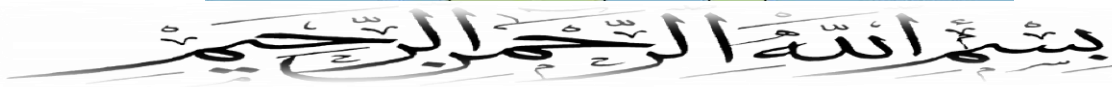


STUDENT STUDY GUIDE FOR UNITED STATES HISTORY: FROM 1620 - PRESENT



Assalaamu Alaikum wa Rahmatullahi wa Barakaatuh

Dear Parents and Students:

The following study guide has been developed for the purpose of aiding you with the study of the United States History textbook and to implement the basic fundamentals taught to us according to Quran wa Sunnah and that of the path of the Salaf. Your textbook is needed, EDITION: Publication Date: 1998 | ISBN-10: 0785414185 | ISBN-13: 978-0785414186 | Edition: 9th | Grade Level: 06 - 12. This guide is for online course studies only; where we provide the student an emphasis on the significance for the past events that will be discussed throughout the course, providing an insight on how these events have affected the lives of present and future cultures, while making an existing connection to Islam inshaAllah.

We have found throughout the past ten years, that it is necessary to teach our children based on an Islamic perspective – with the intent of weeding out false concepts. However, due to the lack of sound textual resources at our disposal we use those textbooks that are available in the current school system and update accordingly. May Allah grant us success with this effort in all areas of education Aameen

Students, with the use of this study guide, will gain multiply opportunities to access diverse activities based upon authentic resources from Islam. These resources include connections for historical concepts, geography, and multicultural perspectives. Students are actively engaged in the critical thinking skills process and we offer an additional focus for at-risk students. Essay writing and research papers are required throughout the course.

It is our hope that these study guides provide students with the truth regarding history and those who have relayed that history to us. We appreciate your comments and positive feedback during the course and pray, that Allah ta`ala will accept this action from us as something good on the Day of Judgment. Assalaatu wa Salaamu ala Rasulallah (sallaAllahu alaihi wa sallaam). Amma Ba`d

Contents for this Study Guide:

Students are required to create a colored and detailed visual timeline for each unit and section. You can use timeliness from page 50 to help you get started. The timeline is due at the end of each Unit.

■ Unit 1: Three Worlds Meet: Beginnings to 1607 pages 10 - 51

Chapter 1: The First Americans: Beginnings to 1400

Section 1 The Earliest Americans

Section 2 The Peoples of Mesoamerica

Section 3 The Southwestern Peoples

Section 4 The Adena-Hopewell Mound Builders

Section 5 The Mississippi, Plains, and Northwestern Civilizations

*Map Study Questions – trace the routes and complete the questions from the captions.

Complete each section review, define the words from the word bank vocabulary, and answer the “What do you think?” questions.

UNIT SUMMARY AND UNIT 1 REVIEW

Skills Set 1.1: Study Guide Questionnaire for sections 1 – 5 (39) (20%)

Skills Set 1.2: Identify each heading and notice that it is in the form of a question. Answer each question with a complete sentence to be used with your study guide later. (15%)

Skills Set 1.3: Activity – First Americans True or False

Biography Readings: Juanita, the Maiden of Ampato

Skills Set 1.4: Writing About History – Research a group of people mentioned in this chapter. Write a report about the people. Use outside resources to gather additional information. (At least 1 page, 12 pt. script) (15%)

Skills Set 1.5: Activity – Identify Who Said It?

Unit 1 Chapter 1 Mastery Test A or B (30%)

Skills Set 1.6: Research the three Plains Indians (Hidatsa, Mandan, and Pawnee) write a report on each group. (2 pages, 12 pt. script) (20%)

Chapter 2: Exploration 1400 – 1607

Section 1 Ideas of Exploration Begin

Section 2 Other Explorers Follow

Section 3 England and France Start Colonies

*Map Study Questions – trace the routes and complete the questions from the captions.

Complete each section review, define the words from the word bank vocabulary, and answer the “What do you think?” questions.

UNIT SUMMARY AND UNIT 1 REVIEW

Skills Set 2.1: Study Guide Questionnaire/Explorations for sections 1 – 3 (40) (20%)

Skills Set 2.2: Identify each heading and notice that it is in the form of a question. Answer each question with a complete sentence to be used with your study guide later. (15%)

Skills Set 2.3: Activity – What was the Northwest Passage? Explain

Biography Readings: Montezuma II

Skills Set 2.4: Writing About History – Research Report on the “Lost Colony” of Roanoke, what happened to the people? (1 page, 12 pt. script) (15%)

Skills Lesson 2.5: Illustrate the differences in European maps and modern day maps, and then explain why the European maps were incomplete. (15%)

Skills Set 2.6: Activity – Do you remember?

Unit 1 Chapter 2 Mastery Test A or B (30%)

Skills Set 2.7: Writing about History: Identifying People and Events (5%)

Cumulative Test Unit 1 (pages 10 – 51) (100%)

Extra Credit Courses (2 hours) required for each unit

Note-taking: Students learn the benefits of taking detailed notes for a course.

Skills Prep: Students learn to make preparations for taking a test

■ Unit 2: Colonization and Settlement: 1607 - 1763

Chapter 3: English Colonies are established: 1607 – 1733

Section 1 The Jamestown Colony

Section 2 The Pilgrims and the Puritans

Section 3 English Colonies Grow in Number

Section 4 The Colonies Grow Larger

Chapter Summary and Review

*Map Study Questions – trace the routes and complete the questions from the captions.

Complete each section review, define the words from the word bank vocabulary, and answer the “What do you think?” questions.

UNIT SUMMARY AND UNIT 2 REVIEW

Skills Set 3.1: Study Guide Questionnaire/English Colonies Are Established 1607 - 1733 for sections 1 – 4 (44) (20%)

Skills Set 3.2: Identify each heading and notice that it is in the form of a question. Answer each question with a complete sentence to be used with your study guide later. (15%)

Skills Set 3.3: Activity – What to Take to a New Home & Group Evaluation

Biography Readings: Margaret Brent

Skills Set 3.4: Writing About History – Research Report on the sport of Bowling; describe your experience, and how the game is played. (1 page, 12 pt. script) (15%)

Skills Lesson 3.5: Illustrate the differences in European maps and modern day maps, and then explain why the European maps were incomplete. (15%)

Skills Set 3.6: Activity – What is summarizing? Why is summarizing a useful skill to have? Write a summary of Section 2.

Unit 2 Chapter 3 Mastery Test A or B (30%)

Skills Set 3.7: Writing about History: Name the colonies (with its original name), those who founded them, and the year it was established; provide an important detail about its growth and any advantages gained. (5%)

Skills Set 3.8: Writing about History – Writing a Business Letter

Chapter 4: A Struggle for Power: 1700 - 1763

Section 1 Independent Trade in the Colonies

Section 2 Triangular Trade in the Colonies

Section 3 The Move Westward

Section 4 The French and Indian War Begins

Section 5 The War Ends

Skill Set 4: Writing about History – Writing a Personal Letter

Chapter Summary and Review

*Map Study Questions – trace the routes and complete the questions from the captions.

Complete each section review, define the words from the word bank vocabulary, and answer the “What do you think?” questions.

UNIT SUMMARY AND UNIT 2 REVIEW

Skills Set 4.1: Study Guide Questionnaire/Struggle for Power 1700 - 1763 for sections 1 – 5 (35) (20%)

Skills Set 4.2: Identify each heading and notice that it is in the form of a question. Answer each question with a complete sentence to be used with your study guide later. (15%)

Skills Set 4.3: Activity – What to Take to a New Home & Group Evaluation

Biography Readings: James Oglethorpe

Skills Set 4.4: Writing About History – Make a list of your daily activities, chores, responsibilities, school subjects and outside activities. Write a personal letter to a family member as if you are a colonist living in America in the 1700s. (1 or 2 page/s, 12 pt. script) (15%)

Skills Lesson 4.5: Illustrate the differences in European maps and modern day maps, and then explain why the European maps were incomplete. (15%)

Skills Set 4.6: Activity – Diversity in America

Unit 2 Chapter 4 Mastery Test A or B (30%)

Skills Set 4.7: Writing about History: Give a detailed account of the French and Indian War. What were some of the key battles at the end of the war? Who won those battles? What territory did the British gain as a result of the war? How did this affect the lives of the people after the war? (5%)

Additional Papers Assigned to Students during First Semester

Student's written response on relevant and irrelevant information (Paper 1)

- There are two kinds of information – relevant information and irrelevant information. Relevant information is information related to a particular topic, issue, or main idea. Irrelevant information is information not related to the topic. Use the following three-step process to help you distinguish between relevant information and irrelevant information:
 1. Read or Listen carefully and determine the topic or main idea.
 2. Examine each sentence if you are working with written material or review your notes item by item if the material was oral.
 3. Decide if each sentence or item deals with the main idea by looking for information that defines, explains, illustrates, or describes a cause or consequence of the main idea.

Student's written response on identifying cause-effect-relationships. (Paper 2)

- Using cause and effect is one way that authors organize their writing to show the relationship between two things or events. If we can recognize a sentence or paragraph that is organized around a cause and effect relationship, then we are able to better understand the author's message.
- Cause and effect relationships occur every day: at play, at home, and at school. To find cause and effect relationships, we look for one event that caused another event. The cause is why the event happens. The effect is what happened.

Let's look at two examples that have a cause and effect relationship. If the school bus is late, then Jamal misses breakfast at school. Missing breakfast is the effect or what happened. The late school bus is the cause.

Student's written response on Determining the Reliability of a source. (Paper 3)

- <https://owl.english.purdue.edu/owl/resource/588/02/>

Student's written fact or opinion essay (Essay 1)

- Facts are statements that can be supported by evidence. To be a fact it must be true to everyone. To be a fact it must also be able to be scientifically proven. Opinions on the other hand are simply someone's personal thoughts on a specific situation. But sometimes an opinion is so strong felt by one particular person that thru there rebuttal it makes everyone believe it is indeed a fact.

<http://www.studymode.com/essays/Differences-Between-Facts-And-Opinions-401378.html>

Extra Credit Courses (2 hours) required for each unit

Note-taking: Students learn the benefits of taking detailed notes for a course.

Your instructor has assigned you a 20 page reading assignment for homework tonight. You will be testing on the material tomorrow. You wonder how you will remember all of those facts!

Note taking or writing information in a brief and logical manner will help you to remember.

Note taking clarifies and orders information. This order can be chronological, based on the importance of events, or based on relationships between events and topics.

The following four-step process is used as a guide to help students while compiling notes on any subject. To master the skill of note taking follow these steps below:

- ⇒ Read the material carefully to identify the main ideas.
- ⇒ Look for patterns or connections between ideas.
- ⇒ Decide on a method of note-taking.
- ⇒ One way to take notes is to use graphic organizers such as the following:
 - ⇒ time line – list events and dates in chronological order;
 - cause and effect chart – clarifies the causes of events and describes the effects, using arrows to show sequence;
 - Problem and solution chart – connects problem to corresponding solution;
 - **semantic web** – defines a term or topic by highlighting its characteristics; **category frame** – organizes data about people and places into categories.
 - Paraphrase the information, or put it into your own words.

Skills Prep: Students learn to make preparations for taking a test

ABC's for taking a test

Answer every question
Be positive and relaxed
Cover your work
Do your own work
Erase, only when you are sure your answer is wrong
Forget about cheating



Leave cell phones, iPods, and other gadgets at home
Mark your answers accurately
Nip cheating in the bud by reporting it
Obey instructions



Use your time wisely
Verify your answers, if you have time
Work quickly and carefully
EXpect the best when you are well rested
Yield not, when tempted to cheat
Zip through easy questions



Guess, after eliminating wrong choices
Have faith in your preparation and answer with confidence
Ignore distractions and maintain your concentration
Just do your best
Keep your eyes on your own work



Prepare by studying diligently, not by cramming hastily
Quiet your fears and work calmly
Respect others – don't talk or fidget
Skip hard questions and answer them later
Think carefully, before you mark your answer

