US History Sub Plans Week, High School

Week-long sub plans: five days of print and go work for grades 9 to 12, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (11 pages)
- US History sets for five days (15 pages)
- Calm puzzles and reset sheets (10 pages)
- US History team tasks (9 pages)
- US History games (10 pages)
- Answer keys (8 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one US History set per period (a lesson with worked examples, practice and a challenge), a calm puzzle, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no subject knowledge. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the week at a glance, the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the US History set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 64 pages.





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YOUR WEEK AT A GLANCE (1 OF 2)

Every US History set of the week, with its page and what it reviews. The day's set runs in every period you teach; any set works on any day.

MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 10 · 15 min
US History set 1	**Colonies to Revolution** Reviews: causes of the Revolution, British actions and colonial responses, the 1754 to 1783 timeline, sourcing an invented broadside and merchant ledger.	p. 13 · 50 min
Calm puzzle	**Word Search and Reset Sheet** A quiet subject word search and a two-minute reset sheet for a loud day, a long wait or anyone who finishes early.	p. 16 · 20 min
Team task	**The Amendment Order** Groups of four put twelve changes to the Constitution in amendment order, score the gap to the true order and defend a call.	p. 18 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 19 · 15 min

TUESDAY (DAY 2)

US History set 2	**Constitution and the Early Republic** Reviews: the Articles of Confederation, the Constitutional compromises, the ratification debate, six principles of the Constitution, Hamilton's plan.	p. 21 · 50 min
Calm puzzle	**Sudoku and Grounding Sheet** A hard sudoku with exactly one answer and a 5-4-3-2-1 grounding sheet for anyone who needs to come back into the room.	p. 24 · 20 min
Team task	**The Settlement House Budget** Groups of four run a 1905 settlement house and pick the programs that serve the most people inside a budget, volunteer hours and five rooms.	p. 26 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 28 · 15 min

WEDNESDAY (DAY 3)

US History set 3	**Expansion, Sectionalism and the Civil War** Reviews: westward expansion 1803 to 1867, Manifest Destiny, sectional crises over slavery, causes of the Civil War, the 13th, 14th and 15th Amendments.	p. 30 · 50 min
Calm puzzle	**Secret Codes and Control Sheet** Two coded sayings to crack in silence and a sheet that sorts what you can and cannot control this week.	p. 33 · 20 min
Team task	**The Golden Spike** Two pairs build half a paper bridge each from opposite ends, talking only by telegram, and the halves must meet and carry coins.	p. 35 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 37 · 15 min

THURSDAY (DAY 4)

US History set 4	**Industrialization, Immigration and the Progressive Era** Reviews: industrialization and trusts, the new immigration, reading census data, muckrakers and Progressive reforms, analyzing a political cartoon.	p. 39 · 50 min
Calm puzzle	**Maze and Brain Dump** A long maze with exactly one true path and a brain dump sheet that turns a crowded head into one next step.	p. 42 · 20 min
Team task	**The Sputnik Edition** Four editors in 1957, each holding facts nobody else has, decide which stories fill sixty column inches of tomorrow's front page.	p. 44 · 40 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 46 · 15 min

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FRIDAY (DAY 5)		
US History set 5	**The World Wars, Cold War and Civil Rights** Reviews: World War I to World War II, the Great Depression and New Deal, the Cold War, civil rights and other equal rights movements, cause and effect.	p. 48 · 50 min
Calm puzzle	**Word Ladders and Three Good Things** Four five-letter word ladders, three scrambled words and a three good things sheet to close out the week.	p. 51 · 20 min
Team task	**Seward's Bargain** Groups of four debate, two against two in the spring of 1867, whether the Senate should buy Alaska, from a shared evidence bank.	p. 53 · 40 min
Game (optional)	**Mystery Box** Optional fun to end the class.	p. 55 · 15 min

How the sets work

- One set per day covers every period you teach: Monday's set runs in every Monday class.
- Every set stands alone. Swap sets between days, or use one with another class when it fits.
- Each set opens with a line that says what it reviews, so you can match it to what your class covered.
- The calm puzzle fits any gap, the team task fills a block period, and the game is optional fun for the last 15 minutes.
- No prep, no tech. Every answer is in the keys at the back, so the sub needs no subject knowledge.

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This Week's Plan

You teach one subject to several classes, so every period you teach runs this same plan, first period to last: Monday's column in every Monday period, Tuesday's in every Tuesday period. Planning, lunch and duty periods: nothing to do. List your periods and classes on the blank schedule on the next page. This order is a sample: every set stands alone, so swap any set into any slot or any day.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 15 minutes: attendance, voice level, then	**Meet Your Sub** p. 10 · 15 min	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)
Rest of the period: the day's set (one copy per student)	**US History 1** Colonies to Revolution p. 13 · 50 min	**US History 2** Constitution and the Early Republic p. 21 · 50 min	**US History 3** Expansion, Sectionalism and the Civil War p. 30 · 50 min	**US History 4** Industrialization, Immigration and the Progressive Era p. 39 · 50 min	**US History 5** The World Wars, Cold War and Civil Rights p. 48 · 50 min
If a class finishes early or gets loud	**Word Search and Reset Sheet** p. 16 · 20 min	**Sudoku and Grounding Sheet** p. 24 · 20 min	**Secret Codes and Control Sheet** p. 33 · 20 min	**Maze and Brain Dump** p. 42 · 20 min	**Word Ladders and Three Good Things** p. 51 · 20 min
Block period (90 minutes) only	**The Amendment Order** p. 18 · 40 min	**The Settlement House Budget** p. 26 · 40 min	**The Golden Spike** p. 35 · 40 min	**The Sputnik Edition** p. 44 · 40 min	**Seward's Bargain** p. 53 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 19 · 15 min	**Paper Password** p. 28 · 15 min	**Class Feud** p. 37 · 15 min	**Classroom Millionaire** p. 46 · 15 min	**Mystery Box** p. 55 · 15 min

How this week works

- You are covering a teacher who teaches one subject to several classes. Each class comes to this room once a day, for one period.
- So every class gets the same set on the same day: Monday's set in every Monday period, Tuesday's set in every Tuesday period.
- One set per day covers all your classes. Copy that day's set once per student in the morning. Planning, lunch and duty periods: nothing to run.
- Each set fills one period (45 to 55 minutes); the challenge at the end stretches it to a 90-minute block.

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.

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Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **US History 1** is Monday's set, **US History 2** is Tuesday's, and so on to **US History 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One US History set (one period, with a challenge to stretch it)
- A calm and quiet block: a puzzle page and a reset sheet
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!

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Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (the same five minutes in every class)

1. **Before first period, fill in the introduction sheet** on the next page, once, for the whole day. Keep it short and honest. A high school class reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
4. **Set the voice level with a number** from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
5. **Start the set** with one sentence: this is today's work, it has a challenge at the end, and the calm block is always allowed when you are finished.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If a period runs ten minutes short

- Run Common Ground in groups of four. Six minutes of work, four minutes of reading out.
- Or hand out the reset sheet from the calm block and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- [ ] Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- [ ] Check the class list for allergies, medical needs, early releases and students who carry a pass.
- [ ] Find today's set on the weekly schedule and count copies for every period, plus five spares.
- [ ] Fill in the About Your Sub sheet once and post it where the back row can read it.
- [ ] Write the voice levels 0 to 3 on the board and leave them there all week.
- [ ] Keep the answer keys inside the binder, not face up on the desk.

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US History Set 1: Colonies to Revolution

Read the passage on your own, then do the sort under it. Pages 2 and 3 use the same reading.

US History · Day 1

This set reviews: causes of the Revolution, British actions and colonial responses, the 1754 to 1783 timeline, sourcing an invented broadside and merchant ledger

In 1750 Britain's thirteen colonies along the Atlantic coast ran most of their own affairs. Each had an elected assembly, and Parliament enforced its trade laws loosely, a habit later called salutary neglect. The French and Indian War, 1754 to 1763, changed that. Britain won and took France's lands east of the Mississippi River, but it ended the war deeply in debt and with an army in North America to pay for.

Parliament decided the colonists should help pay. The Proclamation of 1763 closed the land west of the Appalachian Mountains to settlement. The Stamp Act of 1765 taxed printed paper, and the Townshend Acts of 1767 taxed imported glass, lead, paint, paper and tea. Colonists argued that only their own elected assemblies could tax them, because they had no representatives in Parliament: no taxation without representation. They answered with boycotts of British goods, protests, and meetings such as the Stamp Act Congress. Parliament repealed most of the taxes but kept the one on tea.

Tension turned violent. British soldiers fired into a crowd in Boston in 1770 and killed five people. In 1773 protesters dumped 342 chests of tea into Boston Harbor. Parliament punished Massachusetts with the Coercive Acts of 1774, which closed the port of Boston, and delegates from twelve colonies met as the First Continental Congress. In April 1775 fighting broke out at Lexington and Concord.

On July 4, 1776, the Second Continental Congress approved the Declaration of Independence, which argued that governments get their power from the consent of the governed. The American victory at Saratoga in 1777 persuaded France to join the war in 1778. With French help, George Washington trapped the British army at Yorktown in 1781, and the Treaty of Paris of 1783 recognized the United States.

Sort it: British action or colonial response?

Write **B** in the box if Britain did it, or **C** if colonists did it in answer to Britain.

1. The Proclamation of 1763 closes land west of the Appalachians to settlement. ☐
2. Merchants in several port cities agree to stop importing British goods. ☐
3. The Stamp Act taxes newspapers, pamphlets and legal papers. ☐
4. Delegates from nine colonies meet at the Stamp Act Congress. ☐
5. The Townshend Acts tax imported glass, paint, paper and tea. ☐
6. Protesters dump 342 chests of tea into Boston Harbor. ☐
7. The Coercive Acts close the port of Boston. ☐
8. Delegates from twelve colonies meet as the First Continental Congress. ☐
9. A Quartering Act requires colonies to house and supply British troops. ☐
10. Committees of correspondence pass news of protests from colony to colony. ☐
11. Regiments of British soldiers are sent to Boston to keep order. ☐
12. The Second Continental Congress approves the Declaration of Independence. ☐

Key terms: explain each one in your own words

1. Salutary neglect

2. Boycott

3. No taxation without representation

4. Consent of the governed

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US History Set 1: The Road to Revolution

Time runs down the page: each small tick is one year and the long ticks mark every ten. Then read Document A under the timeline.

US History · Day 1

French and Indian War

- **1754** French and Indian War begins
- **1763** Proclamation of 1763
- **1765** Stamp Act taxes printed paper
- **1767** Townshend Acts tax imports
- **1770** Boston Massacre

Revolutionary War

- **1773** Boston Tea Party
- **1774** Coercive Acts close Boston
- **1775** Lexington and Concord
- **1776** Declaration of Independence
- **1777** American victory at Saratoga
- **1781** British surrender at Yorktown
- **1783** Treaty of Paris, independence

Timeline questions

1. **How many years did the French and Indian War last?**

2. **How many years passed from the Stamp Act to the Declaration of Independence?**

3. **How many years passed from Lexington and Concord to the Treaty of Paris?**

4. **Which came first, the Boston Massacre or the Boston Tea Party, and by how many years?**

5. **How many events on the timeline fall in the 1770s (1770 to 1779)?**

6. **Find the longest gap between two neighboring events. Give both years.**

7. **A colonist was born on January 1, 1750. How old was she on the day the Declaration was approved?**

Document A: a broadside

TO THE FREEHOLDERS AND TRADESMEN OF WEXBURY

Friends and neighbors: the Parliament in London, where not one man of this town has a vote, has laid new duties on the glass in our windows, the paint on our houses, the paper we write on and the tea we drink. If they may tax us for these things without our consent, they may tax us for anything we own.

We therefore resolve to buy none of these goods from Britain until the duties are repealed. We shall brew tea from the herbs of our own hillsides, spin our own cloth, and make do with the windows we have.

Any merchant who goes on selling British goods shall have his name printed on this sheet, so that every honest family may know where not to trade.

By order of the Committee of the Town, Wexbury, March 14, 1768

Source: a printed sheet posted on the meetinghouse door and at the two taverns of Wexbury, an invented Massachusetts town. It was signed by a committee of eleven men chosen at the town meeting.

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US History Set 1: A Merchant's Ledger

Document A, the broadside, is on page 2. Both documents are invented but true to the period. Fill in the blank ledger cells first.

US History · Day 1

Document B: a merchant's ledger

GOODS FROM BRITAIN	1767 (POUNDS)	1769 (POUNDS)	FALL (POUNDS)
Woolen and linen cloth	420	160	
Tea	180	30	
Window glass	60	12	
Paper	40	16	
Paint and lead	50	14	
Tools and nails	150	132	
Total			

Source: the account book of Josiah Crane, a Wexbury merchant (invented): the value of the goods he ordered from Britain, in pounds sterling (British money).

1. **Source Document A. Who made it, when, and who was meant to read it?**

2. **Which act of Parliament is the broadside protesting? How can you tell?**

3. **In your own words, what is the committee's argument against the duties?**

4. **What does the broadside ask townspeople to do, and how does it pressure merchants?**

5. **By what percent did Crane's orders from Britain fall in all, from 1767 to 1769? Round to the nearest whole percent.**

6. **Which good fell by the largest percent, and which fell by the most pounds?**

7. **Which good fell the least? Give one reason from the documents.**

8. **Does Document B prove the boycott in Document A worked? What else would you want to see?**

Challenge: rank the causes

Choose the three events on the page 2 timeline that did the most to cause the Revolution and rank them. Label each one a long-term cause (it built up over years) or a short-term cause (it set things off). Defend your first choice in four sentences, using at least one number of years worked out from the timeline.

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Calm Block, Day 1: Word Search

Find all 12 US history words. Any direction, including backward and diagonal. Pencils only, voices at 0.

Calm · Day 1

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

FEDERALIST · ABOLITION · IMMIGRANT · JAMESTOWN · COLONIAL · FRONTIER · SUFFRAGE · LOYALIST · PATRIOT · PIONEER · TRUST · UNION

Faster than reading every square

- Hunt the rare letters first. Only one word in the list has a J in it, so every J in the grid is worth a second look.
- Scan one row at a time for a word's first two letters, then check all eight directions from that square.
- Cross a word off the list the second you circle it, or you will search for it twice.

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Calm Block, Day 1: Reset Sheet

For one person, at your own pace. Nobody collects this and nobody reads it but you.

Calm · Day 1

Two minutes, then back to it

This is not a mood test and it is not therapy. It is a short routine for the moments when your head is somewhere else and the work in front of you is going nowhere: slow the breath, put a name on the feeling, pick the next five minutes. Work down the page and stop at the bottom.

Step 1: make the breath out longer

Breathe in through your nose while you count to four, then out through your mouth while you count to six. The long breath out is the part that slows your heart rate down. Six rounds, then stop.

Check a box for each round so you are not counting in your head.

☐☐☐☐☐☐

Step 2: name it

A feeling you can name gets smaller. Tired, annoyed, behind, worried, bored, flat, wired. One word is enough, and it does not have to be the right word.

Write yours on the first line below.

Name it in one word, then write the sentence your head keeps repeating

What is actually true right now, in this room, that I could check in ten seconds

The next five minutes: what I will do the moment I put this sheet down

What usually helps me

- ☐ Water and a real breath of air
- ☐ Writing the thing down instead of holding it
- ☐ Two minutes of a puzzle or a doodle
- ☐ Starting the smallest piece of the work
- ☐ Standing up and stretching my shoulders
- ☐ Putting my phone face down in my bag
- ☐ Asking one person one question
- ☐ Deciding to deal with it after school

My own line

Something that works for you that is not on that list.

Right now I feel (circle one)

1 2 3 4 5 6 7 8 9 10

1 = settled, 10 = about to boil over. Check the same number again in ten minutes. Down by one is the whole point.

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Team Task, Day 1: The Amendment Order

Groups of four. Voice level 2. No notes, no phones. One sheet per group, one person writes, and no rank goes down until all four agree.

Team · Day 1

The challenge

Each change below was added to the Constitution by an amendment, somewhere between 1791 and 1971. **Your job:** rank them from **1 (the lowest amendment number)** to **12 (the highest)**. Work alone for five minutes and fill in "My rank". Then argue it out and agree on one set of group ranks. Every rank from 1 to 12 is used exactly once, so no ties.

The key fact: amendments are numbered in the order they were ratified. You do not need to know a single number. Work out which era of American history needed each change, and the order follows. When every group is done, the sub reads out the numbers. The rule has no judgment calls: **the amendment number, lowest first**.

	CHANGE TO THE CONSTITUTION	MY RANK	GROUP RANK	AMENDMENT NUMBER	TRUE RANK	DIFFERENCE
A	Lets Congress collect a tax on incomes					
B	Abolishes slavery everywhere in the United States					
C	Sets rules for filling an empty vice presidency and for a president who dies, resigns or cannot serve					
D	Protects freedom of religion, speech and the press, and the right to assemble and petition the government					
E	Bans poll taxes in federal elections					
F	Has voters, not state legislatures, elect United States senators					
G	Has electors cast separate votes for president and for vice president					
H	Limits a president to two elected terms					
I	Makes all people born or naturalized in the United States citizens and promises equal protection of the laws					
J	Lowers the voting age to eighteen					
K	Forbids denying citizens the vote on account of sex					
L	Forbids denying citizens the vote on account of race or color					
	Total (lower is better)					

Scoring

For each row: group rank minus true rank, and drop the minus sign. Add the twelve numbers.

- **0 to 8:** excellent: historian level
- **9 to 18:** good
- **19 to 30:** fair
- **Over 30:** sort the changes by era first (founding, Civil War, Progressive Era, after 1930), then order inside each era.

Defend one call

Pick two changes your group placed next to each other. What did you know about American history that told you which came first? A cause and its effect is a strong argument.

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Game, Day 1: Whiteboard Quiz Game

Sub script and questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board, or tape up the board sheet. Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team gets 15 seconds and one answer. Right: they take the points and pick again. Wrong: the next team may steal, then play moves on.
4. Cross the square off. Highest total when time is up wins.

Read this out

"One voice per team: pick a captain who says the final answer. Shouted answers do not count and the square is dead. Team 1, choose a category and a value."

Keep the running score in a corner of the board. If a team argues a call, the script wins and the game moves on. The bold answer is the one to accept, but take a clear equivalent too (Connecticut Compromise too, 13th for Thirteenth).

Colonies

100 What was the first lasting English colony in America?
Jamestown

200 Which ship carried the Pilgrims in 1620?
The Mayflower

300 How many colonies declared independence in 1776?
Thirteen

400 Which 1765 tax on printed paper angered colonists?
The Stamp Act

500 Where were the Revolution's first shots fired?
Lexington and Concord

Industry

100 Who patented the telephone in 1876?
Alexander Graham Bell

200 Which island held the busiest US immigration station?
Ellis Island

300 What kind of railroad was completed in 1869?
Transcontinental

400 Which 1882 law barred Chinese workers from entering?
Chinese Exclusion Act

500 Which 1913 amendment allowed a federal income tax?
The Sixteenth

Founding

100 Who is the Father of the Constitution?
James Madison

200 What plan of government came before the Constitution?
The Articles of Confederation

300 Which compromise created a two-house Congress?
The Great Compromise

400 Which 1803 case set up judicial review?
Marbury v. Madison

500 Who wrote the Federalist Papers with Madison and Jay?
Alexander Hamilton

Modern Era

100 What 1929 event began the Great Depression?
The stock market crash

200 Which president led the New Deal?
Franklin Roosevelt

300 What was the US and Soviet rivalry after 1945 called?
The Cold War

400 Whose 1955 arrest began the Montgomery bus boycott?
Rosa Parks

500 Which 1964 law banned discrimination in public places?
The Civil Rights Act

Civil War

100 Who was president of the Confederacy?
Jefferson Davis

200 Which general surrendered at Appomattox?
Robert E. Lee

300 At which fort did the Civil War begin?
Fort Sumter

400 Which amendment abolished slavery?
The Thirteenth

500 Which 1863 Pennsylvania battle was a turning point?
Gettysburg

Final Wager: Voting Rights

Play this when the board is clear, or when two minutes are left. Announce the category, then every team writes a secret wager of up to the points it already has. Read the question. Teams get 60 seconds of silent writing, then hold their answers up together.

Which 1965 law followed the Selma marches and protected Black voting rights?
The Voting Rights Act

Right: add the wager. Wrong: subtract it. That is the final score.

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Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game · Day 1

COLONIES	FOUNDING	CIVIL WAR	INDUSTRY	MODERN ERA
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

Team 2

Team 3

Team 4

Team 5

Team 6

Final Wager: Voting Rights

Write your wager before you hear the question. A team may bet any amount up to the points it already has. Right answer: add the wager. Wrong answer: subtract it.

Team 1
WAGER
ANSWER

Team 2
WAGER
ANSWER

Team 3
WAGER
ANSWER

Team 4
WAGER
ANSWER

Team 5
WAGER
ANSWER

Team 6
WAGER
ANSWER

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Answer Keys (1 of 8)

Teacher copy. Keep these pages out of the student sets.

US History Set 1: Colonies to Revolution

Key terms: 1. Salutary neglect: Britain enforcing its trade laws loosely and leaving the colonies to run their own affairs; 2. Boycott: refusing to buy goods to put pressure on the seller or the government behind them; 3. No taxation without representation: only an assembly the colonists elected could tax them, and they elected no one to Parliament; 4. Consent of the governed: a government gets its power from the people it governs.

Sort: 1. B; 2. C; 3. B; 4. C; 5. B; 6. C; 7. B; 8. C; 9. B; 10. C; 11. B; 12. C.

Timeline questions: 1. 9 years, 1754 to 1763; 2. 11 years; 3. 8 years; 4. the Boston Massacre, 3 years earlier; 5. 6; 6. 1754 to 1763, 9 years; 7. 26.

Ledger: Woolen and linen cloth 260; Tea 150; Window glass 48; Paper 24; Paint and lead 36; Tools and nails 18; totals 900 (1767), 364 (1769), fall 536.

Document questions: 1. The Committee of the Town of Wexbury, chosen at the town meeting, on March 14, 1768, for the freeholders and tradesmen of Wexbury; 2. The Townshend Acts of 1767: it lists the taxed goods, glass, paint, paper and tea; 3. The town has no vote in Parliament, so Parliament has no right to tax it; if it can tax these goods without consent it can tax anything (no taxation without representation); 4. Stop buying the taxed British goods until the duties are repealed; it threatens to print the names of merchants who keep selling them; 5. 60 percent (900 pounds to 364 pounds); 6. Tea by the largest percent (83 percent); woolen and linen cloth by the most pounds (260); 7. Tools and nails, only 12 percent: they were not on the list of taxed goods and could not easily be made at home; 8. It supports it, since the taxed and boycotted goods fell sharply, but it is one merchant in one town. You would want other merchants' books, other towns, and the customs records.

Challenge: answers vary. Accept any three timeline events ranked and labeled (long-term: the war debt, the Proclamation, the Stamp Act or Townshend taxes; short-term: the Tea Party, the Coercive Acts, Lexington and Concord), with a first choice defended in four sentences that name a cause and its effect and use a correct number of years from the timeline (for example, 11 years from the Stamp Act to the Declaration).

Calm block, Day 1: word search solution (US history words)

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

All 12 words are marked. Words run in all eight directions, so a student who only searched across and down will be missing several.

Reset sheet: private, answers vary, nothing to grade. If a student hands it in anyway, thank them and leave it for the teacher.

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US History Set 1: The Road to Revolution

Time runs down the page: each small tick is one year and the long ticks mark every ten. Then read Document A under the timeline.

US History · Day 1

French and Indian War

- **1754** French and Indian War begins
- **1763** Proclamation of 1763
- **1765** Stamp Act taxes printed paper
- **1767** Townshend Acts tax imports
- **1770** Boston Massacre

Revolutionary War

- **1773** Boston Tea Party
- **1774** Coercive Acts close Boston
- **1775** Lexington and Concord
- **1776** Declaration of Independence
- **1777** American victory at Saratoga
- **1781** British surrender at Yorktown
- **1783** Treaty of Paris, independence

Timeline questions

1. **How many years did the French and Indian War last?**
2. **How many years passed from the Stamp Act to the Declaration of Independence?**
3. **How many years passed from Lexington and Concord to the Treaty of Paris?**
4. **Which came first, the Boston Massacre or the Boston Tea Party, and by how many years?**
5. **How many events on the timeline fall in the 1770s (1770 to 1779)?**
6. **Find the longest gap between two neighboring events. Give both years.**
7. **A colonist was born on January 1, 1750. How old was she on the day the Declaration was approved?**

Document A: a broadside

TO THE FREEHOLDERS AND TRADESMEN OF WEXBURY

Friends and neighbors: the Parliament in London, where not one man of this town has a vote, has laid new duties on the glass in our windows, the paint on our houses, the paper we write on and the tea we drink. If they may tax us for these things without our consent, they may tax us for anything we own.

We therefore resolve to buy none of these goods from Britain until the duties are repealed. We shall brew tea from the herbs of our own hillsides, spin our own cloth, and make do with the windows we have.

Any merchant who goes on selling British goods shall have his name printed on this sheet, so that every honest family may know where not to trade.

By order of the Committee of the Town, Wexbury, March 14, 1768

Source: a printed sheet posted on the meetinghouse door and at the two taverns of Wexbury, an invented Massachusetts town. It was signed by a committee of eleven men chosen at the town meeting.

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