

High School US History Emergency Sub Binder

Emergency sub plans for high school US history, grades 9 to 12, all on paper. The sub needs no history background: every step is on the page.

PREVIEW

What is included

- 7 front pages: binder cover, important information, note to the sub, the filled-in lesson plan, schedule, class list, how it went
- 9 activities with sub scripts and student pages (31 pages): 3 individual, 6 with a partner, a team or the whole class
- A Say this to the class script for every activity, star challenges for fast finishers, every answer in a key
- 8 of the 9 activities list their C3 Framework or Common Core standards on the sub script (not the optional quiz game)
- Color and ink-saver B&W, US Letter and A4

How it works

1. Leave the binder out. The lesson plan lists every activity with its page and minutes.
2. The sub reads the Say this to the class box word for word.
3. Students work from their own pages, with the steps on the page. The sub needs no history background: every answer is in the key.
4. No prep, no tech: print and go.

The 9 activities, 35 to 45 minutes each

1. **Quiet Reading**, 45 min **SOLO**: citing evidence and finding the central idea: the Zenger trial of 1735 and the GI Bill of 1944
2. **The Fact-Check Desk**, 40 min **SOLO**: checking claims against reliable facts: ten US history mix-ups from 1664 to 1983
3. **Writing Menu**, 45 min **SOLO**: writing with evidence: a 1787 document, Census data on cities, or two points of view
4. **Partner Check**, 40 min **PAIRS**: mixed review: centuries, branches, sources, amendments, maps, protest and migration
5. **The County Review**, 40 min **PAIRS OR THREES**: costs and benefits of an 1870s county choice, reading a dot map and a majority vote
6. **Puzzle Tournament**, 41 min **TEAMS**: US history vocabulary: word parts, terms, analogies, anagrams and other word logic
7. **The History Week Mix-Up**, 40 min **TEAMS**: placing five exhibit panels in their eras of US history, then solving the week
8. **Which Claim Holds Up? Stand-Off**, 40 min **WHOLE CLASS**: judging claims: data, sources, sample size, fitting the evidence and causes
9. **Whiteboard Quiz Game**, 35 min **WHOLE CLASS**: a review of this binder: articles, fact checks, partner rows, the county review and evidence

What this preview shows: the note to the substitute, the lesson plan, the other front pages, one page of every activity, a sub script, four more student pages and one ink-saver page. Every product page is watermarked. Answer keys are not shown, only one warm-up answer. The full binder has 38 pages.



Note to the Substitute

High school US history, grades 9 to 12 · 9 one-period activities · no prep, no history background needed

Thank you for covering my class

The front pages are filled in for today. After them come 9 US history activities: the first 3 are individual work, the other 6 are for partners, teams or the whole class. Each one fills most or all of a 40 to 55 minute period, runs from the printout alone and carries its own answer key, so you never teach anything new. They review US history from the 1600s to 1991. Print this binder one-sided, because the keys sit behind student pages when it is two-sided.

History and talk: Everything is paper and pencil. Hard history such as slavery, segregation and the loss of Native lands is told accurately, without graphic detail; nothing takes a side in today's politics, and made-up towns and people are labeled made-up. A student with a question writes it down for me; a student who is upset goes to the school counselor or another trusted adult.

Every activity except the review game lists the standards it practices on a small line under its focus line (for you, not the students): grades 9 to 12 indicators of the C3 Framework for Social Studies State Standards, and Common Core RH.9-10 for work with sources. It practices part of a standard; it is review, not a full assessment.

The first page of every activity is your script: read the **Say this to the class** box aloud word for word. Every answer is in a key on the script page or the page after it; keep those and hand out only the student pages. Every student sheet except the quiz board has one **Challenge** box for early finishers.

The 9 activities

- **Quiet Reading** quiet single · 45 min · p. 7
- **The Fact-Check Desk** quiet single · 40 min · p. 13
- **Writing Menu** quiet single, choose · 45 min · p. 16
- **Partner Check** pairs · 40 min · p. 20
- **The County Review** pairs or threes · 40 min · p. 23
- **Puzzle Tournament** teams, puzzles · 41 min · p. 26
- **The History Week Mix-Up** team logic · 40 min · p. 29
- **Which Claim Holds Up? Stand-Off** whole class · 40 min · p. 33
- **Whiteboard Quiz Game** whole class, teams · 35 min · p. 36

If the class is loud

- Switch to a quiet single activity: Quiet Reading, The Fact-Check Desk or Writing Menu. Nobody needs to move.
- In the scored games (Puzzle Tournament, Which Claim Holds Up? Stand-Off and Whiteboard Quiz Game), the scoring keeps the class honest.
- If an activity is not working, stop it and switch. Every activity can start at any point in the period.
- The games are optional: a fun way to end the class or to use extra time.



Which activity when?

- A student says the class never learned this? Let them try the first problem with a partner, and leave me a note.
- The same activity in every period is fine: each class sees it once. The lesson plan (next page) lists all 9.
- A class that needs to settle: start with a quiet single activity. A restless class: a group activity uses the energy.
- Short period? One Quiet Reading article or one Fact-Check sheet (about 20 min) fits. The Quiz Game (35 min) reviews the other activities, so use it after them.

Before you leave

Please fill in the How It Went page at the back. It takes two minutes and I read every word. Thank you!

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Lesson Plan

Filled in for today: 9 activities, 35 to 45 minutes each. Write the time of each period you use.

ACTIVITY	PLAN	PAGE
Quiet Reading Quiet single · about 45 min Time ____ : ____ to ____ : ____	• One article and its question sheet per student; fast finishers take the other • Silent reading and questions, about 20 minutes per article • Read the answers out from the key, or collect for me	p. 7
The Fact-Check Desk Quiet single · about 40 min Time ____ : ____ to ____ : ____	• Hand out both sheets; pencils only • Students find the one wrong sentence in each note, name the fact and fix it • Read the key out at the end, or collect for me	p. 13
Writing Menu Quiet single, choose · about 45 min Time ____ : ____ to ____ : ____	• Three stacks: A: What 1787 Promised, B: From Farm to City, C: Two Views of One Landing • Students choose one, write alone in silence, then use the checklist • Compare with the models on the script, or collect for me	p. 16
Partner Check Pairs · about 40 min Time ____ : ____ to ____ : ____	• Pairs: one Partner A sheet and one Partner B sheet • Both do row 1, then compare: the answers must match • Different answers? Talk it through together. The key is on the script	p. 20
The County Review Pairs or threes · about 40 min Time ____ : ____ to ____ : ____	• Pairs or threes, each student with both sheets • Part 1: review three 1874 proposals against the goal and limits (keyed) • Part 2: read the dot map, pick a plan that fits the money and count the board's vote	p. 23
Puzzle Tournament Teams, puzzles · about 41 min Time ____ : ____ to ____ : ____	• Teams of 3 or 4, one puzzle sheet and one answer sheet per team • One round at a time, 1, 2 or 3 points per puzzle • Every answer is on the key. The key settles arguments	p. 26
The History Week Mix-Up Team logic · about 40 min Time ____ : ____ to ____ : ____	• Teams of 3 or 4, one case file and one grid sheet per team • Warm-up together on the board, then the case on their own • Teams hand in both sheets; check the slip against the key and reveal	p. 29
Which Claim Holds Up? Stand-Off Whole class · about 40 min Time ____ : ____ to ____ : ____	• Both sheets to every student; everyone stays seated • Read a round, 20-second guess, count hands, then 60 seconds to decide and give a reason • One speaker per side, then read the answer from the key	p. 33
Whiteboard Quiz Game Whole class, teams · about 35 min Time ____ : ____ to ____ : ____	• Draw the 5 by 5 board or use the board page; 3 to 5 teams • Teams take turns picking a category and value; you read the question • Right answer: points on the scoreboard. Optional, for the end of class	p. 36

Fast finishers

Any quiet single activity can follow any other activity: Quiet Reading (p. 7), The Fact-Check Desk (p. 13) and Writing Menu (p. 16).

Collect / leave for me

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SUBSTITUTE BINDER

US History · One Day · Grades 9 to 12

Teacher _____

Room _____

Grade and subject _____

School year _____

Everything a sub needs for today's US history class is in this binder: the schedule, the class list, a filled-in lesson plan, and 9 one-period classroom activities that run from the printout alone, 3 for individual work and 6 for partners, teams or the whole class. Each one has a script, a Say This to the Class box and its own answer key, so the sub needs no history background and no technology. Paper and pencil only.

Individual work

- Quiet Reading
- The Fact-Check Desk
- Writing Menu

Partner, team and whole-class activities

- Partner Check
- The County Review
- Puzzle Tournament
- The History Week Mix-Up
- Which Claim Holds Up? Stand-Off
- Whiteboard Quiz Game



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Important Information

The page the sub reads first. Fill it in once and keep it current. Print this binder one-sided.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Seating and groups

Seating chart is _____

Groups for group work _____

Students who should not sit together _____

Technology and passes

Classroom or other room for today _____

Laptops or tablets: allowed when _____

Computer or board login _____

Students who leave the room (time, why) _____

Anything else today

_____

_____

_____

For the teacher who bought this binder: if it worked well for your class, leaving a review on TpT helps other teachers find it and gives you credits toward future purchases. Thank you!

Schedule of the Day

Write the times in. Cross out or rename any period to match the school's day, then write the activity for each class.

TIME	PERIOD	CLASS / ROOM	ACTIVITY AND PAGE
___ : ___ to ___ : ___	Homeroom / attendance		
___ : ___ to ___ : ___	Period 1		
___ : ___ to ___ : ___	Period 2		
___ : ___ to ___ : ___	*Break*		
___ : ___ to ___ : ___	Period 3		
___ : ___ to ___ : ___	Period 4		
___ : ___ to ___ : ___	*Lunch*		
___ : ___ to ___ : ___	Period 5		
___ : ___ to ___ : ___	Period 6		
___ : ___ to ___ : ___	Period 7		
___ : ___ to ___ : ___	Dismissal		
___ : ___ to ___ : ___			

The activities

ACTIVITY	WHAT IT PRACTICES	STYLE	TIME	PAGE
Quiet Reading	cting evidence and finding the central idea: the Zenger trial of 1735 and the GI Bill of 1944	Quiet single	45 min	p. 7
The Fact-Check Desk	checking claims against reliable facts: ten US history mix-ups from 1664 to 1983	Quiet single	40 min	p. 13
Writing Menu	writing with evidence: a 1787 document, Census data on cities, or two points of view	Quiet single, choose	45 min	p. 16
Partner Check	mixed review: centuries, branches, sources, amendments, maps, protest and migration	Pairs	40 min	p. 20
The County Review	costs and benefits of an 1870s county choice, reading a dot map and a majority vote	Pairs or threes	40 min	p. 23
Puzzle Tournament	US history vocabulary: word parts, terms, analogies, anagrams and other word logic	Teams, puzzles	41 min	p. 26
The History Week Mix-Up	placing five exhibit panels in their eras of US history, then solving the week	Team logic	40 min	p. 29
Which Claim Holds Up? Stand-Off	judging claims: data, sources, sample size, fitting the evidence and causes	Whole class	40 min	p. 33
Whiteboard Quiz Game	a review of this binder: articles, fact checks, partner rows, the county review and evidence	Whole class, teams	35 min	p. 36

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Check Here at the start and Gone at the end.

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) other

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM	HERE	GONE
1					☐	☐
2					☐	☐
3					☐	☐
4					☐	☐
5					☐	☐
6					☐	☐
7					☐	☐
8					☐	☐
9					☐	☐
10					☐	☐
11					☐	☐
12					☐	☐
13					☐	☐
14					☐	☐
15					☐	☐
16					☐	☐
17					☐	☐
18					☐	☐
19					☐	☐
20					☐	☐
21					☐	☐
22					☐	☐
23					☐	☐
24					☐	☐
25					☐	☐
26					☐	☐
27					☐	☐
28					☐	☐
29					☐	☐
30					☐	☐

How It Went

For you to leave for me. Two minutes: check the boxes and go.

Today

Date _____ Period(s) _____

Activities used _____

Sub name _____

The class

- ☐ Great, no problems
- ☐ Fine, a little loud
- ☐ A difficult day, see notes
- ☐ Finished the activity
- ☐ Stopped early (time)
- ☐ Used a second activity

Stars of the day

Students who helped, led a group well, or were a good sport:

_____

_____

_____

Work collected

_____

_____

Notes

_____

_____

_____

_____

_____

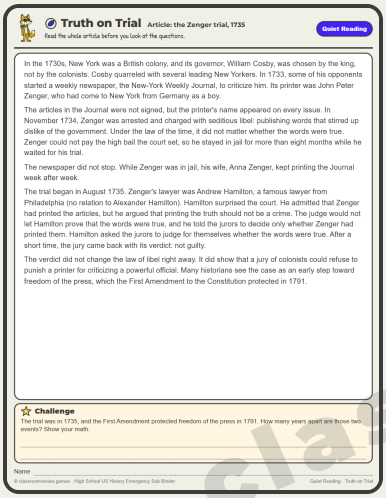
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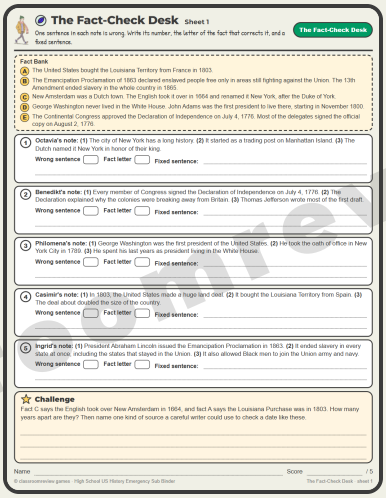
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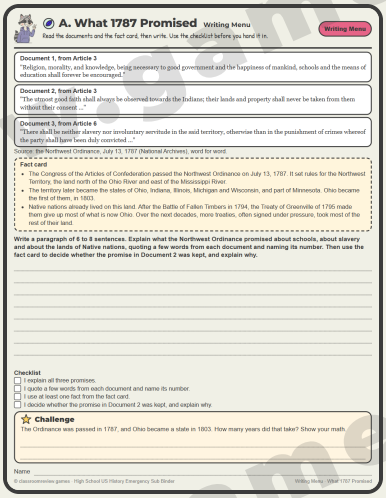
ONE PAGE OF EVERY ACTIVITY



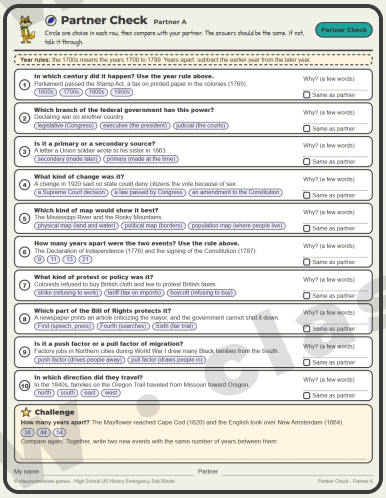
1. Quiet Reading, 45 min (solo)



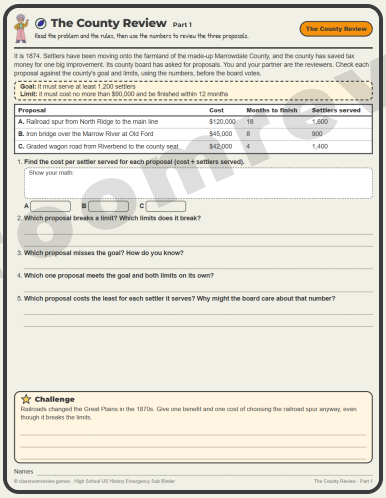
2. The Fact-Check Desk, 40 min (solo)



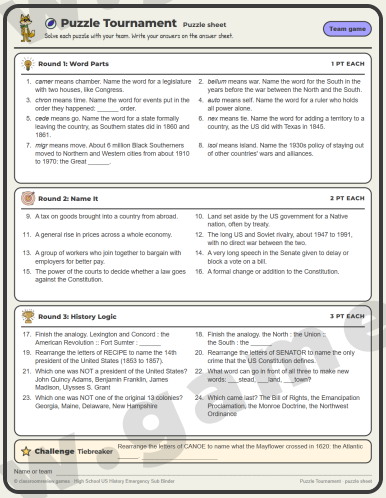
3. Writing Menu, 45 min (solo)



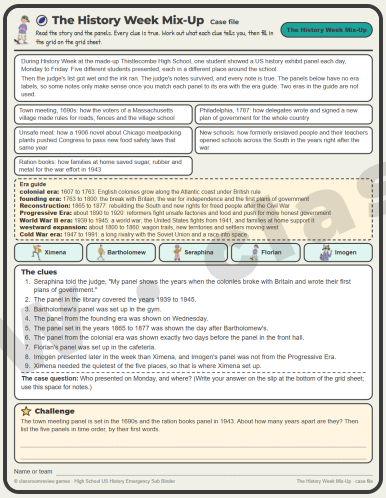
4. Partner Check, 40 min (pairs)



5. The County Review, 40 min (pairs or threes)



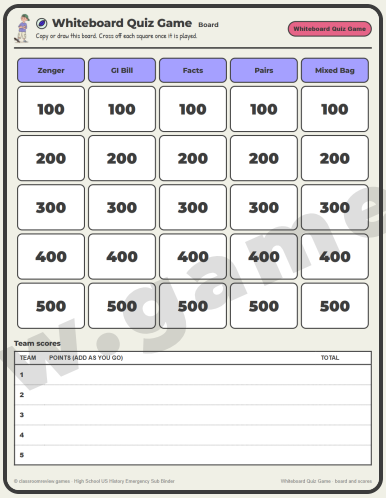
6. Puzzle Tournament, 41 min (teams)



7. The History Week Mix-Up, 40 min (teams)



8. Which Claim Holds Up? Stand-Off, 40 min (whole class)



9. Whiteboard Quiz Game, 35 min (whole class)

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Every activity also has a sub script with a Say this to the class box



The History Week Mix-Up

Sub script: a team logic mystery with US history clues

One period · teams of 3 or 4

This activity practices: placing five exhibit panels in their eras of US history, then solving the week
Standards: C3: D2.His.2.9-12 (change and continuity in eras); Common Core: RH.9-10.3 (series of events in a text)
You need: the printed sheets and pencils; optional: the classroom board (for the warm-up; no board, hold up a grid sheet and talk it through)

SAY THIS TO THE CLASS

"The judge's list from History Week got wet, and your team rebuilds it from the judge's notes. Read the five exhibit panels carefully first, because some clues only make sense once you know each panel's era. First I show you a short warm-up."

Materials

- **Copy the case file and the grid sheet one-sided. If they came out two-sided, give each team two copies.** Teams of 3 or 4. Each team gets one case file and one grid sheet (the grid sheet has the answer slip).
- Pencils and the board for the warm-up. No board? Hold up a grid sheet and talk it through.
- Jobs: **reader** (reads the clues out), **era expert** (matches each panel to its era with the era guide), **marker** (the only one who writes in the grid) and **recorder** (fills in the slip).
- Keep this page and the next one: together they are your key.

Run it (40 minutes)

1. **Set up.** Make the teams, hand out the sheets. 3 min
2. **Read the story and the five panels.** A volunteer reads them out loud. 4 min
3. **Warm-up together** on the board, as shown below. 6 min
4. **Teams solve the case.** Walk around. After about 10 minutes, give a hint from the next page to any team that is stuck. Fast teams do the Challenges. 22 min
5. **Reveal.** Collect both sheets from each team, then read the answer and the full solution from the key. 5 min

The warm-up: teach the grid (6 minutes)

Draw this grid on the board. Students have the same one on their grid sheet. Leopold, Clementine and Ambrose each brought one old object: a quill pen, a ration book or a newspaper. Read the two clues:

1. **Clementine's object was used in 1943 to buy sugar in small, fixed amounts.**
2. **Leopold's object was not printed on a press.**

Then show it step by step:

1. Clue 1 first: the object used in 1943 to buy sugar in small, fixed amounts is the ration book. Circle Clementine under ration book. A circle means the rest of that row and that column get an X.
2. Clue 2: a newspaper is printed on a press, so Leopold did not bring the newspaper. Only the quill pen and the newspaper are left, so Leopold has the quill pen and Ambrose the newspaper. Circle both.
3. Check it against both clues out loud.

	quill pen	ration book	newspaper
Leopold			
Clementine			
Ambrose			

Answer: Leopold, quill pen; Clementine, ration book; Ambrose, newspaper.

The two rules to say out loud: one circle in every row and every column of each small grid; and in this case, decide what a clue really tells you (which panel, which era, which place) before you mark the grid. An X means no, a circle means yes.

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The Fact-Check Desk Sheet 1

One sentence in each note is wrong. Write its number, the letter of the fact that corrects it, and a fixed sentence.

The Fact-Check Desk

Fact Bank

- **A** The United States bought the Louisiana Territory from France in 1803.
- **B** The Emancipation Proclamation of 1863 declared enslaved people free only in areas still fighting against the Union. The 13th Amendment ended slavery in the whole country in 1865.
- **C** New Amsterdam was a Dutch town. The English took it over in 1664 and renamed it New York, after the Duke of York.
- **D** George Washington never lived in the White House. John Adams was the first president to live there, starting in November 1800.
- **E** The Continental Congress approved the Declaration of Independence on July 4, 1776. Most of the delegates signed the official copy on August 2, 1776.

1 **Octavia's note:** **(1)** The city of New York has a long history. **(2)** It started as a trading post on Manhattan Island. **(3)** The Dutch named it New York in honor of their king.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

2 **Benedikt's note:** **(1)** Every member of Congress signed the Declaration of Independence on July 4, 1776. **(2)** The Declaration explained why the colonies were breaking away from Britain. **(3)** Thomas Jefferson wrote most of the first draft.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

3 **Philomena's note:** **(1)** George Washington was the first president of the United States. **(2)** He took the oath of office in New York City in 1789. **(3)** He spent his last years as president living in the White House.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

4 **Casimir's note:** **(1)** In 1803, the United States made a huge land deal. **(2)** It bought the Louisiana Territory from Spain. **(3)** The deal about doubled the size of the country.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

5 **Ingrid's note:** **(1)** President Abraham Lincoln issued the Emancipation Proclamation in 1863. **(2)** It ended slavery in every state at once, including the states that stayed in the Union. **(3)** It also allowed Black men to join the Union army and navy.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

☆ Challenge

Fact C says the English took over New Amsterdam in 1664, and fact A says the Louisiana Purchase was in 1803. How many years apart are they? Then name one kind of source a careful writer could use to check a date like these.

.....

.....

.....

Name ..... Score ..... / 5

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A. What 1787 Promised Writing Menu

Read the documents and the fact card, then write. Use the checklist before you hand it in.

Writing Menu

Document 1, from Article 3

"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Document 2, from Article 3

"The utmost good faith shall always be observed towards the Indians; their lands and property shall never be taken from them without their consent ..."

Document 3, from Article 6

"There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted ..."

Source: the Northwest Ordinance, July 13, 1787 (National Archives), word for word.

Fact card

- The Congress of the Articles of Confederation passed the Northwest Ordinance on July 13, 1787. It set rules for the Northwest Territory, the land north of the Ohio River and east of the Mississippi River.
- The territory later became the states of Ohio, Indiana, Illinois, Michigan and Wisconsin, and part of Minnesota. Ohio became the first of them, in 1803.
- Native nations already lived on this land. After the Battle of Fallen Timbers in 1794, the Treaty of Greenville of 1795 made them give up most of what is now Ohio. Over the next decades, more treaties, often signed under pressure, took most of the rest of their land.

Write a paragraph of 6 to 8 sentences. Explain what the Northwest Ordinance promised about schools, about slavery and about the lands of Native nations, quoting a few words from each document and naming its number. Then use the fact card to decide whether the promise in Document 2 was kept, and explain why.

Checklist

- [ ] I explain all three promises.
- [ ] I quote a few words from each document and name its number.
- [ ] I use at least one fact from the fact card.
- [ ] I decide whether the promise in Document 2 was kept, and explain why.

Challenge

The Ordinance was passed in 1787, and Ohio became a state in 1803. How many years did that take? Show your math.

Name

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Partner Check Partner A

Circle one choice in each row, then compare with your partner. The answers should be the same. If not, talk it through.

Partner Check

Year rules: the 1700s means the years 1700 to 1799. Years apart: subtract the earlier year from the later year.

1 **In which century did it happen? Use the year rule above.**
Parliament passed the Stamp Act, a tax on printed paper in the colonies (1765).
1600s · 1700s · 1800s · 1900s
Why? (a few words) .....
☐ Same as partner

2 **Which branch of the federal government has this power?**
Declaring war on another country.
legislative (Congress) · executive (the president) · judicial (the courts)
Why? (a few words) .....
☐ Same as partner

3 **Is it a primary or a secondary source?**
A letter a Union soldier wrote to his sister in 1863.
secondary (made later) · primary (made at the time)
Why? (a few words) .....
☐ Same as partner

4 **What kind of change was it?**
A change in 1920 said no state could deny citizens the vote because of sex.
a Supreme Court decision · a law passed by Congress · an amendment to the Constitution
Why? (a few words) .....
☐ Same as partner

5 **Which kind of map would show it best?**
The Mississippi River and the Rocky Mountains.
physical map (land and water) · political map (borders) · population map (where people live)
Why? (a few words) .....
☐ Same as partner

6 **How many years apart were the two events? Use the rule above.**
The Declaration of Independence (1776) and the signing of the Constitution (1787).
9 · 11 · 13 · 21
Why? (a few words) .....
☐ Same as partner

7 **What kind of protest or policy was it?**
Colonists refused to buy British cloth and tea to protest British taxes.
strike (refusing to work) · tariff (tax on imports) · boycott (refusing to buy)
Why? (a few words) .....
☐ Same as partner

8 **Which part of the Bill of Rights protects it?**
A newspaper prints an article criticizing the mayor, and the government cannot shut it down.
First (speech, press) · Fourth (searches) · Sixth (fair trial)
Why? (a few words) .....
☐ Same as partner

9 **Is it a push factor or a pull factor of migration?**
Factory jobs in Northern cities during World War I drew many Black families from the South.
push factor (drives people away) · pull factor (draws people in)
Why? (a few words) .....
☐ Same as partner

10 **In which direction did they travel?**
In the 1840s, families on the Oregon Trail traveled from Missouri toward Oregon.
north · south · east · west
Why? (a few words) .....
☐ Same as partner

Challenge

How many years apart? The Mayflower reached Cape Cod (1620) and the English took over New Amsterdam (1664).
34 · 44 · 54
Compare again. Together, write two new events with the same number of years between them:

.....

My name ..... Partner .....

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Puzzle Tournament

Puzzle sheet

Solve each puzzle with your team. Write your answers on the answer sheet.

Team game

Round 1: Word Parts

1 PT EACH

1. *camer* means chamber. Name the word for a legislature with two houses, like Congress.
2. *bellum* means war. Name the word for the South in the years before the war between the North and the South.
3. *chron* means time. Name the word for events put in the order they happened: _____ order.
4. *auto* means self. Name the word for a ruler who holds all power alone.
5. *cede* means go. Name the word for a state formally leaving the country, as Southern states did in 1860 and 1861.
6. *nex* means tie. Name the word for adding a territory to a country, as the US did with Texas in 1845.
7. *migr* means move. About 6 million Black Southerners moved to Northern and Western cities from about 1910 to 1970: the Great _____.
8. *isol* means island. Name the 1930s policy of staying out of other countries' wars and alliances.

Round 2: Name It

2 PT EACH

9. A tax on goods brought into a country from abroad.
10. Land set aside by the US government for a Native nation, often by treaty.
11. A general rise in prices across a whole economy.
12. The long US and Soviet rivalry, about 1947 to 1991, with no direct war between the two.
13. A group of workers who join together to bargain with employers for better pay.
14. A very long speech in the Senate given to delay or block a vote on a bill.
15. The power of the courts to decide whether a law goes against the Constitution.
16. A formal change or addition to the Constitution.

Round 3: History Logic

3 PT EACH

17. Finish the analogy. Lexington and Concord : the American Revolution :: Fort Sumter : _____
18. Finish the analogy. the North : the Union :: the South : the _____
19. Rearrange the letters of RECIPE to name the 14th president of the United States (1853 to 1857).
20. Rearrange the letters of SENATOR to name the only crime that the US Constitution defines.
21. Which one was NOT a president of the United States? John Quincy Adams, Benjamin Franklin, James Madison, Ulysses S. Grant
22. What word can go in front of all three to make new words: ___stead, ___land, ___town?
23. Which one was NOT one of the original 13 colonies? Georgia, Maine, Delaware, New Hampshire
24. Which came last? The Bill of Rights, the Emancipation Proclamation, the Monroe Doctrine, the Northwest Ordinance

Challenge Tiebreaker — Rearrange the letters of CANOE to name what the Mayflower crossed in 1620: the Atlantic _____.

Name or team .....

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Truth on Trial

Article: the Zenger trial, 1735

Read the whole article before you look at the questions.

Quiet Reading

In the 1730s, New York was a British colony, and its governor, William Cosby, was chosen by the king, not by the colonists. Cosby quarreled with several leading New Yorkers. In 1733, some of his opponents started a weekly newspaper, the New-York Weekly Journal, to criticize him. Its printer was John Peter Zenger, who had come to New York from Germany as a boy.

The articles in the Journal were not signed, but the printer's name appeared on every issue. In November 1734, Zenger was arrested and charged with seditious libel: publishing words that stirred up dislike of the government. Under the law of the time, it did not matter whether the words were true. Zenger could not pay the high bail the court set, so he stayed in jail for more than eight months while he waited for his trial.

The newspaper did not stop. While Zenger was in jail, his wife, Anna Zenger, kept printing the Journal week after week.

The trial began in August 1735. Zenger's lawyer was Andrew Hamilton, a famous lawyer from Philadelphia (no relation to Alexander Hamilton). Hamilton surprised the court. He admitted that Zenger had printed the articles, but he argued that printing the truth should not be a crime. The judge would not let Hamilton prove that the words were true, and he told the jurors to decide only whether Zenger had printed them. Hamilton asked the jurors to judge for themselves whether the words were true. After a short time, the jury came back with its verdict: not guilty.

The verdict did not change the law of libel right away. It did show that a jury of colonists could refuse to punish a printer for criticizing a powerful official. Many historians see the case as an early step toward freedom of the press, which the First Amendment to the Constitution protected in 1791.

☆ Challenge

The trial was in 1735, and the First Amendment protected freedom of the press in 1791. How many years apart are those two events? Show your math.

Name .....

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