

Reading Preview

Objectives

In this section you will

- Explain the clash of views that brought the colonists into open conflict with England.
- Summarize the Declaration of Independence.
- Describe how the Americans organized a new government.
- Understand the challenges that a struggling American government would have to face.

Key Terms

compact

ratification

Main Idea

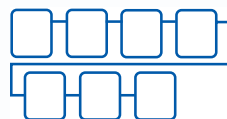
After becoming dissatisfied with English rule, the colonies declared themselves an independent nation. After winning the American Revolution, they turned to the task of strengthening and improving their new government.

Target Reading Skill

Understand Effects An effect is the result of an event or action. As you read this section, take note of the effects of England's attempts to tighten control over the colonies.

Taking Notes

Make a diagram like the one below. As you read this section, complete the diagram with information about the events that led to American independence.



If the colonists had inherited their tradition of representative government from England, why did they become dissatisfied with English rule? Why did relations between the colonies and England eventually explode into war and lead to American independence? Let's find out by looking at how tensions developed over the issue of representation in government.

A Clash of Views

The English colonists had different views on important issues than the English government did. These differences would soon bring the colonists into conflict with England.

Government and Trade England believed that Parliament represented all English citizens—including the colonists. The colonists believed that they were represented only by their own legislatures. The colonists could not vote for members of Parliament, and no colonists were members of Parliament. Unlike the colonial legislatures, Parliament had little understanding of the colonists' needs.

The colonists and the English government also had opposing views on colonial trade. Parliament permitted the colonies to trade only with England. The colonists wanted the freedom to sell their products to any country.

Despite these differences, many colonists were still loyal English citizens. In fact, they helped England defeat France in the French and Indian War in 1763.



◀ The colonists became angry when England added a tax on tea. Colonists in Boston, Massachusetts, responded by dumping British tea into Boston Harbor.

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Target Reading Skill

L2

Understand Effects Tell students that when they read about historical events, they will find it helpful to keep track of how each event or action causes something else to happen. Understanding the effects of an action or event helps a reader understand how the action or event is significant. Model the skill for students, directing their attention to the

first two sentences under *A Clash of Views*. Point out the relationship between events: The political situation in the colonies as the section begins—differing viewpoints between the colonists and the English government—will have a serious effect: It will bring the colonies into direct conflict with England.

Objectives

Social Studies

- Explain the clash of views that brought the colonists into open conflict with England.
- Summarize the Declaration of Independence.
- Describe how the Americans organized a new government.
- Understand the challenges that a struggling American government would have to face.

Reading/Language Arts

Understand the effects of specific events.

Reading Preview

Build Background

L2

Refer students to the opening sentence and ask them why they think the American colonies rebelled against Britain despite sharing a common political heritage. Have students preview the red and blue headings for reasons. Then, conduct an Idea Wave (p. T33) to generate a list on the board or overhead. Keep the list visible for later discussion as students read this section.

Set a Purpose for Reading

L2

- Read aloud each statement in Set a Purpose for Reading. Ask students to mark their responses in the Me column.
 - 📖 [Set a Purpose for Reading, Unit Booklet for Units 1–2, p. 47](#)
- Have students discuss the statements in pairs or groups of four. Use an Idea Wave (p. T33) to call on students to share their group's perspective on each statement.

Vocabulary Builder

Teach Key Terms

L2

Pronounce each key term. Have volunteers share the meanings of any of the terms they know or think they know. Then, have students find and read the sentences that contain the definitions in blue. Provide a further explanation or example of each term, such as "A business agreement is a *compact* between two parties."

Instruct

A Clash of Views

Guided Instruction

L2

- **Vocabulary Builder** Teach the following high-use words before reading:
 - tensions*, n., difficulties; strained relations
 - trade*, n., the exchange or buying and selling of goods
 - consent*, n., agreement
 - pledged*, v., made a formal promise
- Have students read *A Clash of Views* using the Partner Reading strategy, with Oral Retelling (p. T32).
- Point out to students that the situation in the colonies worsened because neither side could understand the other's point of view. Ask students: **Why was the dispute between colonists and the British over taxation so hard to resolve?** (Possible answer: *The colonists felt they were being taxed without representation, but the British saw the colonists as being represented by Parliament.*)
- Direct students' attention to the *Analyzing Political Cartoons* feature. Ask: **How does the cartoon reflect this conflict?** (It describes the tax as a bad decision that the colonists are powerless to change.)

Target Reading Skill

L2

Understand Effects Ask students to apply the Target Reading Skill as instructed on the Student Edition page. (*Colonists formed the Committees of Correspondence. Colonial legislatures called for a continental congress. The First Continental Congress met and pledged to cut off all trade with England.*)

Answers

Analyzing Political Cartoons

1. The sign refers to the Stamp Act as “the folly of England/the ruin of America.”
2. This cartoon probably inflamed colonists' anger toward England by drawing their attention to another unfair tax.

ANALYZING Political Cartoons

One of the major causes of the American Revolution was the colonists' anger over being taxed in England without representation in the British government. In this cartoon, a group of colonists protest the Stamp Act of 1765, which was a new tax for the colonists.

1. What does the sign that the man is carrying say? Restate its meaning in your own words.
2. What kind of effect do you think this cartoon had on the colonists? Explain your answer.



“No Taxation Without Representation” Facing huge war debts, Parliament decided to squeeze money out of the colonies through taxes. The colonists protested that they should not be taxed unless their own representatives approved such taxes. The colonists believed that taxation without representation was taking people's property without their consent. Soon the cry of “no taxation without representation” was heard throughout the colonies.

To make people pay the taxes, Parliament gave the governors greater power. Colonists accused of breaking tax laws were thrown in jail. Parliament ignored all protest, claiming that it had the power to make laws for the colonies “in all cases whatsoever.”

Steps Toward Independence Some colonists organized Committees of Correspondence to pass news from colony to colony about how England was violating colonists' rights. Eventually many colonial legislatures saw the need for a united response to Parliament's threats. They called for a congress, or a formal meeting, of representatives from all the colonies.

In 1774, delegates from 12 colonies met in Philadelphia for the First Continental Congress. The delegates hoped to convince the English government to respect colonists' rights. To pressure Parliament, they pledged to cut off all trade with England. They agreed to meet the following year if the situation did not improve.

Target Reading Skill

Understand Effects As you read Steps Toward Independence, think about the actions the colonists took in response to England's attempt to assert its powers. Read on to understand the further effects of England's actions.

Background: Linking Past and Present

Communications Technology Point out to students the differences between communication technology in the 1770s and today. The Committees for Correspondence were necessary in colonial America because news moved at the speed

of horseback or sail. Ask students to compare these colonial communications with current communication options, such as e-mail, instant messaging, and other technologies students are familiar with.

A Year Later Far from improving, the situation got worse. By the time the Second Continental Congress met in 1775, colonists in Massachusetts were already fighting English soldiers. Delegate Patrick Henry argued for independence, stating that the war had already begun and that there was no turning back.

Many colonists feared independence, however. Even if they fought and won, they thought, what future would they face without the security of being part of a strong nation like England?

The writings of Thomas Paine changed many people's minds. In 1776, Paine published his pamphlet entitled *Common Sense*, in which he presented his argument:

“To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which when obtained requires five or six more [months] to explain it in, will in a few years be looked upon as folly and childishness—There was a time when it was proper, and there is a proper time for it to cease. . . . England [belongs] to Europe, America to itself.”

✓ Reading Check Why do you think Thomas Paine called his pamphlet *Common Sense*?

The Declaration of Independence

Popular support for separation from England increased. The delegates to the Second Continental Congress finally voted for independence. They appointed a committee to write a declaration of independence. Among the committee members were Thomas Jefferson, Benjamin Franklin, and John Adams. Jefferson was asked to do the actual writing.

The ringing phrases of the Declaration of Independence capture many of the colonists' beliefs about natural rights:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”

As did John Locke, Jefferson described these rights as “unalienable”—meaning that no government has the power to take them away. Further reflecting Locke's views, Jefferson described the purpose of government:

“. . . to secure these rights, Governments are instituted [established] among Men, deriving their just powers from the consent of the governed.”



▲ Thomas Paine was a respected political theorist and essayist. *Common Sense* was widely read and did much to sway hearts and minds toward the Patriot cause.

Guided Instruction (cont.)

- Discuss with students the logic of Thomas Paine's argument that Britain belonged to Europe while America belonged to itself. Ask students: **Why might some people have found Paine's statement disturbing?** (Students should infer that some colonists thought independence would leave America exposed in the world without British protection.)

Independent Practice

Ask students to create the Taking Notes graphic organizer on a blank piece of paper, or give them a copy of Transparency B5. Have students begin the sequence of events leading to independence with the key events described in *A Clash of Views*.

 [Transparency B5, Section Reading Support Transparency System](#)

Monitor Progress

Circulate and review students' graphic organizers. Provide assistance as needed.

The Declaration of Independence

Guided Instruction

L2

- Have students read *The Declaration of Independence* silently, focusing on how Jefferson adopted John Locke's ideas about the rights of citizens.
- Discuss with students the logic of the Declaration of Independence. Jefferson first states the inalienable rights of man and then the role of government to protect those rights. Ask students: **What does the Declaration of Independence say should happen when government does not protect the rights of the people?** (“When government fails to protect the rights of the people, it is the right of the people to alter or abolish the government.”)

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Differentiated Instruction

For Advanced Readers

L3

Have these students read the entire Declaration of Independence (pages 106–109). Ask them to take notes, outlining the main ideas. Tell students that when the Declara-

tion was passed, it was carried by mail all over the colonies where it was read aloud to people. Have volunteers prepare a section of the Declaration to read aloud to the class.

Answers

✓ Reading Check Sample answer: The title *Common Sense* suggests that it's obvious and natural that the colonies should break away from England. If a thing is common sense, then every reasonable person would acknowledge it.

Guided Instruction (cont.)

- Have students work in pairs or groups of four to paraphrase the three quotations from the Declaration of Independence. Use the Numbered Heads structure (p. T33) to call on students to share their groups' work.

Independent Practice

Have students continue their Taking Notes graphic organizers with information from *The Declaration of Independence*.

Monitor Progress

Circulate and review students' graphic organizers. Provide suggestions and guidance as needed.

Thomas Jefferson was chosen to draft the Declaration of Independence. He is shown here (wearing a red vest), presenting the document to the Second Continental Congress.

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In other words, the people give power to their government as long as it protects their rights. If a government abuses its powers, the people may change it or do away with it:

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government.”

Jefferson then listed the ways in which England had ignored the colonists' rights as English citizens—proof that England was trying to rule the colonies with “absolute Tyranny.”

The Declaration concludes with the signers pledging to support it with “our Lives, our Fortunes, and our sacred Honor.” Adopted in Philadelphia on July 4, 1776, the Declaration of Independence proclaimed that “these United Colonies are, and of Right ought to be Free and Independent States.” The full text of the Declaration of Independence can be found on pages 106–109.

✓ **Reading Check** What was the purpose of the Declaration of Independence?



Answers

✓ **Reading Check** The Declaration was intended to rally popular support within the colonies and to justify to other nations the colonies' decision to break with England.

Differentiated Instruction

For English Learners

L1

The archaic language of the Declaration of Independence will present difficulties for many students acquiring English. Help students to clarify the following terms:

endowed: having some quality or talent from birth; *Jorge is endowed with great musical skills.*

institute: to create or establish; *The neighborhood teams agreed to institute a set of rules that they would all follow.*

abolish: to ban, or do away with; *The citizens voted to abolish smoking in all restaurants.*

Organizing a New Government

Now that the colonies had become “free and independent states,” each had to organize its own government. Because the colonies had been established by charters, people were used to the idea of having a written plan of government. People also remembered that the *Mayflower* passengers had made a **compact, a written agreement to make and obey laws for the welfare of the group**.

State Constitutions Each state created a constitution, or plan of government. By creating written constitutions, the states were clearly spelling out the limits on government power. Some state constitutions also included a list of citizens’ rights, such as trial by jury and freedom of religion.

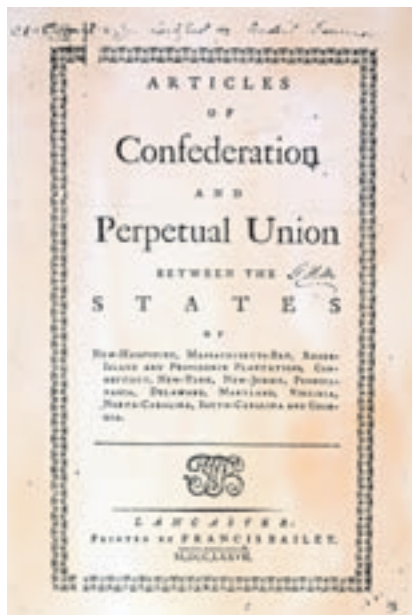
To help guard against tyranny, each state constitution limited the number of years a governor could hold office. As a further protection against the abuse of power, each state used Montesquieu’s idea of separating government into legislative, executive, and judicial branches. Of the three branches, the legislature was given the most power because it most directly represented the interests of citizens.

The Articles of Confederation Although the states were united in opposing England, they were still 13 separate governments. During the war against England, the delegates to the Second Continental Congress debated how to form a national government.

The delegates faced a difficult task. Conflicts with the English king and Parliament had made the colonists fearful of giving power to a central government. Also, the states disagreed on how many representatives each should have in the government. Large states like Virginia wanted the number of representatives to be based on population. Small states like Rhode Island feared that large states would then have too much power. They argued that each state should have the same number of votes.

The Second Continental Congress drew up a plan for a loose confederation, or alliance of independent states, in 1777. This compact, known as the Articles of Confederation, called for a national legislature in which each state would have one vote. There would be no executive or judicial branches of government. The state legislatures feared that these branches might try to take power away from them.

The national legislature, known as Congress, was given power to declare war, make treaties with foreign countries, and work out trade agreements between states. However, it was not given the power to tax or to enforce any laws it made. Therefore, most of the power would remain with the states.



Toward a Central Government

The Articles of Confederation established a national legislature, or Congress, which was given certain powers. The states took four years to ratify it. **Drawing Inferences** Why do you think the states took so long to ratify the compact?

Organizing a New Government

Guided Instruction

L2


- **Vocabulary Builder** Teach the following high-use word before reading:
alliance n., an agreement between countries or states to join together for some purpose
- Have students read *Organizing a New Government* using the RCRC (Read, Cover, Recite, Check) strategy (p. T32). As students read, circulate and make sure that individuals can answer the Reading Check.
- Discuss with students how the states were influenced by their experience with Britain in being fearful of a strong central government. Ask students: **Why was it important for the states to form a central government?** (Students should infer that without a central government, each of the 13 states would be that much weaker.)

Differentiated Instruction

For Less Proficient Readers

L1


Have students read this section in the *Reading and Vocabulary Study Guide*. This version provides basic level instruction in interactive format with questions and write-on lines.

 [Chapter 4, Section 3, Reading and Vocabulary Study Guide, pp. 47–49](#)

For Special Needs Students

L1

Have students read this section as they listen to the recorded version on the *Student Edition on Audio CD*. Check for comprehension by pausing the CD and asking students to share their answers to the Reading Checks.

 [Chapter 4, Section 3, Student Edition on Audio CD](#)

Answers

Drawing Inferences The compact would have serious effects for the states. Many state legislatures feared losing power and so all the states probably wanted to give the compact serious thought before ratifying it.

Independent Practice

Ask students to complete the Taking Notes graphic organizer with events described in *Organizing a New Government*.

Monitor Progress

Show students the completed graphic organizer. Allow them to add information or make changes on their own copy.

 **Transparency 4.3, Section Reading Support Transparency System**


A Limping Government

Guided Instruction

L2

- **Vocabulary Builder** Clarify the following high-use word before reading:
rebellion n., open, armed resistance to authority or government
- Have students read *A Limping Government* silently, identifying the major problems faced by the government under the Articles of Confederation.
- Ask students: **Why did American farmers begin to go into debt after the end of the Revolution?** (*They were no longer able to sell their crops to the Caribbean colonies.*)
- Have students read the Citizen Profile on John Dickinson and answer the question.


Citizen Profiles



John Dickinson (1732–1808) of Pennsylvania stirred up colonial opposition to English taxes in his *Letters from a Farmer in Pennsylvania* (1767–1768). The *Letters* paved the way for Thomas Paine's *Common Sense*. Unlike Paine, Dickinson hoped to come to an agreement with England. He refused to sign the Declaration of Independence. He was opposed to independence. However, Dickinson headed the committee that drafted the Articles of Confederation. He also served in the Continental Army and later published essays urging public support for the Constitution.

Citizenship
Why do you think Dickinson served and supported the new nation when he did not believe the colonies should have become independent?

Before the Articles of Confederation could go into effect, they needed the **ratification, or approval**, of all 13 states. At first it seemed the states would reject the plan because many state legislatures still did not trust a central government. Even while fighting the Revolutionary War, it took four years for the states to agree on a plan of government. Finally, the states realized that they had to cooperate or lose the war. The Articles were ratified in 1781.

 **Reading Check** Why were the states reluctant to give any power to a central government?

A Limping Government

You know the story of how the Patriots under General George Washington won our independence in the Revolutionary War. However, after winning the war, the

new government had to face another challenge. A struggling economy made life difficult for Americans and their new government.


Problems With Debt and Trade Congress and the states had borrowed a large amount of money to buy war supplies to fight for independence. Now they could not pay off these huge debts because they did not have enough gold and silver to back up their printed money. Many Americans and foreigners lost confidence in the value of American money.

Another problem was that the new Congress had no power to regulate trade with England. Americans were buying most of their manufactured goods from England because prices were low. American merchants could not sell their goods as cheaply as the English could. Congress could not help because it did not have the power to raise the prices of English goods by taxing them. England no longer allowed Americans to trade with English colonies in the British West Indies. This had been one of the most important markets for American crops and manufactured goods.

Shays' Rebellion Many farmers slid into debt, largely because they could not sell their crops to the Caribbean colonies. Farmers in Massachusetts faced an added problem. To pay its war debts, the state legislature had sharply raised taxes on land. Many farmers who were unable to pay the taxes faced the loss of their farms. Local courts threatened to sell the farms and use the money to pay the taxes.

Answers

Citizenship Sample answer: Dickinson would not have chosen independence, but he wanted to contribute to the design of a new government that had room for people of different political opinions.

 **Reading Check** Each state was afraid that a central government would not represent its interests well enough. The states did not trust a central government.



Skills Mini Lesson

Transferring Information

1. Remind students that transferring information from one format to another can make the information easier to understand and evaluate.
2. Have students transfer the key events from Section 3 into a timeline. Tell students that their timelines should cover

1774 to 1786. For a timeline format, use Transparency B20 in the *Section Reading Support Transparency System*.

3. Have students apply the skill by completing the timeline and asking and answering three questions based on their timelines.

In 1786, hundreds of angry Massachusetts farmers, led by a former war hero named Daniel Shays, stormed into courthouses to disrupt court business. Congress did not have the power to force other states to help put down the uprising. Massachusetts had to use its own state militia to crush the rebellion.

Newspapers quickly spread word of the violent clash, which shocked people throughout the states. Many Americans called for a stronger national government, one that would keep law and order and solve the economic problems that had led to Shays' Rebellion. George Washington thought that the Articles of Confederation had weakened Congress, leaving it unable to keep order, raise money through taxes, or deal effectively with European nations.

Most Americans agreed that the 13 proud and independent states would have to face the challenge of establishing a stronger national government. Their future was at stake.



▲ Daniel Shays' army of farmers gather on the courthouse steps during Shays' Rebellion in 1786.

✓ Reading Check What was the importance of Shays' Rebellion?

SECTION 3 Assessment

Key Terms

Use each of the key terms in a sentence that explains its meaning:
compact, ratification

Target Reading Skill

1. Understanding Effects

Reread the text on this page.
List one effect of Shays' Rebellion.

Comprehension and Critical Thinking

2. **a. Explain** How did the conflict between England and the colonies develop?
b. Draw Conclusions Why did Parliament refuse to listen to the colonists' protests?

3. **a. Recall** What was the purpose of the Declaration of Independence?
b. Identify Main Ideas What are its most important ideas?
4. **a. Recall** List the powers reserved for the central government in the Articles of Confederation.
b. Analyze Information Why do you think the colonists wanted state governments to have more power than the central government?
5. **a. Describe** What challenges did the new national government face at the end of the American Revolution?
b. Predict How might Congress meet these challenges?

Writing Activity

You are a delegate to Congress from one of the 13 states. You believe that the central government must be made stronger. Give a speech in which you urge the other delegates to give Congress greater powers.

TIP Include specific reasons to support your argument. Remember that political speeches often use emotional language to persuade listeners to vote a certain way.

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Independent Practice

After students answer the Reading Check independently, have them tell their answer to their reading partner.

Monitor Progress

Tell students to review their Set a Purpose for Reading sheets and mark their final response in the After Reading column. Probe for what they learned that confirms or invalidates each statement.

Assess and Reteach

Assess Progress

L2

Have students complete the Section Assessment. Then administer the Section Quiz.

[Section Quiz, Unit Booklet for Units 1–2, p. 54](#)

Reteach

L1

If students need more instruction, have them read this section in the *Reading and Vocabulary Study Guide*.

[Chapter 4, Section 3, Reading and Vocabulary Study Guide, pp. 47–49](#)

Extend

L2 L3

To extend student's understanding of the Declaration of Independence, have them read "How Thomas Jefferson Got the Job," John Adams's letter describing the writing of the Declaration.

[Enrichment, Unit Booklet for Units 1–2, p. 51](#)

Answers

✓ Reading Check Shays' Rebellion made it clear that Congress did not have enough power to make or enforce laws. It showed Americans that they needed a stronger central government.

Section 3 Assessment

Key Terms

Have students review the definitions in blue before writing their sentences.

Target Reading Skill

1. Call for a stronger government.

Comprehension and Critical Thinking

2. **a.** England decided to raise money by tax-

- ing the colonists. The colonists protested because they had not agreed to new taxes.
b. Parliament believed that it had absolute authority over the colonists because they were English citizens.
3. **a.** to announce the independence of the colonies and list reasons for this move **b.** "all men are created equal" and they have "certain unalienable rights"
4. **a.** declare war, make treaties, and control trade among the 13 states **b.** Colonists

were more loyal to their home colonies than to a nation.

5. **a.** national debt, protests over high taxes on farmers, lack of power for Congress to pass laws **b.** Congress would have to rewrite the Articles of Confederation, giving the national government more power.

Writing Activity

Students should ensure that their speeches have a clear, well-supported argument.

Debating the Issues



Be up-to-date with issues in the news. See debates from *Current Issues* online at PHSchool.com.

Guided Instruction

- Have students read the opening paragraph. Ask: **What forms have American nation-building efforts taken?** (*Monetary aid, food and other goods, political aid, military intervention*) **Are the nations who receive our aid always nations with which we have been at war?** (*No*)
- Have students read the remainder of the page and think about their position. Allow students 3–5 minutes to write their thoughts on the topic.

Independent Practice

To further explore the issues surrounding American nation-building efforts and to find out more about the views of others on the topic, give students the Nation-Building Efforts support pages.

[Nation-Building Efforts, Simulations and Debates, pp. 45–46](#)

Answers

1. Sample answer: The U.S. should consider how much responsibility it has for the situation in which the struggling nation finds itself.
2. Sample answer: The United Nations should have a strong role in nation building. Just because we are the strongest nation doesn't mean that we should be making all the decisions.
3. Students should explain how the assistance they offer will solve the problems the nation faces.



You Decide Poll at PHSchool.com.

Students can take a stand on this issue and compare their viewpoints to those of others by going to the interactive



The debates in this feature are based on *Current Issues*, published by the Close Up Foundation. Go to PHSchool.com, Web Code mph-2044 to view additional debates from *Current Issues*.

Debating the Issues

The United States has a history of helping nations around the world. After World War II, the Marshall Plan sent millions of dollars in aid to Western European nations to help them rebuild. Japan and the United States were enemies during the war, but American aid helped Japan become an economic superpower. In 2003, the United States ousted the Iraqi dictator Saddam Hussein. Afterward, the United States attempted to help Iraq launch a new government, rebuild its cities, and feed its people.

Should the United States Lead Nation-Building Efforts Around the World?

YES

- The United States is an extremely wealthy nation and the world's only remaining superpower. It has both the financial and human resources to help nations rebuild.
- Any conquering nation has a responsibility to help its defeated enemies. It is only right that the United States should try to help repair the damage it causes.
- By helping nations rebuild, the United States gains valuable allies. With growing anti-American sentiment in some parts of the world, the United States needs to establish and encourage friendly relations with all nations.

NO

- The United States should not try to be an international police force. Instead, the United Nations should help nations solve their problems.
- The United States should turn its attention to troubles at home. Problems such as poverty and hunger have not yet been solved within our own country. It would be best if each nation took care of itself to the best of its ability.
- Many countries do not welcome what they regard as American interference. Terrorist attacks against American targets show that there is much anti-American feeling in the world today.

What Is Your Opinion?

1. **Determine Relevance** What factors should the U.S. government take into account when deciding to send military or financial aid to another nation? Explain.
2. **Support a Point of View** Do you believe that the United Nations, not the United States, should lead global nation-building efforts? Why?
3. **Writing to Persuade** Suppose that you are the President of the United States. You believe you should send aid to help a war-torn African nation rebuild its government and infrastructure. Write a short, informal speech that you will make at a Cabinet meeting to persuade your Cabinet to support your position.

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Differentiated Instruction

For Gifted and Talented

L2

Have students use available news sources to prepare a list of countries currently receiving high-profile nation-building assistance from the United States.

From this list, students can choose one or two nations and prepare a short oral report. This report should describe conditions in the nation before the U.S. began

assisting; any controversy over whether or not to offer assistance, or over the form the assistance should take; how much aid the country is receiving from the United States, and in what form; whether other nations are already providing assistance; what effect this assistance has had so far; and how long the program of assistance is expected to continue.