

Lesson 3.01 Guided Reading and Notes

Nationalism: Interpreting History

All students complete 3.01 reading and the written assignment

Print and fill in the blanks. To type on this document make a copy and save it to your computer!

Page 1

- These teens are all in the same place, witnessing the same event. Yet each one has a different view of the scene. Each will choose their next actions based on their own _____ (an explanation of an event and its significance based on one's viewpoint) of what happens. The choices people make each day build history. What makes studying history fascinating is that people experience the effects of those choices in different ways. Our interpretations create several versions of an event's history and, thus, multiple perspectives from which to understand history.

Word	Meaning (In your own words)
Interpretations	

Page 2

Complete the Interactive noting the different interpretations of the events between Colonist One and Colonists Two. Use the information to complete the chart.

Name the Event/Conflict	Why did some people support the event?	Why were some citizens against the event?	What was the main issue they were debating over?
Boston Tea Party	Did not want to pay Parliament's high taxes on tea.	Taxes help pay for the cost of governing the colonies.	Government's rights to impose taxes.
Alien and Sedition Act	Declared independence to protect our _____ _____. Do not want new _____!	Country is young and vulnerable. _____ makes us weak.	laws are restricting foreign-born residents

Do you see what I see?

2. Why are there different reactions to these events? People look at what happens around them through their own reality or _____ (preference toward a particular belief or attitude).
3. Bias develops from our _____ experiences in life, such as the way our parents raised us, our natural personalities, the ways and content in which we are educated, the interests and hobbies we pursue, and the behaviors of friends and people we interact with daily.

Word	Meaning (in your own words)
Bias	

Perspectives on Nationalism

4. The Framers did agree on many _____ ideas about government and all were loyal patriots.
5. However, they had different perspectives on how the new government should _____.
6. For example, Alexander Hamilton wanted to create a very _____ central government.
7. Thomas Jefferson, in contrast, felt the _____ governments should have the most power. Their debates and experiences helped shape not only the new government, but also American identity as a whole.

Does history repeat itself?

8. Because no two people are exactly alike, neither are their choices. No two situations exactly mirror each other. However, we can learn much from choices made in the past to help inform the choices we make now. A student of history should use care when _____ the actions of people in the past.

Page 3

9. Americans often see the Revolutionary War as a _____ event.
10. However, it was not viewed the same way by the British. In fact, there were a number of colonists who were _____ being British citizens, didn't mind paying taxes, and wanted America to remain a colony of Great Britain.
11. These _____ had a different perspective on the war.

Interactive - Use the Interactive to complete the chart

Name the Event/Conflict	Why did some people support the event? (Loyalist)	Why were some citizens against the event? (Patriot)	What was the main issue they were debating over?
Stamp Act			
Arrival of British Troops in the Colonies			
The Night of March 5, 1770			

Assignment - Click [here](#) for the template

Consider the two different perspectives on the soda tax issue—those in favor of the tax and those opposed to it—to respond to the prompts. You must write your answers in **at least two-to-three complete sentences. Fill in all boxes of the chart and answer the Reflection Question.**

Soda tax—Should people have to pay an extra tax on soda or junk food?

In 2016, the City Council of Philadelphia passed a \$0.015 per ounce tax on the sale of all sugary beverages, including soda. The tax money was allotted to fund the city's Pre-Kindergarten programs, community schools, and park improvements.



Opponents of a proposed sugary drink tax demonstrate outside City Hall in Philadelphia on June 8, 2016. Since 2017, Philadelphia's tax on soda has led to a 38.9% decrease in the amount of sodas sold at small, independent stores.



Pre-Kindergarten students gather in support of a proposed sugary drink tax in the corridors of City Hall in Philadelphia on June 8, 2016. In its first year of operation, the City funded 2,000 Pre-K students and nine Community Schools through the tax profits.

Differing Perspectives on the Soda Tax Chart	
Arguments for the Soda Tax	Arguments against the Soda Tax
The tax money benefits children's programs.	Those without school-aged children don't benefit from the tax.
There are taxes on nearly everything. What's one more tax?	More taxes means less money in people's pockets.
Soda is bad for you. It should be taxed.	My health and taxes are two separate things.
You don't have to drink soda. If you don't want to pay the tax, drink something else.	People shouldn't be punished for wanting to drink a soda.
Decreased soda sales will help the overall health of the community.	Small businesses and soda companies will lose money due to decreased sales.

- Identify the people who would support the tax.
- Identify the people who would be opposed to the tax.
- Explain what each of their arguments might be for or against the tax.
- Which side are you on? Explain.

See the grading rubric in the online text to help you earn full credit.