encyclopedia or reference book if you need help. Then answer the questions.

Connecticut (CT)
Delaware (DE)
Georgia (GA)
Maryland (MD)
Massachusetts (MA)
New Hampshire (NH)
New Jersey (NJ)
New York (NY)
North Carolina (NC)
Pennsylvania (PA)
Rhode Island (RI)
South Carolina (SC)
Virginia (VA)

1. In which colony did the battles of Lexington and Concord take place? ____________________

2. Which colony held large land claims, including most of the Mississippi valley? ____________________

3. Several colonies refused to sign the Articles of Confederation until the issue of land claims was settled. Name one of these colonies. ____________________

4. In which colony was the former capital of Philadelphia located? ____________________

5. In which colony did Shays’ Rebellion take place? ____________________
WORD SEARCH

The following words can be found in the word search below. The letters may be arranged horizontally, vertically, diagonally or backward.

America
Boone
Congress
England
Federal

Hamilton
Revolution
Shays
states
Virginia

CLWENOBOECHV
ZDHAMILTONAI
HRFCPEJNHWMR
AYEDYCBAEG
MKDOMOZKGORI
SQEJVNKBLINN
TTGQSCKCI
CKAWORMHJAAR
RBLTXENGLAND
CPZFEJSSEQYS
FLMPLSPTRGRUS
BOREVOLUTION
TEST

Circle the letter for the phrase which best fits the statement or answers the question.

1. The Second Continental Congress voted to raise an army led by:
   a. Alexander Hamilton.
   b. Daniel Shays.
   c. Benjamin Franklin.

2. The Continental Congress was made up of representatives from each:
   a. American state.
   b. British commonwealth.
   c. European country.
   d. large colonial city.

3. State Legislatures were afraid that a central government would:
   a. force people to pay high taxes.
   b. become too powerful.
   c. elect a leader who would rule like a king.
   d. all of the above

4. In order to pay for the Revolutionary War, Congress was forced to:
   a. borrow money from England.
   b. print paper money.
   c. steal goods from other countries.
   d. sell corn and wheat to the Native Americans.

5. Under the Articles of Confederation, the Continental Congress could NOT:
   a. raise and maintain armies.
   b. settle disputes among the states.
   c. have authority over postal services.
   d. raise taxes.
6. Virginia had an advantage over other states because of its:
   a. good weather.
   b. large western land claims.
   c. huge cotton crops.
   d. new railroad systems.

7. After fighting at Yorktown, George Washington and his French allies:
   a. surrendered to Lord Cornwallis.
   b. retreated across the Delaware River.
   c. defeated Cornwallis.
   d. none of the above.

8. After the war, the western territory was settled by men like:
   a. Alexander Hamilton.
   c. Daniel Boone.
   d. Lord Howe.

9. Daniel Shays started a rebellion against the government of:
   a. Rhode Island.
   b. Georgia.
   c. Virginia.
   d. Massachusetts.

10. Alexander Hamilton wanted all states to meet in Philadelphia with the goal of:
    a. starting a second Revolutionary War.
    b. writing a newer, stronger constitution.
    c. holding the first presidential election.
    d. punishing rebels like Daniel Shays.
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VOCABULARY

The following terms are from *A Nation in Crisis*. Fill in the number of each term next to its closest definition.

1. Annapolis, Maryland
2. Articles of Confederation
3. Daniel Boone
4. Continental Congress
5. Continental paper
6. Alexander Hamilton
7. Revolutionary War
8. Daniel Shays

4 central governing body made up of representatives from each colony
7 conflict that resulted from the colonies’ attempt to gain independence from England
5 worthless money printed by Congress in a desperate attempt to fund the military
2 first national constitution defining the powers of a new central government
3 settler who traveled west in search of new lands
8 Massachusetts colonist who led a rebellion against his state
1 site of an interstate convention called by Virginia to discuss a central government
6 statesman who favored a strong national government
CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

While George Washington was fighting the British, the Second ___1___ was working to form a central government. They were stubbornly opposed, however, by the state ___2___ who were fearful of giving the central government the power to raise ___3___ . With no way to pay for the Revolutionary War, Congress began to print ___4___ . Known as Continental paper, it was ___5___ . Finally, the Congress presented the states with a national constitution called the ___6___ of Confederation. Some states had claims to large areas of land in the ___7___ . Other states would not sign the new constitution until ___8___ gave its lands to the central government. Later, problems like ___9___ made the central government very powerless. Men like ___10___ wanted a new, stronger constitution.

1. A. Continental Congress  
   B. Colonial Militia  
   C. Shays’ Rebellion  
   D. Parliament

2. A. kings  
   B. presidents  
   C. legislatures  
   D. articles

3. A. cattle  
   B. children  
   C. crops  
   D. taxes

4. A. posters  
   B. books  
   C. money  
   D. newspapers

5. A. valuable  
   B. worthless  
   C. better than coins  
   D. none of the above

6. A. Constitution  
   B. Legislature  
   C. Articles  
   D. Powers

7. A. west  
   B. east  
   C. north  
   D. south

8. A. Mississippi  
   B. Virginia  
   C. New York  
   D. Colorado

9. A. the Boston Tea Party  
   B. the Battle of Bunker Hill  
   C. Shays’ Rebellion  
   D. the Industrial Revolution

10. A. Daniel Shays  
    B. King George  
    C. Daniel Boone  
    D. Alexander Hamilton
MATCH UP

Match each term on the left with the best group of words on the right by connecting them with a line.

1. Articles of Confederation
   - Commander-in-Chief of the Continental Army

2. Congress
   - governing body of England and its colonies

3. Federal
   - state which gave western land claims to the central government

4. Parliament
   - document that gave the central government the ability to raise armies

5. Rhode Island
   - name of central government established with Articles of Confederation

6. Daniel Shays
   - ruling body which printed paper money to pay for the Revolutionary War

7. Virginia
   - man who closed the courts in three Massachusetts counties

8. George Washington
   - state which refused to sign the Articles of Confederation because of land claims
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

T 1. George Washington was the commander of the Continental Army.
T 2. State legislatures were afraid of giving the government too much power.
F 3. The Continental Congress was strongly opposed to a central government.
T 4. The paper money that Congress printed to fund the war was worthless.
F 5. The state of Virginia never agreed to sign the Articles of Confederation.
T 6. Daniel Boone was a settler who traveled west to search for new lands.
T 7. Some Americans fought over land claims and territory rights.
F 8. Daniel Shays was a war hero who believed in a strong central government.
T 9. Alexander Hamilton believed that the Articles of Confederation were too weak.
F 10. Under the Articles of Confederation, Congress could heavily tax the states.
REVERSE ALPHABET

An important word in each sentence below is written in reverse alphabet. Reverse alphabet works like this:


Use Reverse Alphabet to discover the code word in each sentence.

1. ERITRMZR was the first colony to be settled in the New World. Virginia

2. Many Americans were afraid that Congress would take away their KILKVIGB. property

3. Congress quickly learned that DVZOGS could not be created by printing money. wealth

4. The Articles of Confederation gave the government the right to maintain a NRORGZIB. military

5. The Articles of Confederation created a central, or UVWVIZO, government. federal

6. Colonists enjoyed freedom of HKVVXS and freedom of IVORTRLM. speech; religion

7. Shays’ Rebellion proved that the Articles of Confederation were not HGILMT enough. strong

8. Alexander Hamilton wanted the states to work together to draft a XLMHGRGFGRMLM. constitution
ORIGINIAL COLONIES

Label each of the original 13 colonies on the map below. Use an encyclopedia or reference book if you need help. Then answer the questions.

1. In which colony did the battles of Lexington and Concord take place? ______________

2. Which colony held large land claims, including most of the Mississippi valley? ______________

3. Several colonies refused to sign the Articles of Confederation until the issue of land claims was settled. Name one of these colonies. ______________

4. In which colony was the former capital of Philadelphia located? ______________

5. In which colony did Shays’ Rebellion take place? ______________

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WORD SEARCH

The following words can be found in the word search below. The letters may be arranged horizontally, vertically, diagonally or backward.

America
Boone
Congress
England
Federal

Hamilton
Revolution
Shays
states
Virginia

C L W E N O O B E C H V
Z D H A M I L T O N A I
H R F C P E J N H W M R
A Y E D Y C B V A M E G
M K D M O O Z K G O R I
S Q E J V N K B L N I N
T T R S D G Q S K C C I
C K A W O R O M H J A A
R B L T X E N G L A N D
C P Z F E S J S E Q Y S
F L M P L S P T G R U S
B O R E V O L U T I O N
TEST

Circle the letter for the phrase which best fits the statement or answers the question.

1. The Second Continental Congress voted to raise an army led by:

   a. Alexander Hamilton.
   b. Daniel Shays.
   c. Benjamin Franklin.

2. The Continental Congress was made up of representatives from each:

   a. American state.
   b. British commonwealth.
   c. European country.
   d. large colonial city.

3. State Legislatures were afraid that a central government would:

   a. force people to pay high taxes.
   b. become too powerful.
   c. elect a leader who would rule like a king.
   d. all of the above

4. In order to pay for the Revolutionary War, Congress was forced to:

   a. borrow money from England.
   b. print paper money.
   c. steal goods from other countries.
   d. sell corn and wheat to the Native Americans.

5. Under the Articles of Confederation, the Continental Congress could NOT:

   a. raise and maintain armies.
   b. settle disputes among the states.
   c. have authority over postal services.
   d. raise taxes.
6. Virginia had an advantage over other states because of its:
   a. good weather.
   b. large western land claims.
   c. huge cotton crops.
   d. new railroad systems.

7. After fighting at Yorktown, George Washington and his French allies:
   a. surrendered to Lord Cornwallis.
   b. retreated across the Delaware River.
   c. defeated Cornwallis.
   d. none of the above.

8. After the war, the western territory was settled by men like:
   a. Alexander Hamilton.
   c. Daniel Boone.
   d. Lord Howe.

9. Daniel Shays started a rebellion against the government of:
   a. Rhode Island.
   b. Georgia.
   c. Virginia.
   d. Massachusetts.

10. Alexander Hamilton wanted all states to meet in Philadelphia with the goal of:
    a. starting a second Revolutionary War.
    b. writing a newer, stronger constitution.
    c. holding the first presidential election.
    d. punishing rebels like Daniel Shays.