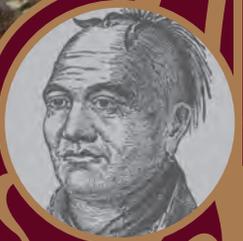
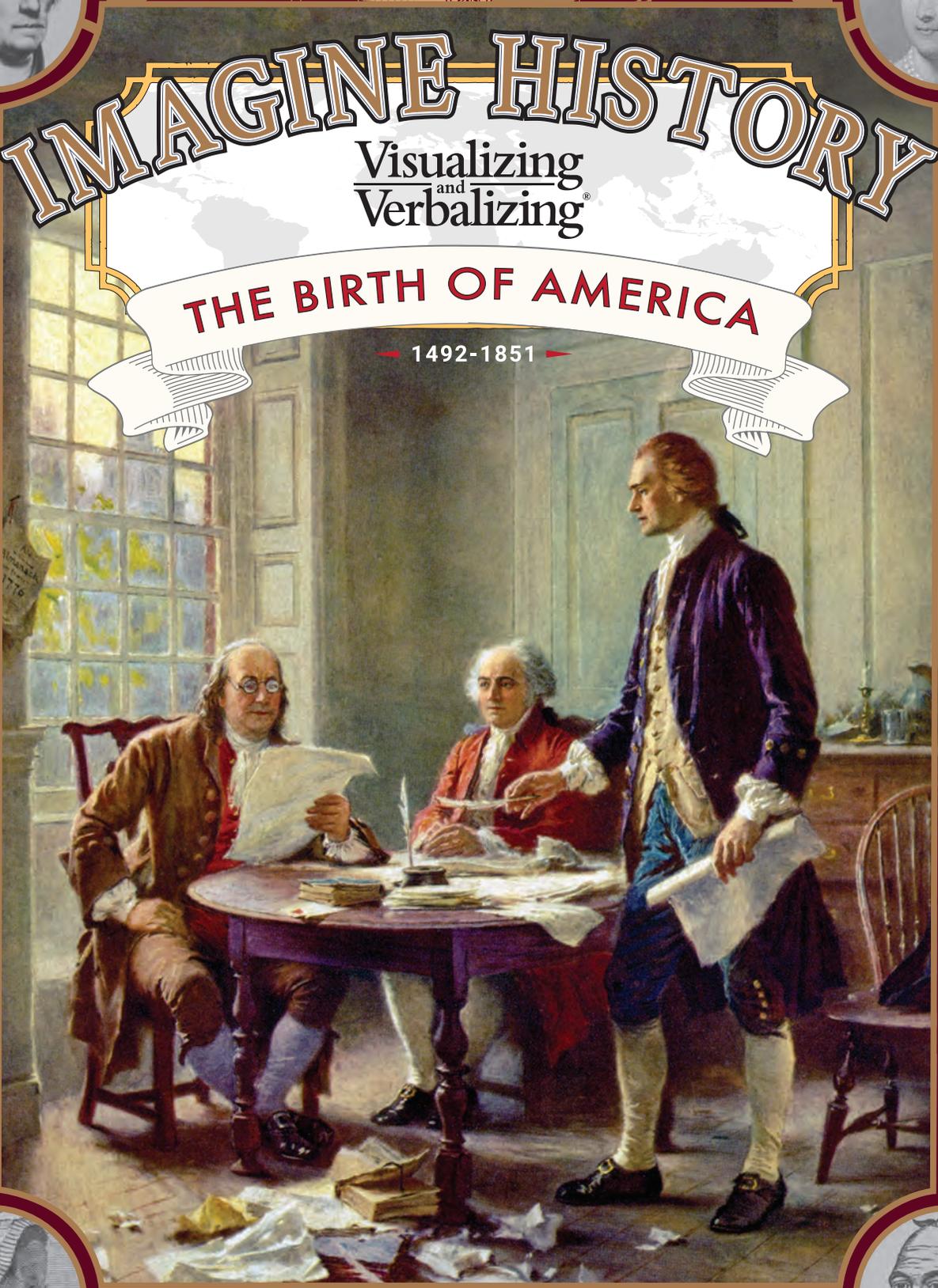


IMAGINE HISTORY

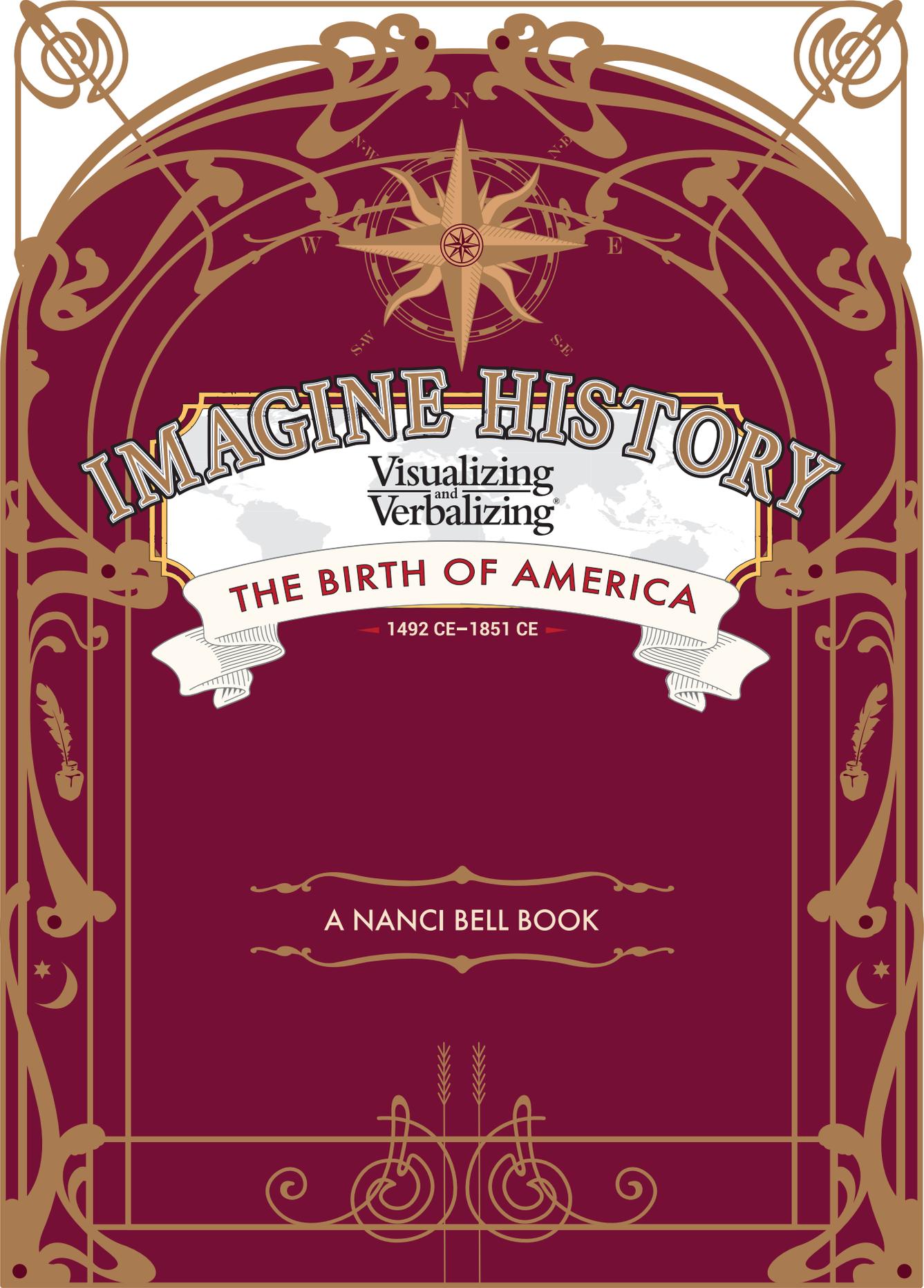
Visualizing
and
Verbalizing®

THE BIRTH OF AMERICA

1492-1851



A NANJI BELL BOOK



IMAGINE HISTORY

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THE BIRTH OF AMERICA

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A Nanci Bell Book

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VISUALIZING AND VERBALIZING AND V/V ARE REGISTERED
TRADEMARKS OF NANCI BELL.

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Foreword

Imagery is a silent partner to cognition, thinking, comprehension, memory, and language—and it should be brought to consciousness for all learning, especially subject-area content in school.

Alan Paivio, the eminent cognitive psychologist, summarized the importance of imagery to our intellect,

...language never worked its magic alone...it has always depended on a silent partner that provides it with something to talk about, a general cognitive system that evolved to a high level before it invited language in as a coplayer in the evolutionary scene...Nonverbal mind and verbal mind thus became interlocked in a synergistic relation that evolved into the nuclear power source of our intellect.¹

***Imagine History** specifically develops the imagery/language interplay for history. We can read history, but more importantly we can experience the richness of history with our imagery to comprehend it and embed it into our memory.*

Let's take a journey with imagery and meet the Founding Fathers. Time travel with your imagery and make history come alive. Enjoy!

Nanci Bell



1. Allan Paivio, *Mind and Its Evolution* (Mahwah: Lawrence Erlbaum Associates, 2007)

Unit/Chapter Overview

The gestalt: use V/V steps and discuss imagery. Ex. **Sentence by Sentence** or **Multiple Sentence** steps

Word to Image Search

Students find objects in gestalt image to engage with the picture and to develop vocabulary.

**Visualizing
Verbalizing**

UNIT 1

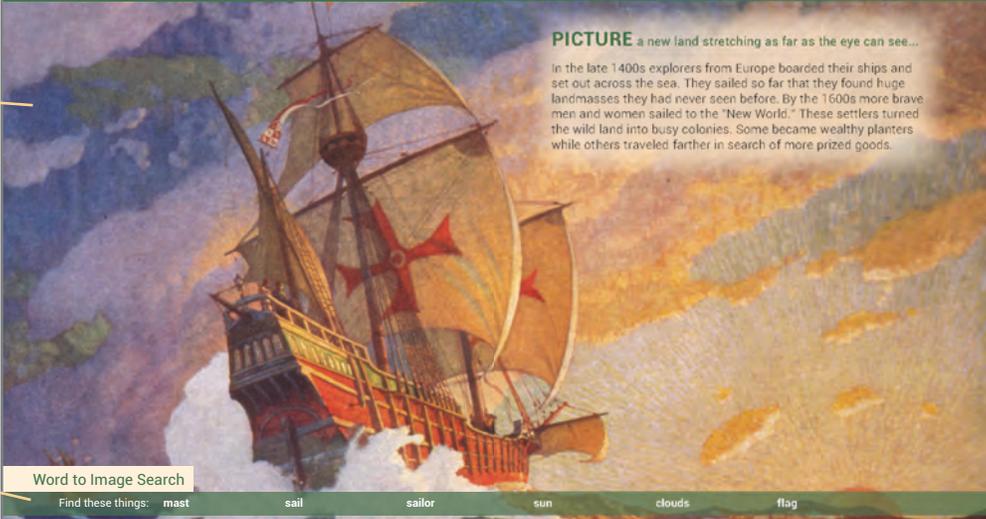
Wealth of the New World

1492 CE–1763 CE

Word to Image Search

Find these things: mast sail sailor sun clouds flag

PICTURE a new land stretching as far as the eye can see...
 in the late 1400s explorers from Europe boarded their ships and set out across the sea. They sailed so far that they found huge landmasses they had never seen before. By the 1600s more brave men and women sailed to the "New World." These settlers turned the wild land into busy colonies. Some became wealthy planters while others traveled farther in search of more prized goods.



UNIT 1
Chapter 1

Images for Vocabulary

cotton



mosquito



manor



silk



Inspired History: The Birth of America

Images for Vocabulary

Precheck and image key vocabulary words. Use **V/V Picture to Picture** or **Word Imagery** step to develop imagery for unknown words.

Introduce New Words

Key words appear in the chapter and may be unfamiliar to students.

Picture to Picture

Use **V/V Picture to Picture** step. Prompt with Structure Words as needed.

UNIT 1
Chapter 1

Picture to Picture Imaging

Use your words to help me picture the ship.



Use your Structure Words:

■ What	■ Size	■ Color	■ Number
■ Shape	■ Where	■ Movement	■ Mood
■ Background	■ Perspective	■ When	■ Sound

Inspired History: The Birth of America

Word Imaging

What do you picture for these words? Don't forget to use your Structure Words!

conqueror **mosquito**
cotton **tobacco**

Term Imaging

Picture these terms to help you create images for the chapter.

continent one of the landmasses of Earth; there are seven (Africa, Antarctica, Asia, Australia, Europe, North America, and South America)
The continent of Australia is an island, but the continent of North America is attached to the continent of South America.

debtors' prison a jail for people who owe money they cannot pay back
Molly was thrown in a debtors' prison because she was behind on her rent payments.

New World the lands now called North, Central, and South America
Kings and queens of far-off Europe wanted to claim all of the New World for themselves.

Thirteen Colonies The first ten British colonies that joined together to form a government.
The Thirteen Colonies followed the laws of England's King George III until they formed their own government and laws.

Word Imaging
Use **V/V Word Imaging** step to previsualize key vocabulary words.

Term Imaging
Use **V/V Sentence Imaging** step. Use the definition and sentence to build a picture of the key term.

Unit/Chapter
Organized by unit, then chapter. Left color bar indicates unit. Horizontal color bar indicates chapter.

Chapter Introduction
Use V/V steps to develop gestalt imagery. Ex. **Sentence by Sentence, Multiple Sentence, Whole Paragraph, and Paragraph by Paragraph** steps

UNIT 1
Chapter 1 **Chapter One**
Risky Route to a New Life
1492–1643

Men, women, and children have lived in the Americas for thousands of years. But life on these **continents** changed when strange ships anchored off the coasts. Fair-skinned men from Europe stepped onto the new shores for the first time. Soon news traveled back across the sea of a rich **"New World."** Sailors, debtors, and families began to dream of leaving their old lives. Many **settlers**, rich and poor, braved the journey with the hopes of a new life.

Risky Route to a New Life

From what you pictured...

1. What did you picture for **Discovering a New World**?
2. Why do you think the native way of life did not last forever?

The Booming Colonies

By the mid 1600s the eastern coast of North America started to change. Forts and farms grew into busy towns and thriving plantations. The land was less wild than it had been before. More families left Europe to join the colonists across the sea. They were ready to start a new life in England's **Thirteen Colonies**.

Settlers quickly adapted to the new land.

Some went to the Northern Colonies and worked as fur trappers or ship builders. Others flocked to the Middle Colonies where they tended to fields of wheat. They **harvested** the golden stalks and

Chapter Content
The chapter is divided into sections. Use V/V steps: **Sentence by Sentence, Multiple Sentence, Whole Paragraph, and Paragraph by Paragraph**.

Key Terms
Bolded words are key terms, important to the gestalt and for meeting standards.

"We the People"

1787–1796

In 1787 the Founding Fathers came together once again. The men shook their heads as they greeted one another. They believed the Articles of Confederation had failed. The men decided to write up a new structure of government. This new version would be even better. They hoped to design a country **by the people and for the people.**

We the People

insure domestic Tranquility, provide for the common and our Posterity, do ordain and establish this Constitution

Article I.

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, in each State shall have Representatives requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed thirty Thousand, but each State shall have at least one Representative; and until such Enumeration shall be made, the State of New Hampshire shall have three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

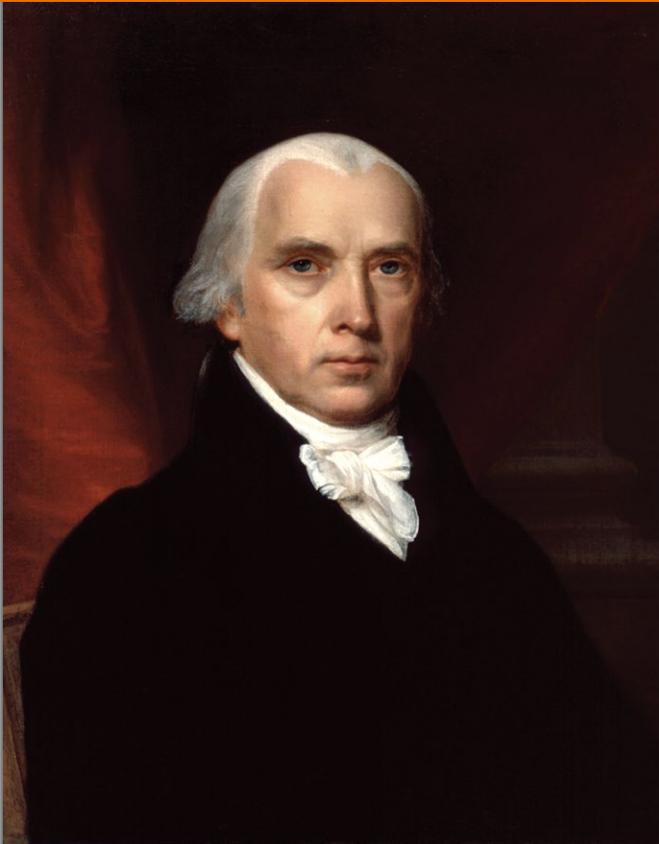
When Vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Chapter Two

"We the People"



James Madison, the Father of the Constitution.

The Founders' Return

The Founding Fathers walked up the stone steps of Independence Hall once again. The men were ready to debate and write out the new rules and structure for their nation. They took their seats on wooden chairs in a large room. One man struck a gavel on a heavy oak table and the room came to order. The men furrowed their brows and went to work. These men became known as

the **framers** of the **Constitution**.

One framer wrote every word uttered in the meetings. He was a small, bookish man named **James Madison**. Madison's quill scratched on the thick vellum paper as he wrote down the other framers'

The framers met in Independence Hall.



"We the People"

ideas. After weeks taking notes in the hot room, Madison wiped the salty sweat from his forehead. He smoothed the crinkled pages, rolled a **blotter** to remove excess ink, and handed them to the other framers. Then the men debated any changes they wanted Madison to make to the Constitution. Madison nodded, smoothed his **cravat**, and went back to work.

Finally, the framers agreed that America's power would be split into "**three branches of government.**" The men wanted to make sure that no one branch could have too much power like King

George Washington led the final meeting of the Constitutional Convention.



"We the People"

George had. This forced the three branches to work together if they wanted to pass new laws or taxes. The framers called this system **checks and balances**.

On September 17, 1787, the men stood up from their chairs and set down their **pipes**. One by one, each man took up a quill and signed his name at the bottom of the Constitution. As the last man signed his name, the gavel struck for a final time.



From what you pictured...

1. What did you picture for **The Founders' Return**?
2. Why do you think it was important that the three branches work together?

Making New Laws

The first branch was the **Legislative Branch**, or Congress. Congress was made up of many lawmakers from each of the new states. Men

A man leads the congressmen into their chambers.



"We the People"



John Adams was the first leader of the Senate.

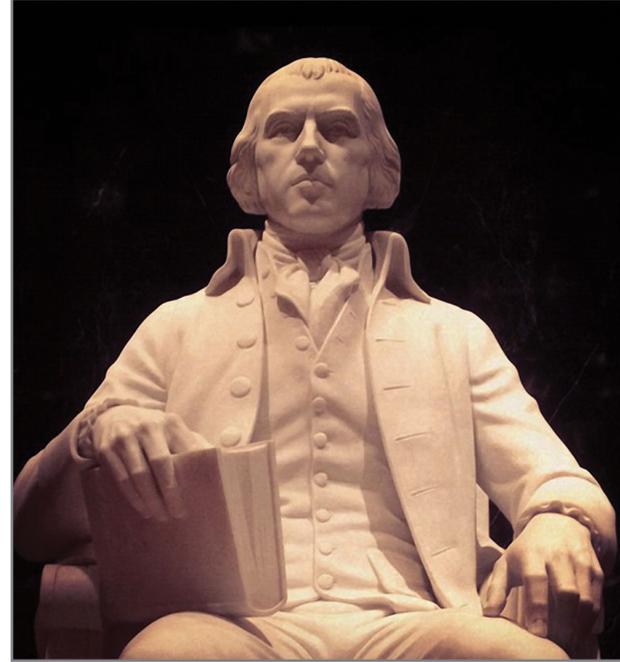
from each state cast their votes for the men they wanted to serve in Congress. If one of these men got enough votes, he became a congressman. Then he put his hand over a leather **Bible** and swore to make **just** and fair laws for the people. Then he marched through the heavy wooden doors of Federal Hall. He joined other proud lawmakers

in the large room. There some smoked **cigars** and clapped each other on the back for congratulations.

At first, some framers wanted Congress to have an equal number of lawmakers from each state. Each state would have an equal voice when it came to voting on new laws. But some stood and shouted that that was unfair. Bustling states like Virginia and New York had more people than Rhode Island or Delaware. After many weeks of arguing, the men came to an agreement. Congress was split into two parts. The first part of Congress was called the **Senate**. Each state was allowed only two elected lawmakers known as **senators**.

"We the People"

The second part of Congress was the **House of Representatives**. For this part, each state had a different number of lawmakers based on the number of people living in a state. During the House's first meeting, the big state of Virginia had ten officials. But the smaller state of Delaware only had one lawmaker in the House.



Madison was elected into Congress.

In 1789 James Madison was chosen to sit in the leader's seat in the House of Representatives. He went to work writing a document called the **Bill of Rights** to protect the freedoms of

Congressmen debated new laws for Americans.



"We the People"



The Capitol building in Washington

the American people. The framers wanted to include rights like **free speech** and **freedom to worship**. Madison scrawled across the pages until his hand cramped. As the ink

dried on the pages, the men decided it was time for a vote. They wondered if the newly written rights should be added to the Constitution as **amendments**. The hall filled with the sound of a resounding “yea!”

After the vote in the House, a messenger carried the pages to the Senate hall. Each of the men looked over the pages. Then one man called for a vote. Like before, most of the senators gave a booming “yea” when voting on the Bill of Rights. The Bill of Rights became the **first ten amendments** to the Constitution.



From what you pictured...

1. What did you picture for **Making New Laws**?
2. Why do you think the Bill of Rights was added as the first ten amendments to the Constitution?

"We the People"

Rule of Law

Since Congress made laws for the people, a second branch of the government was created to make sure the laws did not go against the rights in the Constitution. This was called the **Judicial Branch**. Wise judges in long black **robes** listened to **cases** that questioned certain laws. The judges sat in high desks in the middle of a white stone courthouse. People argued for their cases as the judge sat and listened closely. After hours, and sometimes days, of arguments the judge gave his **ruling**.



John Jay was the first Chief Justice.

The Supreme Court Building in Washington D.C.

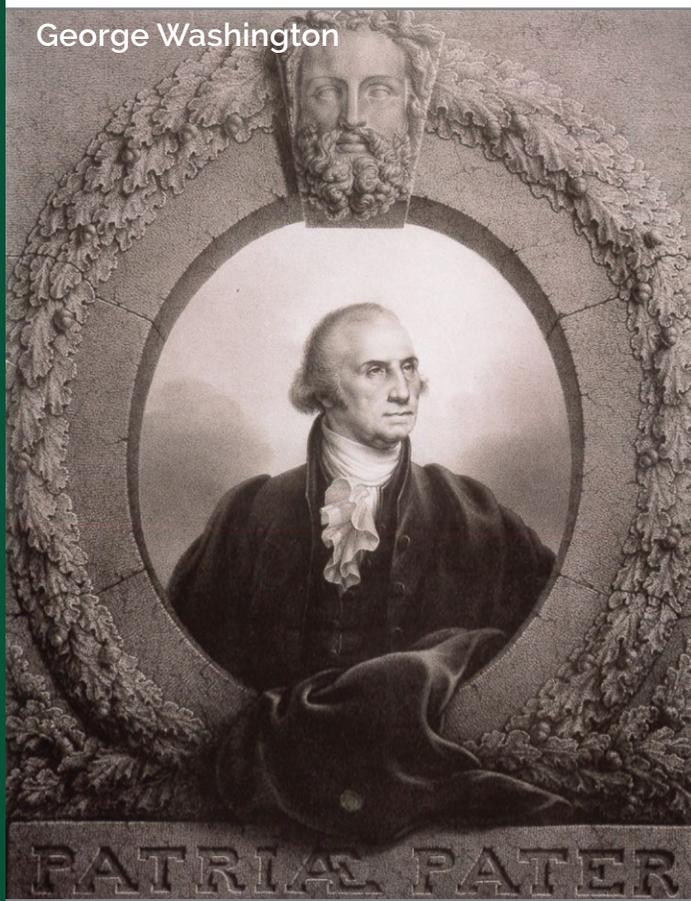


The most important judges were those chosen to be life-long members of the **Supreme Court**. On February 2, 1790, six **justices** of the court met for the first

time. They gathered at a square courthouse that stood in the heart of New York City. They sat in a private room with a polished desk long enough for all of them. The justices read over the Constitution as they listened to the most important cases. Then the judges voted on the case with either a "yea" or "nay." The court's decision was final. But only one person could appoint justices to the court.



Now there are nine justices on the Supreme Court.



George Washington

The People's New Leader

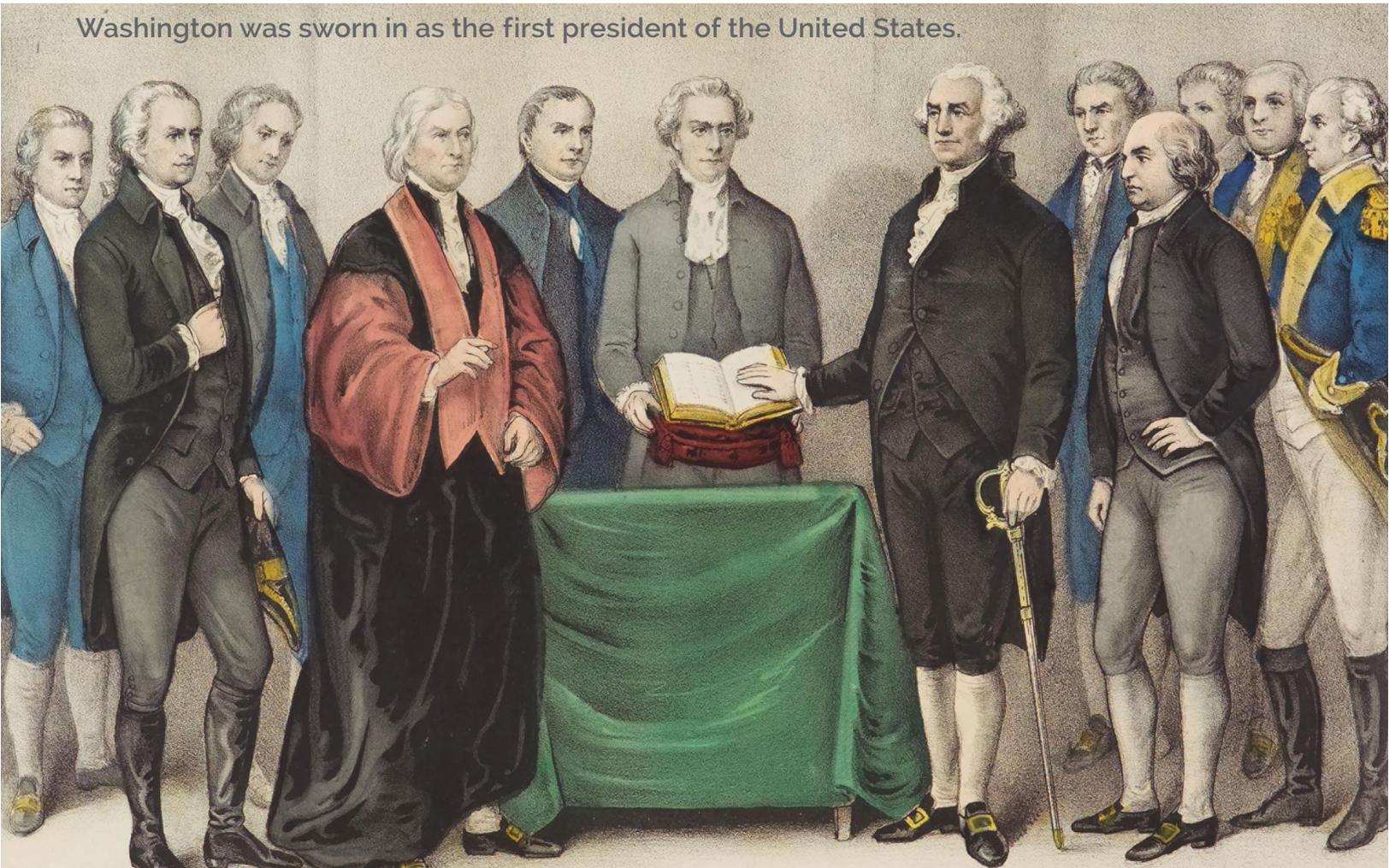
The framers decided to create a third branch to protect the laws of the whole country. This was called the **Executive Branch**. Many of the men shuddered at the thought of having a king or even lords like the British. The framers decided that the top leader should not be called

"We the People"

"your majesty" or "your excellency." They scoffed at the thought of a leader chosen by royal birth. Instead, they wanted a leader that was chosen by the vote of the people. The framers decided to call their leader the **President** of the United States.

In 1789 Americans voted for the first president. White men who owned land cast their votes on slips of ballot paper. The vote was **unanimous**. Men and women across the nation cheered for the tall and **noble** George Washington. Both a war hero and a good leader, Washington heaved a deep sigh but wore a proud

Washington was sworn in as the first president of the United States.



UNIT 4

Chapter 2

"We the People"

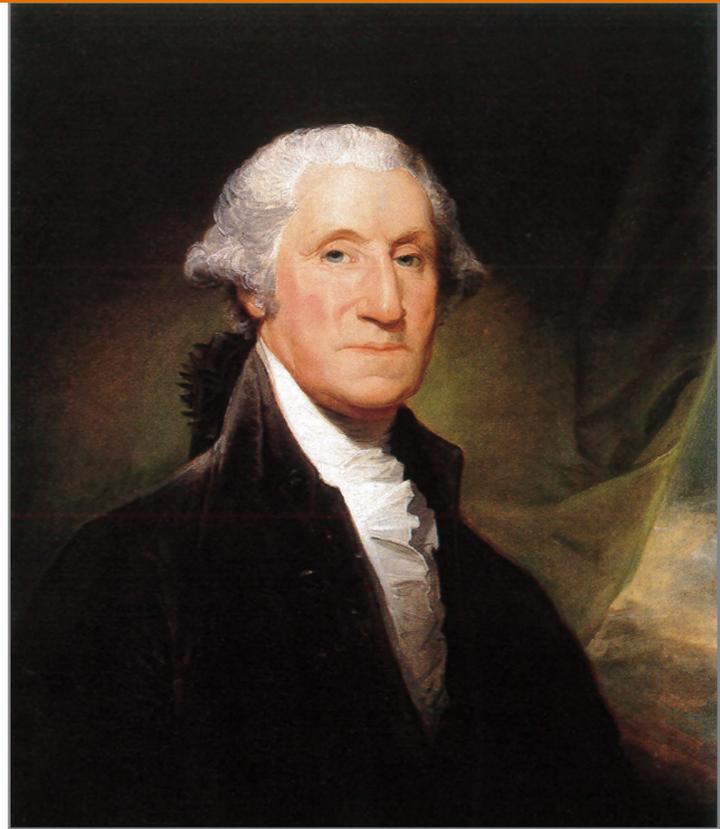
George Washington

smile on his face. He stood with his head high before the crowd of cheering Americans. He now had a lot of work to do as the new president!

During his days in office President Washington sat at a large polished desk with claw feet. He signed his name on many sheets of yellow paper filled with the words of new laws. One law called for the building of a new national bank. Americans could keep their money locked inside iron **vaults**.

Washington also spoke in front of large crowds at Christian

People came from all over to hear Washington speak.



churches and Jewish temples. He said that all men, women, and children should pray as they saw fit. There would be no official religion of the country.

"We the People"

Men and women still saw Washington as a great hero and trusted him to steer the new country as president.

More Than One Government?

The framers wanted the three branches to work as a single united **national government**.

These branches were meant to serve all men, women, and



The first Bank of the United States still stands today!



Picture this
for fun!

Washington enjoys any time he can spend at his Mount Vernon home in Virginia. He rushes past the red-roofed mansion to one of his favorite places—his dogs' kennel. The excited brown-and-white hounds jump up as soon as they see him. He pets Sweet Lips, Truelove, and all the others with a smile. Washington has bred each one to have a good nose and lots of energy for hunting. They are the first American Foxhounds.

"We the People"

children. Congress went to work drafting new laws for the people. President Washington signed his name to approve the laws. Then those laws went into effect. The five Supreme Court justices looked over each new law and nodded. Together the three branches went to work to build the new country.

But the framers still wanted the states to have local power. Men from each state made a state government. These state leaders created laws that were not made by Congress. Northern states outlawed slavery while the southern states still allowed slavery.

George Washington returned to his home at Mount Vernon.



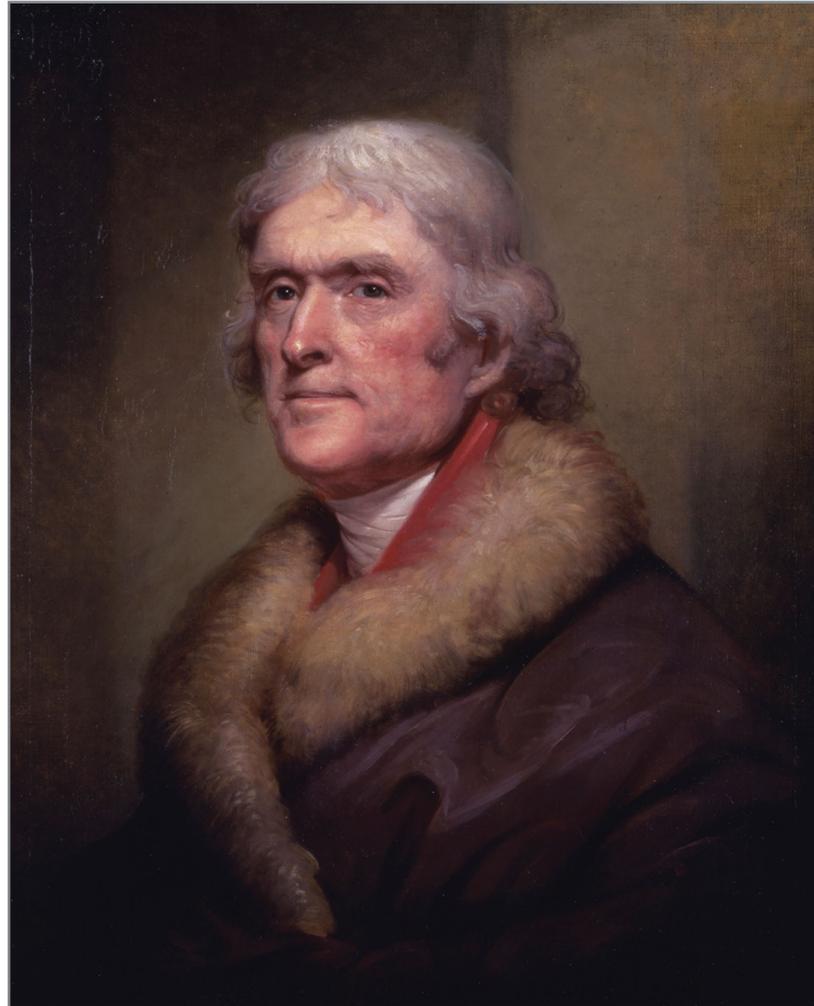
"We the People"

As the states made more and more laws, the three branches of the national government kept a close eye on the states to make sure these laws did not go against the Constitution.

Leaders Divided

George Washington stepped down from serving as president after eight long years. Many men turned to each other with puzzled looks. Who should be the next president? Some men wanted to vote for John Adams. They wanted only wealthy, educated planters to lead the country. They wanted the national government to run banks and businesses. They thought poor, uneducated men could not be trusted to run the nation. These men called themselves **Federalists**.

Some men shook their heads at Adams and his allies. Instead, they wanted Thomas Jefferson to be president. Jefferson and



Jefferson was an Anti-Federalist and Adams' rival.

"We the People"



Adams became the second president.

his allies were **Anti-Federalists**. They shuddered at the thought of having too strong of a central government. The men believed wealthier leaders would forget the farmers, blacksmiths, and printers. The Anti-Federalists believed that all white men deserved a voice and a vote, not just the rich men.

These two groups were some of the nation's first **political parties**. Each group stood for their own ideas of how the new country should run. After Washington, political parties helped pick who was chosen for president. They also fought for the new laws they wanted in their country. Men who didn't own land, women, Native Americans, and slaves were given no vote. The men in charge did not see some groups of people as equals.

This mural from the Senate Reception Room at the US Capitol, shows Jefferson, Washington, and Hamilton.





From what you pictured...

Use your imagery to help you answer the questions!

1. What is the main idea of this chapter?
2. How do you think the three branches of government made sure no one had too much power?
3. What is the phrase that refers to the splitting of power in government?
4. Why do you think the Supreme Court justices read over the Constitution as they listened to cases?
5. How do you think the president was different from a king?
6. What are the three branches of the United States government?
7. Why do you think political parties helped decide who was chosen for president?

Picture yourself and make laws...

Get into a group of three and have each person pick one branch of government. Then act as if you run that branch and work with your partners to make some laws.

Remember that:

- the congressman suggests what the laws should be and writes them;
- the president decides whether that law should pass and signs those that do;
- the judge decides whether the law violates anything in the constitution.

Work together to make your laws and then write them out and present them.