

**High School  
United States History  
Advanced Placement  
Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton  
Superintendent**

**Denise Cleary  
Assistant Superintendent**

**Gregory Grasso  
Supervisor of Social Studies and Business**

**The Linden Board of Education adopted the Curriculum Guide on:**

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**July 2022**

**Date**

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**Agenda Item**

**Rationale**

**Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.**

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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### **Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

### **Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

### **Social Studies Department Vision**

Know the past. Engage the present. Impact the future.

### **Social Studies Department Mission Statement**

The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

### **Social Studies Department Goals**

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through interpretation of historical facts, to analyze information and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

## I. Course Description

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

## II. Course Instructional Materials

### Primary Textbook:

Brinkley, Alan. *American History: Connecting with the Past, Updated AP Edition*. 16th edition. McGraw-Hill Education, 2023. **CR1**

### Supplemental Textbook:

Johnson, Paul. *A History of the American People*. HarperCollins Publishers, 1998. **CR1**

Zinn, Howard. *A People's History of the United States*. New York: Harper & Row, 1990. **CR1**

## III. Standards and NJDOE Mandates Guiding Instruction

### A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

### B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

<http://www.socialstudies.org/c3>

### C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at: <http://www.njamistadcurriculum.net>

### D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at: <https://www.nj.gov/education/holocaust/index.shtml>

### E. History of disabled and LGBT persons included in middle and high school curriculum

- A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of **middle school and high school** students as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources at:

### F. Diversity, Equity, and Inclusion Mandate...

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available at: <https://www.welcomingschools.org>

### G. Asian American and Pacific Islanders Mandate

- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as

part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

IV. General Interdisciplinary Connections / Materials  
(specific materials are referenced within each unit)

- Language Art: Literature and poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
- Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

V. Themes of A.P United States History **CR3**

• **Theme 1 American and National Identity (NAT):**

Theme focuses on how and why definitions of American and national identity and values have developed among diverse and changing population of North America. Theme also focuses on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

• **Theme 2 Work, Exchange and Technology (WXT):**

Theme focuses on the factors behind the development of systems of economic exchange— particularly the role of technology, economic markets, and government.

• **Theme 3 Geography and the Environment (GEO):**

Theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.

• **Theme 4 Migration and Settlement (MIG):**

Theme focuses on why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.

• **Theme 5 Politics and Power (PCE):**

Theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

• **Theme 6 America in the World (WOR):**

Theme focuses on the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influence of the U.S. on world affairs.

• **Theme 7—American and Regional Culture (ARC):**

Theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

• **Theme 8—Social Structures (SOC):**

Theme focuses on how and why systems of social organization

VI. Pacing Guide **CR2**

First Marking Period	Unit 1: Period 1 - 1491-1607... Unit 2: Period 2 - 1607-1754... Unit 3: Period 3 - 1754-1800...	4-6% weight on exam 6-8% weight on exam 10-17% weight on exam
Second Marking Period	Unit 4: Period 4 - 1800-1848... Unit 5: Period 5 - 1844-1877... Unit 6: Period 6 - 1865-1898...	10-17% weight on exam 10-17% weight on exam 10-17% weight on exam
Third Marking Period	Unit 7: Period 7 - 1890-1945... Unit 8: Period 8 - 1945-1980...	10-17% weight on exam 10-17% weight on exam

	Unit 9: Period 9 - 1980- Present...4-6% weight on exam
Fourth Marking Period	Review of course materials

## VII. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

Grades 1-3	Active Citizenship Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.
Grade 4	United States Geography An introduction to the regions of the United States, with a focus on their history and development.
Grade 5	United States History Settlement/Colonization to End of the American Revolution
Grade 6	Half Year - Civics Half Year - World Geography
Grade 7	United States History The American Revolution to Post Civil War Reconstruction
Grade 8	World History Pre-history to global encounters
Grade 9	World History Global encounters to modern times
Grade 10	United States History I Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War
Grade 11	United States History II Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today
Grade 12	Electives: Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science

**VIII. Accommodations, Modifications, and Teacher Strategies**  
(specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> <li>• Teacher Presentation</li> <li>• Student Presentation</li> <li>• Class Discussion</li> <li>• Socratic Discussion</li> <li>• Reading for Meaning</li> <li>• Inquiry Design Model</li> <li>• Interactive Lecture</li> <li>• Interactive Notetaking</li> <li>• Compare and Contrast</li> <li>• Research Based</li> <li>• Problem Based</li> <li>• Project Based</li> </ul> <p><b>504 Plans</b></p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> <li>• walk, breathe, eat, or sleep</li> <li>• communicate, see, hear, or speak</li> <li>• read, concentrate, think, or learn</li> <li>• stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>• preferential seating</li> <li>• extended time on tests and assignments</li> <li>• reduced homework or classwork</li> <li>• verbal, visual, or technology aids</li> <li>• modified textbooks or audio-video materials</li> <li>• behavior management support</li> <li>• adjusted class schedules or grading</li> <li>• verbal testing</li> <li>• excused lateness, absence, or missed classwork</li> <li>• pre-approved nurse's office visits and accompaniment to visits</li> <li>• occupational or physical therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for further independent research on topics of interest related to the unit of study</li> <li>• Advanced leveled readers and sources</li> <li>• Increase the level of complexity</li> <li>• Decrease scaffolding</li> <li>• Variety of finished products</li> <li>• Allow for greater independence</li> <li>• Learning stations, interest groups</li> <li>• Varied texts and supplementary materials</li> <li>• Use of technology</li> <li>• Flexibility in assignments</li> <li>• Varied questioning strategies</li> <li>• Encourage research</li> <li>• Strategy and flexible groups based on formative assessment or student choice</li> <li>• Acceleration within a unit of study</li> <li>• Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>• Encourage students to move through content areas at their own pace</li> <li>• After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>• Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Guided notes with highlighted words and concepts</li> <li>• Use of Merriam-Webster's ELL dictionary</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; 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# IX. Social Studies Department Writing Rubric

		0	1	2	3	4
<b>Introduction</b>	<b>Historical Context</b>	does not discuss the background for the question	alludes to events, with relevance, into historical time period	is present but needs to be more concise	adequately places events, with relevance, into historical time period	clearly and accurately places events into historical time period
	<b>Thesis</b>	no thesis is identified	thesis is alluded to or does not accurately address the question	thesis is not clearly presented or does not fully address the question	thesis is presented and accurate but could be further developed	thesis is fully presented, well-focused and structured
	<b>Outline of Evidence</b>	does not support the thesis or is absent altogether	limitedly supports the thesis or meets the demands of the question	supports the thesis or demands of the questions, but could contain better examples or but could be more concise	largely supports the thesis or demands of the questions	evidence is presented, organized, and effectively supports the thesis
<b>Discussion</b>	<b>Historical Knowledge</b>	Demonstrates little knowledge or contains many inaccuracies	Offers some relevant knowledge but lacks consistent specifics or depth	offers relevant details but is not evenly applied throughout the paper	Offers relevant and consistent details throughout paper but lacks full depth or coverage of content	In-depth and accurate, applied consistently and convincingly to support thesis
	<b>Strength of Argument</b>	The essay is mostly a narrative and there is no attempt to form an argument.	Arguments are present but largely consist of generalized statements	Arguments indicate some in-depth discussion but not consistency throughout	Arguments indicate in-depth discussion but some components could be further developed	Argument is relevant, in-depth and supported by evidence
	<b>Demands of the Question</b>	are not completely addressed	are limitedly addressed throughout the response	are partially addressed throughout the response	are largely met through a clearly focused response	are fully met showing high degree of awareness.
	<b>Historiography</b>		does not acknowledge various interpretations of the topic, event, or issue	Attempts to acknowledge various interpretations of the topic, event, or issue	is integrated effectively into the answer to support and supplement the argument	demonstrates an awareness of the reasons and circumstances that produced different interpretations.
<b>Conclusion</b>	<b>Recaps Thesis and Evidence</b>	thesis and evidence are not summarized or there is no conclusion	Conclusion is present but does not recap the essay sufficiently	The thesis and evidence are partially summarized	thesis and evidence are both mostly summarized and explained	thesis and evidence are fully summarized and well explained.
<b>Logistics</b>	<b>Organization and Structure</b>	is absent altogether	lacks clear approach to answering the question	organization and structure are present but could be better addressed	is acceptable and does not take away from the overall quality of the essay	is strong, clear, and well-focused arguments
	<b>Quality of the Prose</b>	There are severe language or grammatical issues that detract from the quality of the essay	There are many language or grammatical issues that detract from the quality of the essay or it is illegible	There are some language or grammatical issues that detract from the quality or it is difficult to decipher	There are minimal language or grammatical issues that detract from the quality of the essay	There are no language or grammatical issues that detract from the quality of the essay

Score

INC

F

D

C

**GRADE**

Range

0 through 6

7 through 12

13 through 18

19 through 25

Score

B-

B+

A-

A+

Range

26 through 28

29 through 32

33 through 36

37 through 40



**Unit # 1**  
**Quest for the Americas**  
**Period 1 - 1491 - 1607**  
**Period 2 - 1607 – 1754**  
**CR2**

**Overview**

This unit will examine the exploration of European countries into the “New World”. This unit will help students analyze and discuss the impact that Europeans had on the native civilizations as well as the world. Students will examine the Colombian Exchange and cash crops that changed and impacted the financial institutions of the world. The unit will also look at the British settlements in North America and will compare and contrast them.

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- Do people have birth given rights?
- How can independence be defined?
- What makes one society “better” than another society?
- What impacts does region have on culture/ beliefs?
- How does location play a role in your economic and social life?

**Enduring Understanding...**

- North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
- The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices.
- Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.
- The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops.
- Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.

**Students will be able to...**

- Skill 1: Development and Processes  
Identify and explain historical developments and processes.to read and understand informational text
- Skill 2: Sourcing and Situation  
Analyze sourcing and situation of primary and secondary sources.
- Skill 3: Claims and Evidence in Sources  
Analyze arguments in primary and secondary sources.
- Skill 4: Contextualization  
Analyze the context of historical events, developments, or processes.
- Skill 5: Making Connections  
Using historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections between and among historical developments and processes.
- Skill 6: Argumentation  
Develop an argument.

**Students will know...**

**Assessment Topics 1.1 - Pre-Columbian Era & Spanish Colonization**

### Key Terms/Vocabulary:

Ice Age, Bering Strait land bridge, Nomadic hunter-gathering, Agricultural Revolution, Sedentary farming, Civilization & social, diversification, Nation-state, Indigenous, Inca, Maya, Aztec, Anasazi, Pueblo, Plains, Mississippian, Cahokia, Iroquois Confederacy, Three-sister farming, Matrilineal

### Main Ideas/Concepts:

- How did Native North Americans live before European contact?
- How were the lives of Native Americans as well as Europeans and Africans transformed by the arrival of the conquistadors in the Americas?
- Why did Europeans settle in the English colonies? How did their motivations influence their settlement patterns and colony structures?
- Why was slavery introduced into the colonies? And how did the institution of slavery influence European and African life in the colonies?
- Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.
- As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.
- The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.
- Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.
- In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

## **Assessment Topics 1.2 – Cultural Change & Continuity**

### Key Terms/Vocabulary:

Ice Age, Bering Strait land bridge, Nomadic hunter-gathering, Agricultural Revolution, Sedentary farming, Civilization & social, diversification, Nation-state, Indigenous, Inca, Maya, Aztec, Anasazi, Pueblo, Plains, Mississippian, Cahokia, Iroquois Confederacy, Three-sister farming, Matrilineal

### Main Ideas/Concepts:

- The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.
- Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans.
- Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.
- The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere.
- Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population.
- In the economies of the Spanish colonies, Indian labor, used in the encomienda system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.
- European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.
- European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.
- The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending.
- New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.
- Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

### **Assessment Topics 1.3 - The Chesapeake & Southern Colonies**

#### **Key Terms/Vocabulary:**

Chesapeake colonies, Southern colonies, Protestant Reformation, Henry VIII, Anglican Church, Established church, Tudor conquest of Ireland, "Irish tactics", Scots-Irish, Elizabeth I, Sir Francis Drake, Sir Walter Raleigh, Roanoke Colony, Spanish Armada, English Renaissance, Wool industry, Enclosure movement, Primogeniture, Jamestown, Virginia Company of London, Pocahontas, John Smith, Lord de la Warr, Anglo-Powhatan Wars, Virginia House of Burgesses, General Assembly of Virginia, John Rolfe, Tobacco, Monoculture, Indentured servitude, Freedom dues, Headright system, Virginia Cavaliers, "First Families of Virginia" (FFVs), Aristocracy, Life expectancy in the Chesapeake, "Widowarchy" Tidewater/coast vs. backcountry /frontier, Shenandoah Valley, Scots-Irish, Governor William Berkeley, Bacon's Rebellion, Chattel slavery, Royal African Company, Middle Passage, Seasoning, Slave codes, Sabotage, escape & rebellion, Rigid racial hierarchy, Lord Baltimore/Calvert Family, Catholicism, Maryland Toleration Act, Barbados, Sugarcane, Charles II, English Restoration, Lords Proprietors of Carolinas, Coastal plain/Tidewater, Rice, Indigo, Yamassee War, Charles Towne, Jews, Gullah language, Stono Rebellion, Outer Banks, Fall line, Yeoman farmers, Naval stores, John Knox, Presbyterianism, Tuscarora Wars Lumbee, James Oglethorpe, Trustees of Georgia, Debtor prisons, Buffer colony, John Wesley, Methodism, Creek (Muscogee)

#### **Main Ideas/Concepts:**

- To what extent did the colonies offer religious, political, social and economic freedom to their residents?
- European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.
- With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how "civilized" these groups were compared to European standards.
- Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists' worldviews on land and gender roles.
- Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians.
- Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs.
- European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.
- Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes.

### **Assessment Topics 1.4 - The New England Colonies**

#### **Key Terms/Vocabulary:**

New England colonies, John Calvin, Predestination, Conversion, Visible saints, Puritans, Separatists, Mayflower, Mayflower Compact, Plymouth Colony, William Bradford, Massachusetts Bay Colony, Great Migration, Puritan/English, John Winthrop, "City upon a hill", "Covenant community", Town meetings, Direct (Athenian) democracy, Majority rule, Town commons, "Bible Commonwealth", John Cotton, Protestant work ethic, Subsistence farming, Profit motive (limited profit), Shipbuilding, "Sacred cod", Paternalism & Patriarchy, Apprenticeship, Life expectancy in New England, Public education, New England Primer, Harvard College, Blue laws (sumptuary laws), "God vs. Cod", Nathaniel Hawthorne's The Scarlet Letter, Dissenter /Heretic, Anne Hutchinson, Antinomianism, Roger Williams, Rhode Island, "The Sewer"/ "Rogue's Island", Religious tolerance, Separation of church and state, Universal manhood suffrage, Thomas Hooker, Fundamental Orders of Connecticut, New Haven, Perceptions of land use/ownership, Praying towns, Massasoit, Pequot War, Metacom, King Philip's War, English Civil War, New England Confederation, Salutary neglect, Congregational Church, Half-Way Covenant, Salem Witch Trials, Arthur Miller's The Crucible, Quasi-theocracy, First Great Awakening, "Old Lights, New Lights", Jonathan Edwards, "Sinners in the Hands of an Angry God", Jeremiad, Conversions & revivalism, Charles II, English Restoration, Dominion of New England, Edmund Andros, Navigation Laws, Smuggling, Glorious (Bloodless) Revolution

#### **Main Ideas/Concepts:**

- To what extent did the colonies offer religious, political, social and economic freedom to their residents?
- The Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel.

- The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population.
- Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.
- The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World.
- The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade.
- Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with native peoples.
- Africans developed both overt and covert means to resist the dehumanizing aspects of slavery.
- In spite of slavery, Africans’ cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

### **Assessment Topics 1.5 - The Middle Colonies**

#### **Key Terms/Vocabulary:**

Middle colonies, Chesapeake colonies, Diversity, New Sweden, Dutch East India Company, Dutch West India Company, Henry Hudson, Hudson River, New Netherland, New Amsterdam, Dutch Reformed Church, Patroonship, Anglo-Dutch Wars, Peter Stuyvesant, New York, Huguenots, Jews, "Yankee ingenuity", New York Slave Revolt, Leisler's Rebellion, John Peter Zenger Trial, Freedom of the press, New Jersey Presbyterians, Charles II, English Restoration, Quakers/Society of Friends, William Penn, Philadelphia, Pacifism, Religious toleration, Lord Baltimore/Calvert Family, Catholicism, Maryland Toleration Act, Cereal crops, "Bread colonies"

#### **Main Ideas/Concepts:**

- Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.
- The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops.
- Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.

### **Assessment Topics 1.6 - Life & Liberty in the Colonies**

#### **Key Terms/Vocabulary:**

Colonial Regions (New England, Middle, Chesapeake, Southern), Colonial regional differences, Colonial commonalities, Diversity vs. uniformity, Class structure, Race relations, Land ownership, Labor systems, Geography Resources, Gender roles, Education, Religious liberty, First Great Awakening, Life expectancy, Direct democracy, Representative government, Salutary neglect, Colonial conflicts

#### **Main Ideas/Concepts:**

## **STAGE 2**

### **Evidence of Learning**

### **Formative Activities, Tasks, or Projects:**

#### **Assessment Topic 1.1 - Pre-Columbian Era & Spanish Colonization**

- Construct a historical narrative explaining why colonization was so important for all countries in Europe.
- Analyze how the Columbian Exchange impacted the future American Colonies as well as Europe.
- Examine the land claims made by European Countries and determine what made those land areas so valuable.

### **Assessment Topic 1.2 - Cultural Change & Continuity**

- Analyze the impact of the Slave Trade in both Africa and the New world.
- Examine the treatment of slaves in their journey to the New World.
- Examine the economic impact the slave trade had on not only the slave owners but on the whole world.

### **Assessment Topic 1.3 - The Chesapeake & Southern Colonies**

- Examine the discuss the economic system of the southern colonies.
- Construct a narrative from a southern point of view as to why the need for slavery was just.
- Examine along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.

### **Assessment Topic 1.4 - The New England Colonies**

- Examine the discuss the economic system of the New England colonies.
- Analyze how the Puritan religion played a key role in the makeup of the New England Colonies.
- Examine and discuss how Puritan belief allowed for a rigid racial hierarchy in the New England Colonies.
- Examine along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.

### **Assessment Topic 1.5 - The Middle Colonies**

- Examine the discuss the economic system of the Middle colonies.
- Examine and analyze how demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops.
- Examine along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.

### **Assessment Topics 1.6 - Life & Liberty in the Colonies**

- Examine along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.

### **Summative Activities, Tasks, or Projects:**

- Article Review – Bartolome De La Casas – The Destruction of the Indies
- DBQ – How did Europeans perceive the “New World”
- Document Review – The Pueblo Revolt
- Document Review – Richard Frethorne, Williams Byrd, Nathaniel Bacon & Slavery Laws
- DBQ LV- What caused the Salem Witch Trial Hysteria of 1692
- DBQ SV- What caused the Salem Witch Trial Hysteria of 1692
- Puritan New England Document Analysis
- DBQ 2021 – Puritan Society
- MQ Project- Early Jamestown- Why Did So Many Colonists Die
- MQ Project- Valley Forge- Would You have Quit
- MQ Project- What Cause the Salem Witch Hysteria of 1692
- MQ-Cabeza de Vaca- How Did He Survive
- Map of the original 13 colonies to fill in and discuss the economic activities of each colony
- Create a Colony Activity
- Mercantilism Game
- Middle passage stimulation
- Ben Franklins – “13 Virtues”

### **Assessment Topic 1.1 - Pre-Columbian Era & Spanish Colonization**

Lesson Theme 1.1 - Pre-Columbian Era  
Lesson Theme 1.2 - Early Civilizations  
Lesson Theme 1.3 - The Pueblo Revolt  
Lesson Theme 1.4 - Civilizations

### **Assessment Topics 1.2 - Cultural Change & Continuity**

Lesson Theme 1.2.1 - Arrival of Europeans  
Lesson Theme 1.2.2 - Spanish Exploration  
Lesson Theme 1.2.3 - Portuguese Exploration  
Lesson Theme 1.2.4 - Colombian Exchange  
Lesson Theme 1.2.5 - Technology improvements

### **Assessment Topic 1.3 - The Chesapeake & Southern Colonies**

Lesson Theme 1.3.1 - Roanoke & Jamestown  
Lesson Theme 1.3.2 - Tobacco / Cash Crops  
Lesson Theme 1.3.3 - Slavery Impact

### **Assessment Topics 1.4- The New England Colonies**

Lesson Theme 1.4.1 - Puritan Religion  
Lesson Theme 1.4.2 - Puritan Society  
Lesson Theme 1.4.3 - Witch Trails

### **Assessment Topics 1.5- The Middle Colonies**

Lesson Theme 1.5.1 - Diversity  
Lesson Theme 1.5.2 - Economic growth  
Lesson Theme 1.5.3 - Social Justice

### **Assessment Topics 1.6 - Life & Liberty in the Colonies**

Lesson Theme 1.6.1 - Freedom vs Slavery  
Lesson Theme 1.6.2 - Franklin 13 Virtues  
Lesson Theme 1.6.3 - Runaway Slaves

### **Unit Specific Accommodations and Modifications**

#### **Multiple Intelligence Activities and Engagement...**

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

#### **Gifted and Talented Accommodations & Modifications...**

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

#### **English Language Learners, Special Education, and At-Risk Accommodations & Modifications...**

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

### **Additional Materials**

#### **Digital Tools/Resources:**

NearPod, Newsela, Turnitin, ActiveClassroom

#### **Additional Primary & Secondary Resources:**

- Article Review – Bartolome De La Casas – The Destruction of the Indies

- Document Review – The Pueblo Revolt
- Document Review – Richard Frethorne, Williams Byrd, Nathaniel Bacon & Slavery Laws
- Puritan New England Document Analysis

**Unit # 2**  
**Revolutionary Era and Early Republic**  
**Period 3 – 1754 – 1800**  
**CR2**

**Overview**

This unit will examine the growth of colonial economic, political, and social structures along with the influence of Enlightenment ideals on the British North American Colonies and their impact on the causing the American Revolution. North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

**STAGE 1**  
**Desired Results**

**Essential Questions**

- Do people have birth given rights?
- How can independence be defined?
- How does culture change over time due to social, political, economic, and environmental conditions?
- How is society impacted by war, especially one fought in its own backyard?
- Is it okay to break the law if no one will find out about it?

**Enduring Understanding...**

- North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
- The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices.

**Students will be able to...**

- Skill 1: Development and Processes  
Identify and explain historical developments and processes.to read and understand informational text
- Skill 2: Sourcing and Situation  
Analyze sourcing and situation of primary and secondary sources.
- Skill 3: Claims and Evidence in Sources  
Analyze arguments in primary and secondary sources.
- Skill 4: Contextualization  
Analyze the context of historical events, developments, or processes.
- Skill 5: Making Connections  
Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- Skill 6: Argumentation  
Develop an argument.

**Students will know...**

**Assessment Topics 2.1 - French and Indian War**

**Key Terms/Vocabulary:**

Britain-France-Spain, War of League of Augsburg (King Phillip's War), War of Spanish Succession (Queen Anne's War), War of Austrian Succession (King George's War), War of Jenkins' Ear, Seven Years War (French and Indian War), American Revolution, Ohio River Valley, Colonel George Washington, Fort Duquesne & Fort Necessity, Iroquois Confederacy, Albany Plan of Union (Albany Congress), Benjamin Franklin, "Join or Die", Colonial Militia, British Regulars, Edward Braddock, William Pitt, James Wolfe, Battle of Quebec, Treaty of Paris 1763, Acadia (Nova Scotia), Cajuns, Pontiac's Rebellion 1763, Smallpox, Proclamation of 1763, Appalachian Mountains, Paxton Boys.



### Main Ideas/Concepts:

- What characteristics defined French settlement in North America?
- How did the French & Indian War impact Native Americans, French settlers and British colonists?
- In what ways did the French & Indian War alter the political, economic and ideological relations between Britain and its American colonies?
- How and why did Britain attempt to increase its control over the colonies?
- Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability.
- European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.
- By supplying American Indian allies with deadlier weapons and alcohol, and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare.
- English population growth and expansion into the interior disrupted existing French–Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers.
- Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government.
- After the British defeat of the French, white–Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands.
- Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.
- The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white–Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions
- The French and Indian War strengthened the ties between colonies, put the British in debt, and caused further tension with Britain when the crown prevented expansion west by the colonists. These effects pushed the Colonies further to Revolution.

### Assessment Topics 2.2 – Colonial Discontent

#### Key Terms/Vocabulary:

Proclamation (Line) of 1763, Paxton Boys, Salutary neglect, Mercantilism, Favorable balance of trade, Currency, Royal veto, Smuggling, Writs of assistance, Regulator movement, George Grenville, Navigation Laws of 1763, Sugar Act of 1764, Quartering Act of 1765, Stamp Act of 1765, Admiralty courts, James Otis, "No taxation without representation", "Virtual representation", Stamp Act Congress, Boycott, Nonimportation agreements, Domestic economy, Sons of Liberty & Daughters of Liberty, Repeal of Stamp Act, Declaratory Act of 1766, Charles Townshend, Townshend Acts, John Dickinson, Letters from a Pennsylvania Farmer, Lord North, "Redcoats"/"Lobsterbacks", Boston Massacre 1770, Samuel Adams, Committees of Correspondence, British East India Company, Monopoly, Boston Tea Party 1773, Coercive ("Intolerable") Acts of 1774, Boston Port Act, Mercy Otis Warren, Town meetings, Jury of peers, New Quartering Act, Quebec Act, First Continental Congress Declaration of Rights, The Association, "Nonimportation, nonexportation nonconsumption", Tarring and feathering, Patrick Henry, "Give me liberty or give me death", Battles of Lexington & Concord, "Shot Heard 'Round the World", Second Continental Congress, Olive Branch Petition, George III, Richard Henry Lee, Thomas Jefferson, Declaration of Independence

### Main Ideas/Concepts:

- How and why did colonists resist British control?
- How did the ideas of John Locke and Thomas Paine influence Jefferson’s writings in the Declaration of Independence?
- How did the Declaration of Independence become a road map for the new republic as it extended the franchise, provided for equality of opportunity, and guaranteed “unalienable rights”?
- The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.
- “Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor
- systems.
- The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas.
- As European nations competed in North America, their colonies focused on gaining new sources of labor and on producing and acquiring commodities that were valued in Europe.

- The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues.
- Late 17th-century efforts to integrate Britain's colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government's relative indifference to colonial governance.
- During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.
- Great Britain's massive debt from the Seven Years' War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others.
- The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white-Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions.

### **Assessment Topics 2.3 - Declaration of Independence**

#### **Key Terms/Vocabulary:**

American identity, English culture Protestantism, Taverns, Printing presses, John Peter Zenger Trial, Scientific Revolution, Deism, The Enlightenment, Radical Whigs, Thomas Hobbes, "State of nature", Absolute monarchy, John Locke, "Natural rights", "Life, liberty and property", "Ordered liberty", Jean-Jacques Rousseau, "Social contract", "Consent of the governed", Mercantilism, "No taxation without representation", "Virtual representation", Montesquieu, Separation of powers, Voltaire, Religious toleration, Separation of church and state, Thomas Paine, Common Sense, Republicanism, Democracy, Town meetings, Civic virtue, "Natural aristocracy", Adam Smith, The Wealth of Nations, Capitalism, Richard Henry Lee, Thomas Jefferson, Declaration of Independence, Equality, "Inalienable rights", "Life, liberty and the pursuit of happiness", List of Grievances,

#### **Main Ideas/Concepts:**

- Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.
- As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.
- The independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.
- Protestant evangelical religious fervor strengthened many British colonists' understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.
- New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.
- The American Revolution was inspired by ideas concerning natural rights and political authority, and its successful completion affected people and governments throughout the world for many generations.
- The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which Americans live.

### **Assessment Topics 2.4 – Revolutionary War**

#### **Key Terms/Vocabulary:**

Patriots (Whigs), Loyalists (Tories), Neutrals, Lord Dunmore's Proclamation, Baron von Steuben, Marquis de Lafayette, Anglican Church Congregational (Puritan), Church Presbyterian Church, Continental Congress, Continental Army, General George Washington, Battle of Breed's/Bunker Hill, Hessians (mercenaries), Battle of Quebec 1776, Thomas Paine, Common Sense, Guerilla warfare, War of attrition, John Howe, John Burgoyne, Battle of Saratoga 1777, Benjamin Franklin, Model Treaty, Franco-American Alliance 1778, Comte de Rochambeau, French soldiers, Admiral de Grasse, French navy, Armed Neutrality League, Iroquois Confederacy, George Rogers Clark, Privateers, John Paul Jones, Nathanael Greene, Charles Cornwallis, Battle of Yorktown 1781, Resignation of Lord North, Paris Peace negotiations, Treaty of Paris 1783

#### **Main Ideas/Concepts:**

- George Washington avoided any situation that threatened the destruction of his army, and his leadership kept the army together when defeat seemed inevitable.
- Benjamin Franklin successfully negotiated a Treaty of Alliance with France following the Patriot victory at the Battle of Saratoga.
- The American rebels had a firm belief in their cause. In contrast, the war did not have popular support in Great Britain.
- The British government grew tired of the struggle after the French agreed to aid the Americans.
- Americans benefited from the presence of the French army and navy at the Battle of Yorktown, which ended the war with an American victory.

### **Assessment Topics 2.5 – Impact of the American Revolution**

#### **Key Terms/Vocabulary:**

Patriots (Whigs), Loyalists (Tories), Neutrals, Confiscation of Loyalist property, Loyalist exodus, Manufacturing, Inflation, Property requirements for voting, Primogeniture, quitrents & entails, Disestablishment of religion, Thomas Jefferson's Virginia Statute for Religious Freedom, Jefferson Bible, "Separation of church and state", Lord Dunmore's Proclamation, Gradual abolition in the north, Manumission in north & mid-Atlantic, Eli Whitney's cotton gin, Expansion of slavery in the south, Abigail Adams, Republican motherhood, Civic virtue, State constitutions, Treaty of Fort Stanwix 1784, Westward expansion, British Forts in Old Northwest, Spanish Florida & Louisiana, Repayment of French war loans, French Revolution, Haitian Revolution, Mexican independence, Gran Colombia

#### **Main Ideas/Concepts:**

- While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world.
- The ideals expressed in the Declaration of Independence contradicted the realities of slavery and the undemocratic nature of political participation in the early decades of the new republic.
- During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.
- Enlightenment ideas and women's experiences in the movement for independence promoted an ideal of "republican motherhood," which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.
- Various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.
- While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world.
- The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions.

## **STAGE 2**

### **Evidence of Learning**

#### **Formative Activities, Tasks, or Projects:**

#### **Assessment Topic 2.1 – French and Indian War**

- Discuss the consequences of the war that led to colonial discontent as well as the beginnings of the Revolutionary War.
- Acts Project - You are given a different act and will complete a group presentation on how that Act impacted American Society and moved the colonies closer to separation.

#### **Assessment Topic 2.2 – Colonial Discontent**

- Discuss to what extent the Sons of Liberty played in creating colonial discontent among the colonists.
- Compare the New England discontent with the colonial discontent of other colonies prior to the American Revolution.
- Acts Project - You are given a different act and will complete a group presentation on how that Act impacted American Society and moved the colonies closer to separation.

#### **Assessment Topic 2.3 – Declaration of Independence**

- Draw upon the principles in the Declaration of Independence to construct a sound historical argument regarding whether it justified American independence?

- Compare the Declaration of Independence with the French Declaration of Rights of Man and Citizens and evaluate their influence on government and revolutionary movements around the world during the 19th and 20th centuries. How did the natural rights philosophy of the Enlightenment influence the American and French declarations? How have these ideas, which inspired the American and French Revolutions, influenced 19th century revolutions in Latin America and Europe, and 20th century revolutions such as those in Mexico, Russia, and China? How successful have these governments been in carrying out the ideals that inspired their revolutions?
- Compare the ideas of the Declaration of Independence with those of John Locke in Two Treatises of Government. How are they different? Similar? Why does Jefferson use the phrase “the pursuit of happiness” instead of “property”? What did Jefferson mean by the “pursuit of happiness”?
- Discuss to what extent the Declaration of Independence was a radical document for the time.
- America Break Up Song Project - Apply your knowledge of the separation between Britain and America and perform a song illustrating what you learned in groups.

#### **Assessment Topic 2.4 – Revolutionary War**

- Explain why the Battle of Saratoga has been considered the turning point of the Revolution? How did Ben Franklin use the battle to gain French aid? How important was French aid during the war?
- Construct a position paper or historical narrative analyzing to what extent the American Revolution was a civil war as well as a war for national independence. How does the battle at King’s Mountain illustrate the civil war aspect of the Revolution?
- Compare how the terms of the Treaty of Paris and the national boundaries it specified affected economic and strategic interests of the United States, Native American nations, Spain, England, and France. What was the economic impact of the loss of trade with the British West Indies following the American Revolution? What boundaries remained in dispute after the Treaty of Paris? To what extent did the Treaty of Paris address issues of importance to the Indians? What was the impact of the Treaty of Fort Stanwix (1784) with the Iroquois and the Treaty of Hopewell with the Cherokee following the Revolution? What benefits could Indians allies of the United States expect to gain from their support?

#### **Assessment Topic 2.5 - Impact of the American Revolution**

- Construct a chart assessing the comparative advantages and disadvantages of such efforts to finance the Revolutionary War as taxing Americans, borrowing from foreign nations, confiscating goods and requiring services needed by the military, printing un-backed paper money, and repudiating debts.
- Founding Father/Framer of the Constitution - Choose from one of the fifty-five delegates who went to/contributed to the Constitutional Convention in the summer of 1787 in Philadelphia (only 39 signed the document). Then, make a presentation about your Statesmen.

#### **Summative Activities, Tasks, or Projects:**

- DBQ LV- What caused the Salem Witch Trial Hysteria of 1692
- DBQ SV- What caused the Salem Witch Trial Hysteria of 1692
- DBQ 2004 Impact of the French and Indian War
- MQ Project- Early Jamestown- Why Did So Many Colonists Die
- MQ Project- Valley Forge- Would You have Quit
- MQ Project- What Cause the Salem Witch Hysteria of 1692
- MQ-Cabeza de Vaca- How Did He Survive
- Ben Franklin – 13 Virtues
- DBQ 1999 – Colonial Identity
- Map of the original 13 colonies to fill in and discuss the economic activities of each colony
- Create a Colony Activity
- Mercantilism Game
- Middle passage stimulation
- French and Indian War Activity
- Declaration Of Independence – Primary Source Review
- Newspaper Report of the Boston Massacre from both the British and American perspectives
- Pamphlet Project from either a Loyalist or Patriot perspective
- Examine the Boston Massacre engraving by Paul Revere
- Examine the Declaration of Independence Activity
- DBQ 2005 – Impact of the American Revolution

## STAGE 3 Learning Plan

### Assessment Topics and Lesson Themes:

#### Assessment Topic 2.1 - French and Indian War

- Lesson Theme 2.1.1 - Causes of war
- Lesson Theme 2.1.2 - British Role in war
- Lesson Theme 2.1.3 - Natives Role in war
- Lesson Theme 2.1.4 - Aftermath of war

#### Assessment Topics 2.2 - Colonial Discontent

- Lesson Theme 2.2.1 - King George's Iron fist
- Lesson Theme 2.2.2 - Colonial pushback
- Lesson Theme 2.2.3 - Sons of Liberty

#### Assessment Topic 2.3 – Declaration of Independence

- Lesson Theme 2.3.1 - Advantages/ Disadvantages of Independence
- Lesson Theme 2.3.2 - Thomas Jefferson
- Lesson Theme 2.3.3 - Creating a more perfect union

#### Assessment Topic 2.4 – Revolutionary War

- Lesson Theme 2.4.1 - Causes of the War
- Lesson Theme 2.4.2 - George Washington Leadership
- Lesson Theme 2.4.3 - Soldiers life

#### Assessment Topic 2.5 – Impact

- Lesson Theme 2.5.1 - Costs of Victory
- Lesson Theme 2.5.2 - Roles of Woman and Slaves
- Lesson Theme 2.5.3 - Direction of the New Federal Government

### Unit Specific Accommodations and Modifications

#### Multiple Intelligence Activities and Engagement...

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

#### Gifted and Talented Accommodations & Modifications...

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

#### English Language Learners, Special Education, and At-Risk Accommodations & Modifications...

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

## Additional Materials

### Digital Tools/Resources:

- NearPod, Newsela, Turnitin
- <https://www.history.com/>,
- <https://www.pbs.org/>,
- <https://www.albert.io/>,
- <https://apcentral.collegeboard.org/courses/ap-united-states-history/course>,

- <https://wams.nyhistory.org/>,
- <https://asalh.org/black-history-themes/>

**Primary & Secondary Source Analysis:**

Niderost, Eric. "[Benjamin Franklin: Revolutionary Spymaster](#)". American History. February 2006. Annual Editions: American History Volume I. 21st ed.

Ferling, John. "[The Rocky Road to Revolution](#)". Smithsonian, July 2004. Annual Editions: American History Volume I. 21st ed.

"Bacon's Rebellion". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 9

**Unit #3**  
**Formation of our Government**  
**1780-1800**

**Overview**

This unit will examine the function of the new nation under the political structure outlined by the Articles of Confederation and the reasons for and debates at the Constitutional Convention and the ratification process

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- How is the role of government defined?
- Whose interest should government represent.
- How can differing points of view affect relations between and within societies?

**Enduring Understanding...**

- The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.

**Students will be able to...**

- Skill 1: Development and Processes  
Identify and explain historical developments and processes.to read and understand informational text
- Skill 2: Sourcing and Situation  
Analyze sourcing and situation of primary and secondary sources.
- Skill 3: Claims and Evidence in Sources  
Analyze arguments in primary and secondary sources.
- Skill 4: Contextualization  
Analyze the context of historical events, developments, or processes.
- Skill 5: Making Connections  
Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- Skill 6: Argumentation  
Develop an argument.

**Students will know...**

**Assessment Topics 3.1 - Articles of Confederation & State Governments**

**Key Terms/Vocabulary:**

Virginia Declaration of Rights, George Mason, Virginia Statute for Religious Freedom, Thomas Jefferson, Disestablishment, State constitutions, Property requirements, Strong legislatures, Weak executives and judiciaries, State capitals, 2nd Continental Congress, Articles of Confederation, Continental Army, Equal representation, Westward expansion and settlement, State boundary disputes, (Old) Northwest Territory, Land Ordinance of 1785, Public education, Slavery in the territories, Northwest Ordinance of 1787, Northwest Indian War, Admission of states to the union, Gradual abolition in the north, Weak government, States' rights, Legislative branch, Equal representation, Supermajority, Unanimous, Taxation, Interstate commerce, Foreign trade tariffs, Currency problems, External threats (Canada, British forts, Native Americans, Spanish Florida, Mississippi River navigation, Barbary pirates, Franco-American alliance & debt), Shay's Rebellion

**Main Ideas/Concepts:**

- How did the delegates to the Constitutional Convention balance competing interests?
- The Articles of Confederation were the first structured government of the newly independent colonies.

- State governments held a bulk of power and authority within the Articles of Confederation.
- Under the Articles of Confederation, the national government had limited ability to function effectively.
- Recognizing the need for change delegates from each state participated in the Constitutional Convention to amend, but ultimately discard the Articles of Confederation in favor of a new Constitution.
- Agreement on the need and structure of the new constitution was not unanimous as Federalist and Anti-Federalist battle over the ratification of the Constitution.

### **Assessment Topics 3.2 - Constitutional Convention**

#### **Key Terms/Vocabulary:**

Articles of Confederation 1777, Shays' Rebellion 1787, Constitutional Convention 1787, George Washington, Legislative branch, Executive branch, Judicial branch, James Madison, "Father of the Constitution", Virginia Plan, New Jersey Plan, William Paterson, Great Compromise (Connecticut Compromise), Roger Sherman, Senate, Equal representation, Appointment by state legislatures, House of Representatives, Proportional representation, Direct election by the people, Bicameral, Electoral College, Indirect election, Three Fifths Compromise, Compromise on trade, Slave trade, Imports & exports, Three branches, Checks and balances, Separation of powers, Taxation, Simple majority vote, Majority rule, Respect for the minority, Federalism, Central authority, National supremacy, States' rights, Preamble, Article I, Article II, Article III, Article IV, Article V, Article VI, Article VII, Ratification, Federalists, Antifederalists, Bill of Rights

#### **Main Ideas/Concepts:**

- The Articles of Confederation were the first structured government of the newly independent colonies.
- State governments held a bulk of power and authority within the Articles of Confederation.
- Under the Articles of Confederation, the national government had limited ability to function effectively.
- Recognizing the need for change delegates from each state participated in the Constitutional Convention to amend, but ultimately discard the Articles of Confederation in favor of a new Constitution.
- Agreement on the need and structure of the new constitution was not unanimous as Federalist and Anti-Federalist battle over the ratification of the Constitution
- How did the delegates to the Constitutional Convention balance competing interests?

### **Assessment Topics 3.3– Three Branches**

#### **Key Terms/Vocabulary:**

Article I, Legislative branch, House of Representatives, Senate, Three Fifths Compromise, Census, Apportionment, Gerrymandering, Impeachment, Treaty ratification, Confirmation hearings, Veto override, "Power of the purse", Revenue & appropriation, Power to declare war, Interstate commerce clause, Majority rule, Supermajority, Filibuster, Enumerated powers, Implied powers, Necessary & proper (elastic) clause, Habeas corpus, Bill of attainder, Ex post facto law, Titles of nobility, Congressional oversight, Article II, Executive branch, President, Vice president, Electoral college, Inauguration, Oath of office, Chief executive, Enforcement of law, Head of state, Commander-in-chief, Veto, Pocket veto, Pardon, Treaty negotiations, Appointment of judges, State of the Union address, Impeachment of the president, Article III, Judicial branch, Supreme Court, Chief Justice, Original jurisdiction, Appellate jurisdiction, Interpretation of law, Precedent (stare decisis)

#### **Main Ideas/Concepts:**

- What are the underlying principles of the American system of government?
- What is the relationship between the three branches of government? Between the national government and the states?

### **Assessment Topics 3.4– Ratification & Bill of Rights**

#### **Key Terms/Vocabulary:**

Athenian democracy, Roman Republic, Roman Empire, Article VII, Ratification, Federalists, Federalist Papers, John Jay, Alexander Hamilton & James Madison, "Publius", \Conservatism, "Counterrevolution", Antifederalists, Antifederalist Papers, George Mason, Patrick Henry, "Brutus", Virginia Declaration of Rights, Virginia Statute for Religious Freedom, Thomas Jefferson, Disestablishment, Bill of Rights, 1st Amendment, RAPPs, Free exercise of religion, Establishment of religion, 2nd Amendment, Right to bear arms, 3rd Amendment, Quartering of soldiers, 4th Amendment, Probable cause & search warrants, 5th Amendment, Rights of the accused, Double jeopardy, Self-incrimination, Due process, 6th Amendment, Speedy and Public Trial, Jury Trial, assistance of counsel, 7th Amendment, Civil lawsuits, 8th Amendment, Excessive bail and fines, Cruel and Unusual Punishment, 9th Amendment, Non-



enumerated Rights, 10th Amendments, Reserved powers, Modern debates about...("big government, welfare state, states' rights, individual liberty, etc)

#### Main Ideas/Concepts:

- How was the Bill of Rights influenced by the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom?
- What were the major arguments for and against the Constitution of 1787 in leading Federalist and Anti-Federalist writings and in the ratification debates?

## **STAGE 2**

### **Evidence of Learning**

#### **Formative Activities, Tasks, or Projects:**

#### **Assessment Topic 3.1- Articles of Confederation & State Governments**

- Research the size and scope of the U.S. debt at the close of the Revolutionary War and present alternative plans to retire the debt. Analyze the practicality and consequences of each proposal in the context the post-Revolutionary era. How practical would it have been to refuse payment of the debt? What were the sources of state and federal revenue? What taxes could be imposed to help retire the debt? What effect would these taxes have on different economic and social groups?
- Weigh historical evidence and construct a sound argument, debate, or narrative which evaluates the accomplishments and failures of the Articles of Confederation. How difficult was it to reach an agreement on conflicting states claims to western lands? What significance did it have that states were given ultimate power under the Articles of Confederation? How did the lack of power hinder the functionality of the federal government?
- Formulate historical questions assessing the importance of the Northwest Ordinance based on careful study of the document. To what extent were the first two articles of the Northwest Ordinance a precursor to the Bill of Rights? How revolutionary was the anti-slavery clause of the Northwest Ordinance? Under the Ordinance what was the status of free blacks in the territory? What was the "utmost good faith clause"? To what extent was it enforced? How did the Land Ordinance of 1785 and the Northwest Ordinance of 1787 promote public education? How did the ordinances lead to the opening of the west? What was their impact on the Native Americans in the Old Northwest?
- Explain the conditions in Massachusetts which promoted Shay's Rebellion and investigate how debtors in other states reacted to similar circumstances. To what extent was Shay's Rebellion an isolated incident or a national phenomenon?
- Evaluate the effectiveness of the Articles of Confederation and individual states in addressing inflation, trade, banking, and taxation.

#### **Assessment Topic 3.2 – Constitutional Convention**

- Develop a sound historical narrative explaining the source and nature of the basic principles behind the separation of powers and the system of checks and balances established by the Constitution.
- Develop a historical argument to such questions as: To what extent were the compromises reached in the Constitution Convention the results of 18th century republican ideals held by the delegates and to what extent were they the results of deep-rooted economic and political interest of the regions they represented?
- Compare and analyze the major arguments for and against the Constitution of 1787 in leading Federalist and Anti-Federalist writings and major ratification debates.
- Analyze the difference between leading Federalist and Anti-Federalist in terms of their background, service during the Revolution, and political experience, then develop a historical argument concerning how these influences shaped their positions on such issues as individual rights, republican government, federalism, separation of powers, and popular sovereignty.
- Draw evidence from "Federalist 84", James Madison's letter to Thomas Jefferson (October 1788), Jefferson's response, and selections from the Anti-Federalist Papers to explain arguments presented in the debate over whether there was a need for a Bill of Rights. Was a Bill of Rights necessary? Why or why not?
- Using historical data and the First Amendment to the Bill of Rights, analyze the reasons why the Alien and Sedition Acts were passed and appraise their significance. To what extent were the Alien and Sedition a violation of the Bill of Rights?

#### **Assessment Topic 3.3 – Three Branches**

- Draw evidence from the Marshall vs Madison Supreme Court case that show the balance of power and the checks put in place to make each branch is held under the same rules

#### **Assessment Topic 3.4 - Ratification & Bill of Rights**

- Draw evidence from “Federalist 84”, James Madison’s letter to Thomas Jefferson (October 1788), Jefferson’s response, and selections from the Anti-Federalist Papers to explain arguments presented in the debate over whether there was a need for a Bill of Rights. Was a Bill of Rights necessary? Why or why not?
- Using historical data and the First Amendment to the Bill of Rights, analyze the reasons why the Alien and Sedition Acts were passed and appraise their significance. To what extent were the Alien and Sedition a violation of the Bill of Rights?

#### **Summative Activities, Tasks, or Projects:**

- DBQ LV- How Revolutionary was the American Revolution
- DBQ SV- How Revolutionary was the American Revolution
- MQ Project- How Did the Constitution Guard Against Tyranny
- Constitutional Convention Roleplay Activity
- DBQ – Virginia’s Influence of the Declaration & Constitution
- Constitution Scavenger Hunt
- Shays’ Rebellion History Detective
- Primary Source “ The Great Seal of the United States”
- Examine the strengths and weaknesses of the Articles of Confederation
- Discuss the electoral college and the election process in November
- Document Analysis – Federalist Papers – Armies, Senate, state rights, electoral college, factions, national government, checks and balances

### **STAGE 3 Learning Plan**

#### **Assessment Topics and Lesson Themes:**

##### **Assessment Topics 3.1 - Articles of Confederation & State Governments**

Lesson Theme 3.2.1 - Articles of Confederation – Pros and Cons  
 Lesson Theme 3.2.2 - Articles Short Comings  
 Lesson Theme 3.2.3 - Shays Rebellion  
 Lesson Theme 3.2.4 - Mount Vernon Conferences  
 Lesson Theme 3.2.5 - Revisions

##### **Assessment Topic 3.2 - Constitutional Convention**

Lesson Theme 3.3.1 - Philadelphia Convention  
 Lesson Theme 3.3.2 - Virginia Plan & NJ Plan  
 Lesson Theme 3.3.3 - The Great Compromise

##### **Assessment Topic 3.3 - Three Branches**

Lesson Theme 3.4.1 - House Vs The Senate  
 Lesson Theme 3.4.2 - Executive Branch  
 Lesson Theme 3.4.3 - Judicial Branch

##### **Assessment Topic 3.4 - Ratification & Bill of Rights**

Lesson Theme 3.4.1 - Preamble  
 Lesson Theme 3.4.2 - Constitution  
 Lesson Theme 3.4.3 - Electoral College  
 Lesson Theme 3.4.4 - Bill of Rights

#### **Unit Specific Accommodations and Modifications**

##### **Multiple Intelligence Activities and Engagement...**

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

##### **Gifted and Talented Accommodations & Modifications...**

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian’s Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications...

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

## Additional Materials

### Digital Tools/Resources:

NearPod, Newsela, Turnitin

### Primary & Secondary Source Analysis:

Primary Source “The Great Seal of the United States”

Document Analysis – Federalist Papers – Armies, Senate, state rights, electoral college, factions, national government, checks and balances

Maier, Pauline. “Making Sense of the Fourth of July”. American Heritage, July/August 1997. Annual Editions: American History Volume II. 17th ed.

Thomas, Evan. “Founders Chic: Live From Philadelphia”. Newsweek, July 9, 2001. Annual Editions: American History Volume II. 17th ed.

**Unit # 4**  
**Early Republic**  
**1800-1848**

**Overview**

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- How can foreign affairs impact a country's economy, society, or political landscape?
- What does it mean to have a political system based on political parties?
- When is social order more important than civil liberties?
- When should a country be more interested in foreign policy than domestic policy?
- Who should the country protect the most?
- Why is it necessary to have diplomatic relations with foreign countries?

**Enduring Understanding...**

- Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
- In order to establish an effective government, the period of 1789 to 1820 mandated a strong central government, with checks and balances, evolving into a two-party system arguing political, economic, and social issues, and being flexible enough to allow needed changes in the future.
- To survive as a new nation in the world, the United States had to remain neutral in foreign wars, develop foreign trade, understanding, respect, and peaceful co-existence.
- In the time of national peril and crisis, individual liberties and civil rights, take a second seat to government power and need for social order in order to protect the national security.

**Students will be able to...**

- Skill 1: Development and Processes  
Identify and explain historical developments and processes to read and understand informational text
- Skill 2: Sourcing and Situation  
Analyze sourcing and situation of primary and secondary sources.
- Skill 3: Claims and Evidence in Sources  
Analyze arguments in primary and secondary sources.
- Skill 4: Contextualization  
Analyze the context of historical events, developments, or processes.
- Skill 5: Making Connections  
Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- Skill 6: Argumentation  
Develop an argument.

**Students will know...**

**Assessment Topics 4.1 - Washington: Stability & Neutrality**

**Key Terms/Vocabulary:**

Cabinet, Thomas Jefferson, Alexander Hamilton, Henry Knox, Edmund Randolph, Bill of Rights, Judiciary Act of 1789, Loose interpretation (broad construction), Elastic (necessary & proper) clause, Strict interpretation (strict construction), Hamilton's economic plan, Funding at par, Bank of the United States, Assumption of state debts, Tariff of 1789, Bonds, Whisky excise tax, Whisky Rebellion, Washington, DC, French Revolution, Reign of Terror, Proclamation of Neutrality, "Citizen" Edmund Genet, British

forts, Impressment, Jay's Treaty, Mississippi River, Pinckney's Treaty, Indian Intercourse Act, Northwest Indian War, "Mad" Anthony Wayne, Battle of Fallen Timbers, Treaty of Greenville, Tecumseh & Tenskwatawa, Washington's Farewell Address, Democratic-Republican Party (Jeffersonian Republicans), Federalist Party (Hamiltonians), Chisholm v. Georgia 1793, 11th Amendment

Main Ideas/Concepts:

- What precedents did George Washington establish for the new nation?
- Why did competing political parties develop during the 1790s?

**Assessment Topics 4.2 - Political Factions & Adams Administration**

Key Terms/Vocabulary:

Federalist Party, Loose interpretation, Abigail Adams, French Revolution, Reign of Terror, XYZ Affair, "Quasi War", Alien & Sedition Acts, Vice President Thomas Jefferson, Nullification, States' rights, Virginia & Kentucky Resolutions, Convention of 1800, John Marshall, Lame duck period, Judiciary Act of 1801, Midnight judges

Main Ideas/Concepts:

- Why did competing political parties develop during the 1790s?

**Assessment Topics 4.3 – Jefferson's Empire of Liberty**

Key Terms/Vocabulary:

Democratic-Republican Party (Jeffersonian Republicans), Strict interpretation, "Peculiar institution" & "necessary evil", Deism, Separation of church & state, Election ("Revolution") of 1800, Mudslinging, Sally Hemings, Jefferson's First Inaugural Address, Burr-Hamilton Duel & Burr Conspiracy, 12th Amendment, Albert Gallatin, Repeal of whisky excise tax, Marbury v. Madison, Judicial review, Impeachment of Samuel Chase, Napoleon, New Orleans, Toussaint L'Overture, Louisiana Purchase, "Empire of Liberty", Lewis & Clark Expedition, Sacajawea, Piracy & "tribute", Tripolitan (Barbary) War, Mosquito fleet & "Jeffs" Impressment, Orders in Council, Chesapeake-Leopard Affair, Embargo Act of 1807, End of Atlantic slave trade, Non-Intercourse Act of 1809, Macon's Bill No. 2 of 1810

Main Ideas/Concepts:

- Why did competing political parties develop during the 1790s?
- To what extent did Thomas Jefferson's actions as president reflect his strict interpretation of the constitution?
- What factors influenced American westward movement?

**Assessment Topic 4.4 - War of 1812 & Era of Good Feeling**

Key Terms/Vocabulary:

Virginia Dynasty, Era of Good Feelings, Nationalism, "National Republican" Party, John Quincy Adams, Rush-Begot Treaty, Anglo-American Convention of 1818, Adams-Onís Treaty, Panic of 1819, McCulloch v. Maryland, Cohens v. Virginia, Gibbons v. Ogden, Fletcher v. Peck, Dartmouth College v. Woodward, Tallmadge Amendment, Missouri Compromise, Monroe Doctrine, Russo-American Treaty, Henry Clay's American System

Main Ideas/Concepts:

- What factors influenced American westward movement?
- What were the causes, turning points, and effects of the War of 1812?
- How did the War of 1812 and the Era of Good Feelings reflect a sense of nationalism?

**Assessment Topics 4.5 - The Marshall Court**

Key Terms/Vocabulary:

John Jay, Chisholm v. Georgia 1793, 11th Amendment, John Marshall, Judicial review vs. nullification by the states, Strict vs. loose interpretation, Federalism, National supremacy, National bank, Sanctity of contracts, Business & property rights, Corporations, Interstate commerce, Legal status of Native Americans under the Constitution, Marbury v. Madison 1803, Fletcher v. Peck 1810,

McCulloch v. Maryland 1819, Dartmouth College v. Woodward 1819, Cohens v. Virginia 1821, Gibbons v. Ogden 1824, Cherokee Nation v. Georgia 1831, Worcester v. Georgia 1832, Roger B. Taney, Charles River Bridge v. Warren Bridge 1837

Main Ideas/Concepts:

- How did Chief Justice John Marshall, a Virginian, contribute to the growth of the U.S. Supreme Court's importance in relation to the other branches of the national government?
- How did the Marshall Court's decisions strengthen the power of the federal government over the states?

**Assessment Topic 4.6 – Creating a National Culture**

Key Terms/Vocabulary:

Hudson River School, George Catlin, Gilbert Stuart, Neoclassical (Greek Revival) architecture, Minstrel shows, Noah Webster, Washington Irving, Knickerbocker School, "Rip Van Winkle", "The Legend of Sleepy Hollow", Romanticism, Edgar Allan Poe, "The Raven", "The Telltale Heart", James Fenimore Cooper, Leatherstocking, Tales The Last of the Mohicans, Nathaniel Hawthorne, The Scarlet Letter, Transcendentalism, "Oversoul", Ralph Waldo Emerson, "The American Scholar", "Self-reliance", Henry David Thoreau, Walden or Life in the Woods, "On Civil Disobedience", Alexis de Tocqueville, Democracy in America, Herman Melville, Moby Dick, Walt Whitman, Leaves of Grass

Main Ideas/Concepts:

- What did art, architecture and literature reveal about the American character in the late 1700s and early 1800s?

**STAGE 2**  
**Evidence of Learning**

**Formative Activities, Tasks, or Projects:**

**Assessment Topics 4.1 - Washington: Stability & Neutrality**

- Draw upon historical documents such as Jefferson's critique of Hamilton's economic program, Patrick Henry's "Resolution on the Assumption of State Debts," and the Hamilton-Jefferson disagreements on the constitutionality of the Bank of the United States. What was the nature of the objections to Hamilton's financial plan? On what grounds did Hamilton use the "necessary and proper" clause of Article I, Section 8 of the Constitution to argue for the establishment of a national bank? How did Jefferson use the same clause to argue that a federally funded bank was unconstitutional? Who would benefit from the Bank of the United States? Who would benefit from the funding the debt at par value?
- Analyze the factors which led to the Whiskey Rebellion and evaluate the following quotations from two political antagonists "An insurrection was announced, proclaimed, and armed against, but could never be found." Jefferson "Suppressing the rebellion will do us a great deal of good and add to the solidarity of everything in this country." Hamilton
- Was the government overreacting to the "Whiskey Rebellion" or was the rebellion a threat to the security of the nation? Why or why not? Was the Whiskey Rebellion a confrontation between "haves" and "have-nots"? Compare the grievances of the "Whiskey Rebellion" to those of the Regulators, Paxton Boys, and Shaysites.

**Assessment Topics 4.2 - Political Factions & Adams Administration**

- Explain how differences concerning support for the French Revolution, foreign policy issues (such as Genet affair, the Jay and Pinckney treaties, the XYZ Affair, the undeclared war with France), and immigration contributed to the emergence of an organized opposition party led by Jefferson and Madison.

**Assessment Topics 4.3 – Jefferson's Empire of Liberty**

- Analyze the responses of Presidents Jefferson and Madison to impressment and the harassment of US shipping prior to outbreak of the War of 1812. How effective were the Embargo Act, Macon's Bill No. 2, and the Non-Intercourse Act? What was the domestic political and economic impact of the Embargo Act? Why was it repealed?
- Draw data from the Hartford Convention Resolutions to explain New England's resentment of the war. If the War of 1812 was fought to guarantee rights on the "high seas," as Madison maintained, why did New England states oppose the war? Were the proposed constitutional amendments reasonable? How do the sectional interest expressed in the Hartford Convention Resolutions compare with those in the Virginia and Kentucky Resolutions of 1798? Why was the Hartford Convention considered the death-knell of the Federalist Party?

- Assemble evidence and develop a historical narrative on such questions as: How did President Jefferson, a strict constructionist, devotee of limited government, and frugality in terms of government spending

#### **Assessment Topic 4.4 - War of 1812 & Era of Good Feeling**

- Examine the seeds of Manifest Destiny in John Winthrop's vision of a "City Upon a Hill" and the subsequent belief in the divine mission of the United States to build a model Christian community. Develop a historical narrative explain various reasons for the 19th century belief in Manifest Destiny.

#### **Assessment Topics 4.5 - The Marshall Court**

- Draw evidence from Marshall's decision in McCulloch v. Maryland to construct an argument or historical narrative appraising the position of the national government vis-à-vis state governments. To what extent does McCulloch v. Maryland strengthen the powers of the national government? How does the decision impact the interpretation of the Constitution?

#### **Assessment Topic 4.6 – Creating a National Culture**

- Analyze the US government's changing policies toward Native Americans from an assimilation strategy in the early 19th century to removal and isolation after 1825. Were the policies of Indian removal announced by President Monroe in his last inaugural address (December 1824) and implement by President Jackson the result of Jeffersonian paternalism toward Native Americans or a decided reorientation of US policy? Did Northerners, Southerners, and Westerners agree in regard to policy toward Native Americans or were there clear-cut sectional and/or political differences? How, for example, did northern Whigs respond to removal, and why?

#### **Summative Activities, Tasks, or Projects:**

- The Constitution
- The Bill of Rights
- DBQ -LV- How Free Were Free Blacks in the North?
- DBQ-SV How Free Were Free Blacks in the North?
- Whiskey Rebellion Roleplay Activity
- Alexander Hamilton – Examine his life through music from "Hamilton"
- Primary Source – Washington's Farewell Address
- Primary Source – Virginia and Kentucky Resolutions
- Francis Scott Key – Star Spangled Banner
- DBQ 1998 – Jefferson and Madison's Constitutional Interpretation
- Debate – Federalist vs Republicans and their viewpoints
- Examine the outcomes of the Marbury vs Madison Case
- Henry David Thoreau: Civil Disobedience
- Examine and discuss if Jefferson's Louisiana Purchase went above his Presidential Powers.

### **STAGE 3 Learning Plan**

#### **Assessment Topics and Lesson Themes:**

##### **Assessment Topics 4.1 - Washington: Stability & Neutrality**

Lesson Theme 4.1 - Washington Precedents

Lesson Theme 4.2 - Whiskey Rebellion /Term Limits

##### **Assessment Topics 4.2 - Political Factions & Adams Administration**

Lesson Theme 4.2.1 - Political Parties

Lesson Theme 4.2.2 - XYZ Affair

Lesson Theme 4.2.3 - Alien and Sedition Acts

##### **Assessment Topics 4.3 – Jefferson's Empire of Liberty**

Lesson Theme 4.3.1. - Executive Powers

Lesson Theme 4.3.2. - Louisiana Purchase

Lesson Theme 4.3.3 - Embargo Act

#### Lesson Theme 4.3.4 - Territorial Expansion

#### **Assessment Topic 4.4 - War of 1812 & Era of Good Feeling**

Lesson Theme 4.4.1 - Canals and Railroads

Lesson Theme 4.4.2 - Seminole War

Lesson Theme 4.4.3 - Missouri Compromise

#### **Assessment Topics 4.5 - The Marshall Court**

Lesson Theme 4.5.1 - Election of 1824

Lesson Theme 4.5.2 - Corrupt bargain

#### **Assessment Topic 4.6 – Creating a National Culture**

Lesson Theme 4.6.1

#### **Unit Specific Accommodations and Modifications**

##### Multiple Intelligence Activities and Engagement...

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

##### Gifted and Talented Accommodations & Modifications...

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

##### English Language Learners, Special Education, and At-Risk Accommodations & Modifications...

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

#### **Additional Materials**

#### **Digital Tools/Resources:**

NearPod, Newsela, Turnitin

#### **Primary & Secondary Source Analysis:**

Primary Source – The Constitution

Primary Source – The Bill Of Rights

Primary Source – Washington's Farewell Address

Primary Source – Virginia and Kentucky Resolutions

Primary Source - Francis Scott Key – Star Spangled Banner

Remini, Robert V. "Andrew Jackson Versus the Cherokee Nation". American History, August 2001.

Rynder, Constance. "All Men & Women Are Created Equal". American History, August 1998. Annual Editions: American History Volume II. 17th ed.

Chowder, Ken. "The Father of American Terrorism". American Heritage, February/March 2000. Annual Editions: American History Volume II. 17th ed.

Schermerhorn, Calvin. "The Everyday Life of Enslaved People in the Antebellum South". OAH Magazine of History. April 2009. Annual Editions: American History Volume I. 21st ed.

Meacham, Jon. "The Change Agent". Newsweek. November 10, 2008. Annual Editions: American History Volume I. 21st ed.

Roberts, David. "The Awful March of Saints". American Heritage. Fall 2008. Annual Editions: American History Volume I. 21st ed.



**Unit # 5**  
**Antebellum, Manifest Destiny & Sectional Crisis**  
**1844 - 1863**

**Overview**

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- Do you believe that events are destined to happen?
- Does society have the responsibility to self-correct problems?
- How much role should an average person play in the government?
- Is there validity to the saying the needs of the many outweigh the needs of the few?
- What conflicts and consequences can arise out of a country expanding?
- Why do people move? How do people react to strangers?

**Enduring Understanding...**

- The multiple political, social, and economic factors caused American territorial expansion.
- The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
- The effects of territorial expansion led to the admission of new states from 1801 to 1850.
- The growth of nationalism and the rise of sectionalism were reflected in art, literature and the language of the period.
- Technological innovations and economic issues led to the rise of sectionalism.
- The political events, issues and personalities that contributed to the struggle to maintain a balance of power in congress.
- The major reform movements and the role of religion in the debate over slavery.

**Students will be able to...**

- Skill 1: Development and Processes  
Identify and explain historical developments and processes to read and understand informational text
- Skill 2: Sourcing and Situation  
Analyze sourcing and situation of primary and secondary sources.
- Skill 3: Claims and Evidence in Sources  
Analyze arguments in primary and secondary sources.
- Skill 4: Contextualization  
Analyze the context of historical events, developments, or processes.
- Skill 5: Making Connections  
Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- Skill 6: Argumentation  
Develop an argument.

**Additional Questions:**

- How did the Monroe Doctrine change relationship between the United States and Latin America?
- Examine the significance of temperance and abolition movements.
- Evaluate the social, political, and economic changes made during the Jacksonian Era.
- Research the conflicts and treaties that paved the way for fulfillment of Manifest Destiny.

**Students will know...**

**Assessment Topics 5.1 - Jacksonian Democracy**

### Key Terms/Vocabulary:

John Quincy Adams Administration, Era of Good Feeling, Election of 1824, Corrupt bargain, Whig Party  
Henry Clay's American System, Treaty of Indian Springs, Andrew Jackson Administration Election of 1828, Universal white manhood suffrage, "Common man", "Poor white trash", Second Party System, Democratic Party, Whig Party, Direct Democracy, Autocracy, "King Mob" vs. "King Caucus", Stump speeches, Voter turnout, Spoils system, Petticoat (Peggy Eaton) Affair, Parlor Cabinet vs. Kitchen Cabinet, John C. Calhoun, Martin Van Buren, Maysville Road veto, Protectionism/protective tariffs, 1828 Tariff ("of Abominations"), Nullification, Sectionalism, South Carolina Exposition & Protest, Daniel Webster-Robert Hayne debate, Force Bill, Henry Clay, (Compromise) Tariff of 1833, Second Bank of the United States, Bank War, Nicholas Biddle, Pet banks, Specie circular, Hard money & soft money, Panic of 1837, Creek War, Seminole Campaign, Five Civilized Tribes, Indian Removal Act, Cherokee Nation v. Georgia, Worcester v. Georgia, Black Hawk, Osceola, Trail of Tears, Alexis de Tocqueville's Democracy in America, Van Buren Harrison & Tyler Administrations, Texas War for Independence, Texas Annexation, Aroostook War, Webster-Ashburton Treaty, Martin Van Buren, "Martin Van Ruin", Second Party System, Whig Party, William Henry Harrison

### Main Ideas/Concepts:

- In what ways did political democracy change in the years following the War of 1812?
- Did the Jacksonian Era make American politics more democratic or autocratic?

## **Assessment Topics 5.2 - The National Economy**

### Key Terms/Vocabulary:

National economic interdependence, Regional economic differences, Marshall Court, Property rights, Sanctity of contracts, Interstate commerce clause, Corporations, Fletcher v. Peck 1810, McCulloch v. Maryland 1819, Dartmouth College v. Woodward 1819, Gibbons v. Ogden 1823, Taney Court, Charles River Bridge v. Warren Bridge 1837, Andrew Jackson & the "Bank War", Nationalism, Transportation Revolution, Henry Clay's American System, Tariff of 1816, Second Bank of the United States, Internal improvements, Jackson's veto of Maysville Road Cumberland (National) Road, Turnpikes, Erie Canal, Clipper ships, Pony Express, Commercial (Market) Revolution, Industrial Revolution, Patents, Limited liability, Eli Whitney, Interchangeable parts, Cotton gin, "King Cotton", Chattel slavery, Depletion of the soil, Westward expansion, Expansion of slavery, James Watt, Steam engine, Railroads, Robert Fulton, Steam ship, Steam shovel, Anthracite coal mining, James Hargreaves, Spinning jenny, Samuel Slater, Factories, Waltham System, Company town, Paternalism, "Industrial utopianism", Lowell, Massachusetts, Mill girls, Textile industry, Isaac Singer & Elias Howe, Sewing machine, Corporations, "Wage slavery", Child labor, Labor unions, Samuel F.B. Morse, Telegraph, John Deere, Steel plow, Cyrus McCormick, Mechanized reaper, Social mobility, Middle class, Urbanization, German immigrants, Adolphus Busch, Frederick Pabst, Joseph Schlitz, Frederick Miller, Irish immigrants, Irish Potato Famine, N.I.N.A. ("No Irish need apply"), Nativism & xenophobia, "Anti-Papism", American (Know-Nothing) Party

### Main Ideas/Concepts:

- How did transportation networks and growing markets increase the interdependency of the nation's industrial and agricultural economies?

## **Assessment Topics 5.3 - The Antebellum South**

### Key Terms/Vocabulary:

Three-Fifths Compromise, Compromise on Trade, Fugitive Slave Clause, Slave Importation Act 1808, British abolition of Atlantic slave trade, Mason-Dixon Line, Eli Whitney, Cotton gin, "King Cotton", Cotton exports to Europe Northern textile industry, Tobacco, Indigo, Rice, "Peculiar institution", "Necessary evil", Internal slave trade, Chattel slavery, Breakers & drivers, Plantation system, Monoculture farming, Slow population growth & low levels of immigration, Depletion of soil, Louisiana Purchase, Missouri Compromise, Field slaves, Domestic slaves, Artisan slaves, Sexual violence against slaves Sally Hemings controversy, "Mulattoes", Legal status of mixed-race children, Slave marriages, Call-and-response, Free blacks, Aristocracy, Poor whites, Yeoman farmers, Tallmadge Amendment, 10th Amendment, States' rights, Nullification, Southern Baptist Convention, Biblical justifications for slavery, Thomas Jefferson's Notes on Virginia, George Fitzhugh's Sociology of the South, Minstrel shows, Gullah, Malingering, Sabotage, Fugitive slaves, Gabriel Prosser, Denmark Vesey, Nat Turner, Amistad case, American Colonization Society Liberia, Arthur & Lewis Tappan, Grimké Sisters, American Antislavery Society William Lloyd Garrison, The Liberator, David Walker's Appeal, Gag Resolution, Frederick Douglass, Narrative of the Life of Frederick Douglass, The North Star, Harriet Beecher Stowe, Uncle Tom's Cabin, John Brown, Hinton R. Helper, The Impending Crisis of the South Elijah P. Lovejoy, Sojourner Truth, "Ain't I a Woman?", Harriet Tubman, Underground Railroad, Fugitive Slave Act of 1850, Personal liberty laws, Liberty Party, Free Soil Party, Republican Party

#### Main Ideas/Concepts:

- What issues divided America in the first half of the nineteenth century?
- How did religious and reform movements redefine American concepts of freedom, equality and morality?

#### **Assessment Topic 5.4 - Religious & Reform Movements**

##### Key Terms/Vocabulary:

Second Great Awakening, Revivals & camp meetings, "Burned-Over District", Charles G. Finney, Southern Baptist Convention, Unitarianism, Methodism, John Wesley, Millennialism/Millenarianism, Millerites/ Adventists, Shakers, Mormons/Latter Day Saints, Joseph Smith, Brigham Young, Salt Lake City, Polygamy, Debate over Utah statehood, African Methodist Episcopal (AME) Church, Horace Mann, Public education, Webster's Dictionary, McGuffey's Readers, Lyceums, Penal (prison) reform, Capital punishment, Penitentiaries & reformatories, Dorothea Dix, Asylum movement, Pacifism, "Republican motherhood", Alcoholism, infidelity, domestic abuse and sexually-transmitted (venereal) diseases, Temperance & prohibition movements, Ten Nights in a Barroom, Carrie Nation, Maine Law & "Blue Laws", Catherine Beecher, Lyman Beecher, Emma Willard, "Cult of Domesticity", Elizabeth Cady Stanton, Lucretia Mott, Seneca Falls Convention & Declaration of Sentiments, Susan B. Anthony, Elizabeth Blackwell, Amelia Bloomer, Utopian Communities, "Bible Communism", Shakers, Mother Ann Lee, Celibacy, Gender separation, Simplicity, New Harmony, Robert Owen, Utopian socialism, Brook Farm, Charles Fourier, Transcendentalism, "Oversoul", Ralph Waldo Emerson, Henry David Thoreau, Civil Disobedience, Margaret Fuller, John Humphrey Noyes, Oneida Community, "Complex marriage", Artisans

#### Main Ideas/Concepts:

- What issues divided America in the first half of the nineteenth century?
- How did religious and reform movements redefine American concepts of freedom, equality and morality?

#### **Assessment Topics 5.5 – Western Expansion**

##### Key Terms/Vocabulary:

Ecological imperialism, Self-reliance, Louisiana Purchase, War of 1812, Adams-Onís Treaty, Missouri Compromise (Compromise of 1820), "Firebell in the Night", Monroe Doctrine, Frederick Jackson Turner, Frontier Thesis, Stephen Austin, Texas War for Independence, The Alamo, Treaty of San Jacinto, Lone Star Republic, Annexation of Texas, Aroostook War, Webster-Ashburton Treaty, John L. O'Sullivan, Manifest Destiny, James K. Polk, Oregon Country, "Fifty Four Forty or Fight" Nueces River, Rio Grande, Mexican War, Spot resolutions, Wilmot Proviso, Henry David Thoreau, Civil Disobedience, Zachary Taylor, Winfield Scott, Bear Flag Revolt, Treaty of Guadalupe Hidalgo, Mexican Cession, Great Triumvirate Compromise of 1850, California statehood, Popular sovereignty, Fugitive Slave Act, California Gold Rush, 49ers, Comstock Lode, Gadsden Purchase, William Walker, Ostend Manifesto, Clipper ships, Matthew Perry, Treaty of Kanagawa, Treaty of Wanghia

#### Main Ideas/Concepts:

- What factors influenced American westward movement?
- In what ways did Manifest Destiny both unite and divide the American people?

#### **Assessment Topic 5.6 - Sectional Crisis of the 1850's**

##### Key Terms/Vocabulary:

Compromise of 1850, California statehood, Popular sovereignty, Fugitive Slave Act of 1850, James Buchanan, Free-Soil Party, Stephen Douglas, "Popular sovereignty", Kansas-Nebraska Act, "Bleeding Kansas", Lecompton Constitution, "Border ruffians", Topeka Constitution, New England Emigrant Aid Company, John Brown, Pottawatomie Creek Massacre, Preston Brooks-Charles Sumner Incident, Roger B. Taney, Dred Scott v. Sanford 1857, Panic of 1857, Abraham Lincoln, Lincoln-Douglas Debates 1858, Free Soilers, Popular Sovereignty, Freeport Doctrine, John Brown's Harpers Ferry Raid 1859, Southern militia system, Election of 1860, Republican Party, Constitutional Union Party, Southern Democrats, Northern Democrats, 10th Amendment, States' rights, Arguments over the legality of secession, South Carolina Declaration of Causes, Secession of the Deep South, Confederate States of America, Crittenden Compromise, Lincoln's First Inaugural Address, Lincoln's call for federal troops, Confederate attack on Fort Sumter 1861, Secession of Upper South

#### Main Ideas/Concepts:

- Why had sectional compromise become impossible by 1860?
- What were the causes of the Civil War?

## STAGE 2

### Evidence of Learning

#### Formative Activities, Tasks, or Projects:

##### Assessment Topics 5.1 - Jacksonian Democracy

- Construct a historical argument evaluating opposing views on Jackson's position on the Bank of the United States re-charter and nullification issues. What were the political motives behind proponents and opponents of the Bank of the United States re-charter? Was Jackson's position on the Bank a reflection of the will of the "common man"? Was Jackson or Calhoun more in line with the principles of Jefferson and Madison during the nullification crisis? What might have happened if South Carolina had succeeded in nullifying the tariff?
- Draw on a variety of historical sources and documents in order to analyze the reasons why the Mexican War strained national cohesiveness and created intraparty squabbles and sectional conflict. Which policy, "free soil" as outlined in the Wilmot Proviso or Lewis Cass's espousal of "popular sovereignty," best served the interest of the United States? How did the outcome of the Mexican War exacerbate sectional tensions? How did "Conscious Whigs" differ from "Cotton Whigs"? What was the basis for the Free Soil Party? What did all of this indicate about the impact of the Mexican War on politics?
- Analyze the ways in which leaders such as Paul Cuffe, Frederick Douglass, Henry Highland Garnet, Harriet Tubman, William Still, Sojourner Truth, and David Walker fought for the rights of fellow African Americans.

##### Assessment Topics 5.2 - The National Economy

- Draw on the arguments of southern spokesmen such as John C. Calhoun, Thomas Dew, George Fitzhugh, and James Hammond, in order to prepare a legal briefing defending chattel slavery from the perspectives of the 19th century southern slaveholder. What arguments did southern spokesmen advance to defend the institution of slavery as a positive good? Why did Fitzhugh believe chattel to be superior to the "wage slavery" in the North?
- Compare the patterns of economic development in the different regions and explain why the North became increasingly associated with industry and finance, the South with plantations and subsistence farming, and the Northwest with family farms, meatpacking and food processing, and the manufacturing of agricultural machinery. What impact did the transportation revolution have on the pattern of economic development in each region?

##### Assessment Topics 5.3 - The Antebellum South

- Draw on biographical, historical, and literary sources to examine the pivotal contribution of women in the reform movements of the antebellum era. What were the contributions of Catharine Beecher, Emma Willard, and Mary Lyon in education? Of Dorothea Dix, Fanny Wright, Margaret Fuller, and Amelia Bloomer in social welfare? Of Angelica and Sarah Grimke, Sojourner Truth, Harriet Beecher Stowe, Harriet Tubman, and Prudence Crandall in abolitionism.
- Analyze labor conflict during the antebellum period such as Lowell Strike 1834, the textile strike in Rockdale, Pennsylvania, in 1836 and 1842, and the Lynn, Massachusetts shoemakers' strike in 1860. How did the perspectives of industrial workers and employers differ? What were the goals of labor unions, and how did such groups as owners, managers, state and federal governments, and political parties respond to workers' demands? How did ethnic, religious, and racial tensions divide the working classes, and what effect, if any, did such conflicts have on the emergence of a unified labor movement?

##### Assessment Topic 5.4 - Religious & Reform Movements

- Draw on historical sources to analyze the impact of the Second Great Awakening on the following reform movements: public education, temperance, women's suffrage, and abolitionism. What were the main goals and ideologies of Great Awakening leaders such as Charles Finney and what was impact on ordinary people? How did the belief of individual responsibility for salvation and millennialism influence these reform movements? What was the role of moral suasion, social control, and compromise in each particular reform movement?
- Draw upon examples of the work of Transcendentalists such as Ralph Waldo Emerson, Henry David Thoreau, Theodore Parker, Bronson Alcott, and Margaret Fuller in order to examine their views concerning individualism, society, the nature of good and evil, authority, tradition, and reform; and compare their ideals with those of evangelical Protestants such as Charles Finney and Lyman Beecher. What were the similarities and differences in their respective views on the role of the individual and nature of reform? How were the views of Nathaniel Hawthorne and Herman Melville different from those of the Transcendentalists?
- Compare the Seneca Falls "Declaration of Sentiments" (1848) with the Declaration of Independence (1776), noting the similarities and differences in language and style. Why did Elizabeth Cady Stanton model the "Declaration of Sentiments" after

the Declaration of Independence? What specific political, social, economic and legal grievances are outlined in the document? What objectives for women were included in the twelve resolutions at the end of the Declaration of Sentiments?

#### **Assessment Topics 5.5 – Western Expansion**

- Compare and analyze the advantages and disadvantages of a protective tariff, a national bank, internal improvements at the federal government's expense, and cheap price for the sale of western lands to residents of the North, South, and West. How did such issues affect regional interest and the growth and development of political parties during the time period?

#### **Assessment Topic 5.6 - Sectional Crisis of the 1850's**

- Draw upon evidence from the major sectional issues, debates, and compromises over slavery between 1819 and 1857 in order to construct a historical argument or debate to the question: Was the rupture of the Union and eventual civil war probable or could it have been avoided?

#### **Summative Activities, Tasks, or Projects:**

- DBQ-LV- Remembering the Alamo: A Personal Journal
- DBQ-LV- Was the United States Justified in Going to War With Mexico?
- DBQ-LV How Free Were Free Blacks in the North?
- DBQ-SV How Free Were Free Blacks in the North?
- DBQ LV- How Democratic was Andrew Jackson.
- DBQ SV- How Democratic was Andrew Jackson.
- Political Cartoons – Differing views Andrew Jackson
- DBQ 1990 – Jacksonian Democracy
- DBQ 2011- Politics From 1815-1840
- Examine the pros and cons of multiple utopian societies and discuss why some were made with fail.
- David Walker's Appeal
- DBQ 2009 – Slavery, 1775-1830
- DBQ 2013 Opposition to Slavery
- Debate – The Missouri Compromise from perspectives of those living in the North as opposed to those from the South.
- Essay – If Andrew Jackson were to be removed, what person from the times period we have discussed would you choose to replace him and why?
- DBQ 2002 – Reformers from 1825-1850
- DBQ 2006 – Women from 1770 -1860
- DBQ 2010 – Debate of Expansion
- DBQ 1987 – Sectionalism & The Constitution in the 1850's
- DBQ 2005 – Failure of Compromise 1820-1860

### **STAGE 3 Learning Plan**

#### **Assessment Topics and Lesson Themes:**

##### **Assessment Topics 5.1 - Jacksonian Democracy**

Lesson Theme 5.1.1 - Spoils System  
Lesson Theme 5.1.2 - Indian Removal  
Lesson Theme 5.1.3 - Trail of Tears  
Lesson Theme 5.1.4 - Cherokee

##### **Assessment Topics 5.2 - The National Economy**

Lesson Theme 5.2.1 - Inventors & Inventions  
Lesson Theme 5.2.2 - Industrial Revolution  
Lesson Theme 5.2.3 - Slavery & The Cotton Gin  
Lesson Theme 5.2.4 - Clay's American System

##### **Assessment Topics 5.3 - The Antebellum South**

Lesson Theme 5.3.1 - King Cotton  
Lesson Theme 5.3.2 - Abolition of Slave Trade  
Lesson Theme 5.3.3 - Southern Social Hierarchy

#### **Assessment Topic 5.4 - Religious & Reform Movements**

Lesson Theme 5.4.1 - Declaration of Sentiments  
Lesson Theme 5.4.2 - Abolitionists  
Lesson Theme 5.4.3 - Woman's Suffrage

#### **Assessment Topics 5.5 – Western Expansion**

Lesson Theme 5.5.1 - Manifest Destiny  
Lesson Theme 5.5.2 - Mexican War

#### **Assessment Topic 5.6 - Sectional Crisis of the 1850's**

Lesson Theme 5.6.1 - Violation of Promises  
Lesson Theme 5.6.2 - Missouri Compromise  
Lesson Theme 5.6.3 - Free Soil Party  
Lesson Theme 5.6.4 - Do Nothing Presidents

#### **Unit Specific Accommodations and Modifications**

##### Multiple Intelligence Activities and Engagement...

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

##### Gifted and Talented Accommodations & Modifications...

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

##### English Language Learners, Special Education, and At-Risk Accommodations & Modifications...

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

#### **Additional Materials**

#### **Digital Tools/Resources:**

NearPod, Newsela, Turnitin

#### **Primary & Secondary Source Analysis:**

Political Cartoons – Differing views Andrew Jackson  
Remini, Robert V. "Andrew Jackson Versus the Cherokee Nation". American History, August 2001.  
Ryder, Constance. "All Men & Women Are Created Equal". American History, August 1998. Annual Editions: American History Volume II. 17th ed.  
Chowder, Ken. "The Father of American Terrorism". American Heritage, February/March 2000. Annual Editions: American History Volume II. 17th ed.  
Schmerhorn, Calvin. "The Everyday Life of Enslaved People in the Antebellum South". OAH Magazine of History. April 2009. Annual Editions: American History Volume I. 21st ed.  
Meacham, Jon. "The Change Agent". Newsweek. November 10, 2008. Annual Editions: American History Volume I. 21st ed.  
Roberts, David. "The Awful March of Saints". American Heritage. Fall 2008. Annual Editions: American History Volume I. 21st ed.

**Unit # 6**  
**The Civil War and Reconstruction**  
**1865-1898**

**Overview**

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- How can differing points of view affect relations between and within societies?
- Is conflict inevitable, desirable, avoidable?
- Does war solve all issues?
- Is it important for a country's citizens to be united in all views?

**Enduring Understanding...**

- The Civil War was caused by ideological, economic, and political differences about the future course of the nation.
- Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
- The expansion into the west fueled economic, social and political division within the country. This caused stress on the national government's ability to maintain supremacy over the states increasing movement to sectionalism. The 10th Amendment.
- The debate over slavery was more than just to be or not to be. It was more than just a moral debate.
- Slavery was an essential part of the nation's economy and that it could not simply, just stop. Where there any other options to slavery?
- The constant role women played in the abolitionist movement, the war, and the nation's economy.
- The Underground Railroad, its movement, its conductors, and its impact on the abolitionist movement.
- The causes and reasons the southern states felt justified in the secession from the union and the creation of the confederate states.
- The events, battles, and political stands that were made during the Civil War. President Lincoln's actions during this war and fallout from those actions.
- The events that led to Southern surrender and the end of the Civil War.
- The political and economic complications due to the Reconstruction plan of the president. What were the divisions within the national government regarding these plans?
- The socio-political changes in the US Constitution. Freedom, citizenship, and voting rights of former slaves.
- There were different motivations for western expansion including religious, economic, political, and social factors.
- The transcontinental railroad, mining, cattle industry, and the settlement of the West had a negative effect on the Native Americans, as well as a negative / positive effect on the environment.
- Social, political, and economic difficulties of farmers led to the rise of Populism.
- The development of new technology and the dependence of the railroad caused farming to evolve into agribusiness.

**Students will be able to...**

- Skill 1: Development and Processes  
Identify and explain historical developments and processes.to read and understand informational text
- Skill 2: Sourcing and Situation  
Analyze sourcing and situation of primary and secondary sources.
- Skill 3: Claims and Evidence in Sources  
Analyze arguments in primary and secondary sources.
- Skill 4: Contextualization  
Analyze the context of historical events, developments, or processes.
- Skill 5: Making Connections  
Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- Skill 6: Argumentation  
Develop an argument.

## **Students will know...**

### **Assessment Topics 6.1 - Debating Slavery & Secession**

#### Key Terms/Vocabulary:

Missouri Compromise (of 1820), Balance of power in congress, Tariffs, National bank, Abolition movement, Expansion of slavery, Fugitive slaves, Southern arguments in defense of slavery, Compromise of 1850, Harriet Beecher Stowe, Uncle Tom's Cabin, Free Soil Party, "Bleeding Kansas", Republican Party, Dred Scott v. Sanford 1857, James Buchanan, Lincoln-Douglas Debates 1858, John Brown's raid at Harpers Ferry 1859, Southern militia system, Election of 1860, Nationalism, Unionism, Sectionalism, States' rights, 10th Amendment, Confederation, Collection of "sovereign states" Secession, Rebellion/Insurrection, South Carolina Declaration of Causes 1860, U.S.A./Union/North/Yankees/ Federals, Abraham Lincoln, Andrew Johnson, C.S.A./Confederacy /South/Rebels/"Secesh", Jefferson Davis, Alexander Stephens, West Virginia, Border States, Crittenden Compromise, Lincoln's First Inaugural Address, Attack on Fort Sumter, Lincoln's call for federal troops

#### Main Ideas/Concepts:

- What were the causes of the Civil War?
- Why did Southern states secede?
- What arguments did unionists and secessionists put forward? In the north? South? West?
- Did any state have a right to leave the Union?
- Was Lincoln right to use military force to keep the Union intact?
- Assessment Topics 6.2 - Turning Points of the Civil War

### **Assessment Topics 6.2 - Turning Points of the Civil War**

#### Key Terms/Vocabulary:

Anaconda Plan, War of attrition, Minie ball & repeating rifle, First Battle of Bull Run/Manassas 1861, Stonewall Jackson, Robert E. Lee, George McClellan, Peninsula Campaign 1862, David Farragut, Ironclads, Monitor & Merrimack, Battle of Hampton Roads 1862, Battle of Antietam 1862, Emancipation Proclamation, Ulysses S. Grant, Siege of Vicksburg 1863, Battle of Gettysburg 1863, Gettysburg Address 1863, "Four score and seven years ago ...", Declaration of Independence's claim that "all men are created equal", "Last full measure of devotion" "New birth of freedom", "Government of the people, by the people, for the people", Proclamation of Thanksgiving, Peace Democrats, George McClellan, "Copperheads", Clement Vallandigham, William Tecumseh Sherman Sherman's March 1864, "Scorched earth" & "total war," War Democrats, National Union Party, Election of 1864, Richmond-Petersburg Campaign 1864-1865, Appomattox Courthouse 1865, The "Lost Cause", Assassination of Abraham Lincoln, John Wilkes Booth, Walt Whitman, "O Captain, My Captain"

#### Main Ideas/Concepts:

- What were the major military and political turning points of the Civil War and what were their consequences?
- How did the Emancipation Proclamation and the Gettysburg Address frame the significance of the Civil War?
- In what ways did African Americans shape the course and consequences of the Civil War & Reconstruction?

### **Assessment Topics 6.3 – Civil War Diplomacy & The Homefront**

#### Key Terms/Vocabulary:

Diplomacy: Cotton diplomacy, Union Blockade, William H Seward, Trent Affair, CSS Alabama, Laird rams, Maximilian, Dominion of Canada, Emancipation of serfs, Emancipation Proclamation, Australian & Egyptian cotton, "King Corn" / "King Wheat" vs. "King Cotton", Union Wartime Legislation: Morrill Tariff Act 1861, Protectionism, Industrialization, Homestead Act 1862, Morrill Land Grant Act 1862, higher education, Pacific Railway Act 1863, Transcontinental railroad, National Bank Acts 1863-1864, Greenbacks, 13th Amendment, Emancipation, Lincoln's War Measures: Martial law, "supervised" elections, suspension of habeas corpus, Emancipation Proclamation, Ex Parte Milligan 1866 Impact of Soldiers and Society: Fredrick Douglas, Emancipation Proclamation, Fugitive slaves and Contraband, 54th Massachusetts Regiment, Elmira & Andersonville Prisons, draft (conscriptions) in the North and South, NYC draft riots, war profiteering, U.S. Sanitary Commission, Walt Whitman, Sherman's March to the Sea, Southern "bread riots", Confederate Home Guard, "Five Civilized Tribes"

#### Main Ideas/Concepts:



- What were the major military and political turning points of the Civil War and what were their consequences?
- What was the war's impact on the home front?

#### **Assessment Topics 6.4 - Reconstruction Begins**

##### **Key Terms/Vocabulary:**

National supremacy, "Indivisible" union, Wartime Reconstruction, Restoration of states to the union, New state constitutions, "Lincoln governments", Lincoln's Second Inaugural Address, "With malice toward none, with charity for all", "Bind up the nation's wounds", National reconciliation, Robert E. Lee, Washington College, Lincoln's Reconstruction Plan, 13th Amendment, Abolition of slavery, Wade-Davis Bill, Pocket Veto, Freedman's Bureau, Carpetbaggers, Assassination of Lincoln, John Wilkes Booth, Andrew Johnson, Pardons, Black Codes, Johnson's vetoes, Freedman's Bureau Bill, Civil Rights Act, Tenure of Office Act, Congressional (Radical) Reconstruction, Radical Republicans, Thaddeus Stevens, Charles Sumner, Johnson Impeachment Trial, Military Reconstruction Act, 14th Amendment, Citizenship, Equal protection clause, Privileges & immunities clause, Election of 1868, "Waving the bloody shirt", Ulysses S. Grant, Moderate Republicans, "40 Acres and a Mule", Sharecropping, Tenant farming, 15th Amendment, Universal male suffrage, Women's suffrage movement, Scalawags, Fusionists, Hiram Revels, Blanche K. Bruce, Historically black colleges & universities (HBCUs), Frederick Douglass, Ambassador to Haiti

##### **Main Ideas/Concepts:**

- In what ways did African Americans shape the course and consequences of the Civil War & Reconstruction?
- How did race relations in the South change after Reconstruction, and what was the African American response?
- What were the postwar contributions of Ulysses S. Grant, Robert E. Lee, and Frederick Douglass?
- Evaluate the following statement: "The North won the war; the South won the peace."

#### **Assessment Topic 6.5- Reconstruction Fails**

##### **Key Terms/Vocabulary:**

Pardons, Black Codes, 14th Amendment, "Waving the bloody shirt", "40 Acres and a Mule", Sharecropping, Tenant farming, 15th Amendment, Grandfather Clause, Literacy test, Poll tax, Ku Klux Klan, Ulysses S. Grant, Credit Mobilier Scandal, Whisky Ring Scandal, Panic of 1873, Slaughterhouse Cases 1873, Privileges & immunities clause, Thomas Nast cartoons, States' rights, Home rule, Redemption, Election of 1876, Rutherford B. Hayes, Samuel Tilden, Compromise of 1877, Removal of federal troops, Cabinet appointments, Southern Pacific railroad, Solid South, "The North won the war; the South won the peace", The "Lost Cause", Southern resentment of the north, Plessy v. Ferguson 1896 Segregation, Jim Crow

##### **Main Ideas/Concepts:**

- In what ways did African Americans shape the course and consequences of the Civil War & Reconstruction?
- How did race relations in the South change after Reconstruction, and what was the African American response?
- What were the postwar contributions of Ulysses S. Grant, Robert E. Lee, and Frederick Douglass?
- Evaluate the following statement: "The North won the war; the South won the peace."

## **STAGE 2**

### **Evidence of Learning**

#### **Formative Activities, Tasks, or Projects:**

##### **Assessment Topics 6.1 - Debating Slavery & Secession**

- Develop a historical argument on such question as: What was the extent of slave ownership in the South? Why did many non – slaveholding whites support slavery? How did slavery affect the South's economy? How did it affect the development of a middle class in the South?
- Analyze the major causes and consequences of the rebellions led by Gabriel (Virginia 1800), Denmark Vesey (South Carolina, 1822), and Nat Turner (1831). What did these events signify about the view of slavery held by those who were enslaved? How did the Haitian Revolution affect slave resistance in the South? Why did Nat Turner's rebellion create such widespread consternation throughout the South? What kinds of restrictions on slaves and free blacks were instituted by most southern states in the aftermath of Turner's insurrection?

- Examine the political and sectional conflicts over slavery and compare how the Missouri Compromise, Wilmot Proviso, Kansas-Nebraska Act, and the Dred Scott case polarize the North and South. How did advocates for each position justify their point of view? What were the advantages and disadvantages of each position?
- Read Excerpts from the Lincoln-Douglas debates of 1858 to identify political issues which divided the Republican and Democratic parties. Analyze the arguments presented in debates and explain how two the senatorial candidates differed. To what extent did the debates set an agenda for political discourse throughout the nation? How did the debates help make Lincoln a national political figure?

#### **Assessment Topics 6.2 - Turning Points of the Civil War**

- Contrast the leadership of Presidents Buchanan and Lincoln during the secession crisis. Might Buchanan have avoided a more serious crisis if he had adopted sterner measures following South Carolina's decision to secede? Is it justifiable to call Lincoln "the rail-splitter who split the nation"? Should he have adopted the Crittenden Compromise? Was the attempt to supply Fort Sumter a wise decision? How did Lincoln's First Inaugural Address reflect both a "carrot and stick approach" to the southerners?
- Analyze the southern justifications for secession as expressed in such ordinances as the Mississippi Resolutions on Secession (November 30, 1860) and the South Carolina Declaration of Causes of Secession (December 24, 1860). How did southerners use the Declaration of Independence to support their position? What areas of the south remained bastions of Unionism throughout the war?
- Analyze the reasons for and the impact of the Emancipation Proclamation in transforming the goals of the Civil War. How did the Emancipation Proclamation transform the goals of the Civil War? How does A.E. Lamb's painting, The Emancipation Proclamation, portray the theme of the proclamation?
- Explain the meaning of the Gettysburg Address and analyze its significance as one of the most effective political speeches in our nation's history. What did Lincoln say the Declaration of Independence meant? Did Lincoln change the meaning of the Declaration of Independence or explain its true vision?

#### **Assessment Topics 6.3 – Civil War Diplomacy & The Homefront**

- Explain how the "hammering campaigns" of Generals Grant and Sherman affected the outcome of the war. Did the South's emphasis on the eastern theater doom the Confederacy? What was the impact of the Civil War on the trans-Mississippi West?
- Draw upon historical sources in order to assess the varied Native American responses to the Civil War. How were Native Americans in the West affected by the Civil War? What were the internal conflicts among the "Five Civilized Tribes" regarding their support for the Union or Confederacy? What were the long-term consequences for them, once the North emerged victorious?
- Drawing on a variety of historical sources, develop a historical narrative analyzing the treatment of African-American soldiers in the Union army and by the Confederacy during the Civil War. How was the concept of liberty viewed by African-Americans? How did the Confederate leaders determine to deal with African-American soldiers? What happened to African-American Union soldiers at Fort Pillow? What reasons account for the decision to differentiate between soldiers pay for white troops and African-American soldiers before June 1864?
- Analyze the causes and consequences of the New York City draft riots in July 1863 and the irony of African Americans fighting for liberty and democracy at Fort Wagner a few days after the outbreak of violence against blacks in New York City. How did city officials respond to the riots? How did the federal government respond? What do the riots reveal about support for the Union's war objectives in 1863?
- Interpret documentary evidence from a variety of sources reflecting differing perspectives to construct a historical argument or debate on such questions as: What circumstances would justify a restriction of civil liberties? How might President Lincoln's suspension of the writ of habeas corpus during the war be justified?
- Using diaries and letters, explain the roles of women on the home front and the battle front during the Civil War. What new occupations were open to women during the war? To what extent did the war change gender roles and traditional attitudes towards women in the work force? How did the actions of Clara Barton, Belle Boyd, Rose Greenhow, and Harriet Tubman affect the Civil War?

#### **Assessment Topics 6.4 - Reconstruction Begins**

- Compare the Lincoln, Johnson, and Radical Republican plans for Reconstruction. How did each plan view secession, amnesty and pardon, and procedure for readmission to the Union? How did the issue of Federalism influence the debate over Reconstruction policy? How did President Johnson's personality and character affect his relationships with congressional leaders, particularly Radical Republicans, in the period 1865-1868? Were the Radical Republicans motivated by genuine humanitarian concerns or crass political ones for maintain control over the federal government.
- Evaluate the reasons Republicans gave for impeaching the president. Was Johnson's impeachment justified under the Constitution? Had the Senate convicted the president, what impact would his removal from office have on the nation?
- Construct a historical narrative analyzing the meaning and intent of the 14th and 15th amendments. How is citizenship defined? Why were the clause of "equal protection under the law" and "due process" included? Were the 14th and 15th Amendments

necessary? Explain. Why is the word “male” used for the first time in the Constitution in the 15th Amendment? Why were women excluded in this Amendment?

- Analyze how violence helped produce the Compromise of 1877 and the consequences of the compromise on the South. Did northern Republicans and congressional leaders abandon African Americans in the 1870s? Would you agree or disagree that the Compromise of 1877 made the end of the Civil War a draw rather than a victory for the North?
- Analyze the origins of the Ku Klux Klan. How did southerners justify the origin of the Ku Klux Klan? Was the Ku Klux Klan a form of “guerilla” warfare?

#### **Assessment Topic 6.5- Reconstruction Fails**

- Analyze how traditional beliefs and values inhibited the role and successes of the Freedmen’s Bureau. How did the belief in limited government, the sanctity of private property and self-help affect the Bureau’s success? To what extent was the Freedmen’s Bureau successful in securing employment, education, and support services for African Americans and white refugees? In what ways did the Freedmen’s Bureau contribute to the economic and social transformation of the South during Reconstruction? In what ways did the Bureau contribute to racial stereotyping and paternalism? How did the labor contracts negotiated by the Freedmen’s Bureau affect African Americans?
- Compare the various viewpoints on the nature of Reconstruction by analyzing different interpretations of the era. How have historians viewed Radical Republicans, the former plantation owners, the freedmen, the carpetbaggers, and the scalawags over time? What factors may account for changes in interpretations.
- Examine civil rights legislation passed during Reconstruction. To what extent did Reconstruction set the ground work for the Civil Rights movement of the 1960s?
- Construct a sound historical argument or debate to the question: Was Reconstruction a half-way revolution?

#### **Summative Activities, Tasks, or Projects:**

- Examine the advantages and disadvantages of the North and South before, during and after the war.
- Debate – Was war the only answer?
- DBQ 2005 – Failure of Compromise 1820-1860
- DBQ 1987 – Sectionalism & The Constitution in the 1850’s
- Essay – Was Lincoln indeed the greatest President ever.
- Primary Source – Gettysburg Address
- Research- Battles and commanders of the Civil War
- DBQ LV- What caused the Civil War?
- DBQ SV- What caused the Civil War?
- Primary Source – African American Soldiers Journals
- DBQ 2009 – African Americans & The Civil War
- MQ Project- North or South- Who Killed Reconstruction?
- MQ Project- The Battle of Gettysburg
- Lincoln’s Second Inaugural Address
- Reconstruction Political Cartoon Analysis
- DBQ 1996 Impact of Reconstruction

### **STAGE 3 Learning Plan**

#### **Assessment Topics and Lesson Themes:**

##### **Assessment Topics 6.1 - Debating Slavery & Secession**

Lesson Theme 6.1.1 - Election of 1860

Lesson Theme 6.1.2 - Fundamental Causes of the war

Lesson Theme 6.1.3 - Creation of the Confederacy

Lesson Theme 6.1.4 - Abraham Lincoln

##### **Assessment Topics 6.2 - Turning Points of the Civil War**

Lesson Theme 6.2.1 - Major Battles

Lesson Theme 6.2.2 - Commanders

Lesson Theme 6.2.4 - Gettysburg Address

### **Assessment Topics 6.3 – Civil War Diplomacy & The Homefront**

Lesson Theme 6.3.1 - Civil War Politics

Lesson Theme 6.3.2 - Lincoln's War Measures

Lesson Theme 6.3.3 - African American Soldiers

### **Assessment Topics 6.4 - Reconstruction Begins**

Lesson Theme 6.4.1 - Lincoln's Second Term

Lesson Theme 6.4.2 - Reconstruction Plan

Lesson Theme 6.4.3 - Assassination of Lincoln

### **Assessment Topic 6.5- Reconstruction Fails**

Lesson Theme 6.5.1 - African American Experience

Lesson Theme 6.5.2 - Impact on the south

### **Unit Specific Accommodations and Modifications**

#### Multiple Intelligence Activities and Engagement...

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

#### Gifted and Talented Accommodations & Modifications...

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

#### English Language Learners, Special Education, and At-Risk Accommodations & Modifications...

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

### **Additional Materials**

### **Digital Tools/Resources:**

NearPod, Newsela, Turnitin

### **Primary & Secondary Source Analysis:**

Kashatus, William C. "A Gallant Rush for Glory". American History, October 2000. Annual Editions: American History Volume II. 17th ed.

Kirsch, George B. and Thomas Dyja. "Bats, Balls, and Bullets". Civil War Times, May 1998. Annual Editions: American History Volume II. 17th ed.

Foner, Eric. "The New View of Reconstruction". American Heritage, October/November 1983.

Brands, H.W. "There Goes the South". American History, April 2009. Annual Editions: American History Volume I. 21st ed.

Medford, Edna Greene. "Lincoln and the Constitutional Dilemma of Emancipation". OAH Magazine of History, January 2007.

**Unit # 7**  
**Neo Manifest Destiny, Gilded Age, Progressivism,**  
**1877-1945**

**Overview**

The learner will appraise the economic, social, and political changes of the decades of "The Twenties" and "The Thirties." The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems. The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society. The learner will appraise the economic, social, and political changes of the decades of "The Thirties." The 1930s is characterized as a time of social and economic distress and transformation. The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society. World War II was a titanic struggle that involved nearly every nation of the world with battles in nearly every corner of the globe. The war accelerated the rise of the United States as the preeminent world power. Changes came about at home as well. The end of the conflict created a new international order with the United States becoming the leader of the capitalist nations. The increased tension between capitalist and communist nations kept the world on the brink of World War III. This also led to increased paranoia at home.

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- Has the corruption of the late 1800s returned today?
- Did America fulfill the dreams of immigrants?
- Does a positive end result justify immoral means to achieve it?
- Were the industrialists of the age "robber barons" or "captains of industry?"
- What does it mean to have "equal rights"?
- Why is immigration a controversial subject?
- Without immigrants, where would the labor needed have come from to develop American

**Enduring Understanding...**

- Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.
- The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.
- Immigration and rapid industrialization changed American life.
- Business and industrial leaders accumulated wealth and wielded political and economic power.
- Labor unions impacted industry and the lives of workers.
- The role of government in economic and political affairs changed.

**Students will be able to...**

- Skill 1: Development and Processes  
Identify and explain historical developments and processes to read and understand informational text
- Skill 2: Sourcing and Situation  
Analyze sourcing and situation of primary and secondary sources.
- Skill 3: Claims and Evidence in Sources  
Analyze arguments in primary and secondary sources.
- Skill 4: Contextualization  
Analyze the context of historical events, developments, or processes.
- Skill 5: Making Connections  
Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- Skill 6: Argumentation

Develop an argument.

### Students will know...

#### Assessment Topics 7.1 - Neo-Manifest Destiny and The Gilded Age

##### Key Terms/Vocabulary:

Neo Manifest Destiny: "Five Civilized Tribes", Indian Removal Act 1830, Cherokee Nation v. Georgia 1831, Worcester v. Georgia, 1832, Andrew Jackson, Trail of Tears", Indian Territory, Oklahoma Land Rush, Sooners, Plains Indians, Nomadic lifestyle, Horses, Buffalo (American bison) Hunting & gathering, Warrior culture, Sioux, Red Cloud, Sand Creek Massacre, Col. John Chivington, "The only good Indian is a dead Indian", Treaty of Fort Laramie 1868, Ulysses S. Grant's "Peace Policy", Bureau of Indian Affairs, Indian Ring (Belknap) Scandal, William Tecumseh Sherman, Black Hills, Gold & silver mining, Railroad construction, George Armstrong Custer, Sitting Bull, Battle of Little Bighorn, Flight of the Nez Perce, Chief Joseph, Helen Hunt Jackson, A Century of Dishonor, Dawes (Severalty) Act 1887, Assimilation policy, "Kill the Indian and save the man", Carlisle Indian School, Disappearance of native languages, Reservations, Individual ownership of land, Sedentary agriculture, Sale of "excess" Indian land, Destruction of buffalo herds, Alcoholism, Dependence on government rations, Ration cuts as punishments, Wovoka, Ghost Dance, Wounded Knee Massacre 1890, Dee Brown, Bury My Heart at Wounded Knee, Apache, Geronimo, Buffalo Soldiers, Buffalo Bill's Wild West Show Indian Citizenship Act 1924, Gilded Age: First Industrial Revolution (Britain) Second Industrial Revolution (U.S. & continental Europe), Mark Twain, "The Gilded Age", Robber barons, Captains of industry, Plutocracy, Navigable rivers, Textile mills, Pacific Railway Act, Land grants, Subsidies, Cornelius Vanderbilt, Transcontinental railroad, Union Pacific Railroad, Promontory Point, Utah, Southern Pacific Railroad, Leland Stanford, George Pullman, Pullman Palace Cars, Pullman, Illinois, Company towns, Time zones, Samuel F.8. Morse, Telegraph, Natural resources (coal, oil, iron, copper, bauxite (aluminum), zinc), Edwin Drake, Oil drill, John D. Rockefeller, Standard Oil Company, Andrew Carnegie, Bessemer process, Carnegie Steel Company, "The Gospel of Wealth", J.P. Morgan, U.S. Steel, Gustavus Swift, Meatpacking industry, James 8. Duke, American Tobacco Company, Thomas Edison, Light bulb, Motion picture, camera, Direct current, George Westinghouse Alternating current, "War of the currents", Henry Ford, Assembly line, Mass production, Model T, Planned obsolescence, "\$5 a day", Workers as consumers, Wright Brothers, Airplane, Laissez-faire, Free market competition, Protective tariffs, Corporations, Limited liability, Stockholders, Wall Street, Jay Gould, "Stock watering", J.P. Morgan, Mergers, Vertical integration, Horizontal integration, Interlocking directorates, Monopolies, Pools, Holding companies, Trusts, Munn v. Illinois 1877, Intrastate commerce, Wabash v. Illinois 1886, Interstate commerce, Interstate Commerce Act 1887, Santa Clara County v. Southern Pacific Railroad 1886, Corporate personhood, Sherman Antitrust Act 1890, U.S. v. E.C. Knight Co. 1895, Frederick Winslow Taylor, "Scientific Management", Unskilled/low-skill labor, Immigration, Herbert Spencer, Social Darwinism, Horatio Alger, Dime Novels, Russell Conwell, "Acres of Diamonds", Thorstein Veblen, "Leisure class", "Conspicuous consumption", Newport, Victorian architecture Department stores, Mail order catalogs, Mass culture

##### Main Ideas/Concepts:

- The Gilded Age represents a time of tremendous economic and industrial growth for the nation, but wealth is not distributed evenly.
- Political machines, which were run by "bosses," ran cities using a corrupt and hierarchical system.
- Tammany Hall was a New York City political machine that is famous for its corruption and one of its mayors, Boss Tweed.
- Labor strikes mobilized against low pay and poor working conditions.
- Jacob Riis' How the Other Half Lives
- Reform and city modernization helped address many of the problems in urban areas
- How did new inventions and innovations encourage industrial growth?
- How did industrial leaders amass and wield power?
- What was the role of the federal government in encouraging the growth and regulating the practices of big business?

#### Assessment Topics 7.2 - Populism and Progressivism

##### Key Terms/Vocabulary:

Taft Administration: Mann-Elkins Act, Payne Aldrich Tariff, Ballinger-Pinchot Affair, US. vs. U.S. Steel, 16th Amendment, Income Tax, Election of 1912: Theodore Roosevelt, "New Nationalism" Progressive (Bull Moose) Party, William H. Taft, Republican Party, Woodrow Wilson, Democratic Party, "New Freedom", Eugene Debs, Socialist Party, Eugene Chafin, Prohibition Party, Woodrow Wilson Administration: World War I, Underwood Tariff, Tariff reductions, graduated (progressive) income tax, Federal Reserve Act, Discount (interest) rate, Federal Trade Commission (FTC), Clayton Antitrust Act, Child Labor Laws, Adamson Act, 17th Amendment, Direct election of Senators, 18th Amendment, Prohibition of alcohol, 19th Amendment, Women's Suffrage, Labor Goals & Tactics:

Wages, hours & working conditions, "Eight-hour day" movement, Skilled workers vs. unskilled workers, Craft unions vs. trade unions, Nativism, Chinese Exclusion Act 1882, Abolition of child labor, Strike, Wildcat strike, Collective bargaining, Closed shop, Mediation & arbitration, Movement Goals & Tactics: Yellow dog contract, Lockout, "Scabs", Pinkertons, Blacklist, Sherman Antitrust Act, injunctions against labor unions, Open shop, Organizations Leaders & Events National Labor Union, Knights of Labor, Terence V. Powderly, Mother Jones, President Rutherford B. Hayes, Great Railroad Strike 1877, Haymarket Square Riot (Haymarket Affair) 1886, American Federation of Labor, Samuel Gompers, Carnegie Steel Company, Homestead Strike 1892, Coxey's Army 1894, Company towns, Debt peonage, Pullman, Illinois, President Grover Cleveland, Pullman Strike 1894, President Theodore Roosevelt, United Mine Workers (UMW), Anthracite Coal Strike 1902, International Ladies' Garment Workers, Union (ILGWU), Florence Kelly, Triangle Shirtwaist Fire 1911, Ludlow Massacre 1914, Radical Labor, Kori Marx & Friedrich Engels, The Communist Manifesto 1848, Edward Bellamy, Looking Backward 1888, Utopian socialism, Socialist Party, Eugene Debs' presidential campaigns 1900-1920, Jack London, The Iron Hee, Industrial Workers of the World (IWW / "Wobblies"), "One Big Union", Theodore Roosevelt Administration: Assassination of William McKinley, Anthracite Coal Strike, United Mine Workers Arbitration, "Square Deal", Northern Securities v. U.S. 1904, Enforcement of the Sherman Antitrust Act ("trust-busting") "Good trusts" vs. "bad trusts" "Big Stick", "Bully pulpit", Meat Inspection Act, Pure Food & Drug Act, Elkins Act, Railroad rebates, Hepburn Act, Free passes, Interstate Commerce Commission, Booker T. Washington, Conservation, John Muir, Land management, Gifford Pinchot, Sierra Club, Newlands Reclamation Act National Parks

#### Main Ideas/Concepts:

- In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations aimed at addressing social problems associated with an industrial society.
- Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources.
- Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures.
- The women's rights movement was both emboldened and divided over the 14th and 15th Amendments to the Constitution. Challenging their prescribed "place," women activists articulated alternative visions of political, social, and economic equality.
- Corruption in government — especially as it related to big business — energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system.
- A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.

#### Assessment Topics 7.3 – America on the World Stage

##### Key Terms/Vocabulary:

US Imperialism: Monroe Doctrine, Empire of Liberty, Manifest Destiny, Frederick Jackson Turner, The Frontier Thesis, New Imperialism, Herbert Spencer, "Social Darwinism" Josiah Strong, Our Country Rudyard Kipling, "White Man's Burden", Missionaries, Alfred Thayer Mahan, The Influence of Sea Power Upon History, Nationalism, Jingoism, Matthew Perry, Treaty of Kanagawa 1854, Seward's Folly, Pan-American Conference, James Blaine, Olney interpretation, Venezuela boundary dispute, Hawaii, King Kalakaua, Bayonet Constitution, Queen Liliuokalani, Sanford Dole, James Dole, Annexation of Hawaii, Pearl Harbor, "Banana republics", John Hay, Spheres of influence, Open Door Policy, Boxer Rebellion, William Walker, Nicaragua, Columbia & Panama, Panama Railroad, U.S. - British rapprochement, Hay-Pauncefote Treaty, Hay-Bunau Varilla Treaty, Panama Canal, George Goethals, William Gorgas, Walter Reed, World War I: Central Powers, Allied Powers, Assassination of Archduke Franz Ferdinand, Neutrality, Isolationism, Pacifism, "Preparedness", Lusitania, Sussex Pledge, Election of 1916, "He kept us out of war", "Peace with honor", Unrestricted submarine warfare, Zimmerman Telegram, Jeanette Rankin, "A war to make the world safe for democracy", American Expeditionary Force (AEF), John J. Pershing, Doughboys, Trench warfare, Stalemate, War of attrition, New weapons (heavy artillery, machine guns, airplanes, zeppelins, poison gas, tanks), Tsar Nicholas II, Russian Revolution, Bolshevik Revolution, Treaty of Brest-Litovsk, Vladimir Lenin, Soviet Union, Armistice, 14 Points, Big Four, Woodrow Wilson, David Lloyd George, George Clemenceau, Vittorio Orlando, Treaty of Versailles, League of Nations, Reparations.

#### Main Ideas/Concepts:

- Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.
- Questions about America's role in the world generated considerable debate, prompting the development of a wide variety of views and arguments between imperialists and anti-imperialists and, later, interventionists and isolationists.

## **Assessment Topics 7.4 – Prosperity, The Depression and The New Deal**

### **Key Terms/Vocabulary:**

The Roaring Twenties: Jazz Age, 18<sup>th</sup> Amendment, Volstead Act, Prohibition, Bootleggers, Al Capone, Automobiles, Radio, Advertising & marketing, Fads, Silent films & talkies, Mass culture, Charles Lindberg, Sigmund Freud, Psychoanalysis, Margaret Sanger, Birth control, Flappers, Lost Generation, F. Scott Fitzgerald, The Great Gatsby, Ernest Hemingway, Sinclair Lewis, Babbitt, Armory Exhibition of 1913, Modernism, Ezra Pound, Functionalism, Frank Lloyd Wright, Edward Hopper, Georgia O'Keefe, Art Deco, Harlem Renaissance, Countee Cullen, Langston Hughes, James Weldon Johnson, Claude McKay, Louis Armstrong, Duke Ellington, Bessie Smith, Paul Robeson, Marcus Garvey, Fundamentalism, Billy Sunday, Aimee Semple McPherson, Scopes Trial, Clarence Darrow, William Jennings Bryan, Red Scare, Sacco & Vanzetti, Ku Klux Klan, Immigration, Quota Acts

FDR and the Great Depression: Election of 1932, Franklin D. Roosevelt, Eleanor Roosevelt, 20<sup>th</sup> Amendment, FDR's First Inaugural Address ("The only thing we have to fear is fear itself"), First New Deal, Second New Deal, Relief, recovery, reform, Welfare state, Brain trust, The "Hundred Days", Fireside chats, Emergency Banking Act, (Bank holiday), Glass-Steagall Act, Federal Deposit Insurance Corporation (FDIC), Abandonment of gold standard, Tariff reductions, Securities & Exchange Commission (SEC), 21<sup>st</sup> Amendment, "Alphabet soup", Public Works Administration (PWA), Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA), National Industrial Recovery Act (NIRA)/National Recovery Administration (NRA), Wage controls, Price controls, Partial employment, Schechter Poultry v. U.S. 1935, Agricultural Adjustment Administration (AAA), Farm subsidies, Artificial scarcity, Redistribution of wealth, Butler v. U.S. 1936, Farm Security Administration (FSA), Resettlement Administration (RA), Bonus Bill, Works Progress Administration (WPA), Harry Hopkins, Federal Theater Project (FTP), "Talking newspapers", Federal Housing Administration (FHA), Francis Townsend, Social Security Administration (SSA), Deficit spending, John Maynard Keynes, National debt, Demagogues, Populism, Huey Long, "Share Our Wealth", Father Charles Coughlin, "Creeping socialism", Court packing scandal, Recession of 1937, Election of 1940, Wendell Willkie, World War II

### **Main Ideas/Concepts:**

- The choice presented in the presidential election of 1932 and the impact of same.
- FDR's plans for more vigorous government action during the Great Depression
- Analyze and determine the proper role of government in managing the economy.
- The impact of the Hundred Days and the government programs enacted during same
- Fireside chats and the role of communicating directly with public.
- Analyze and determine whether government can provide jobs and economic stimulus
- The causes and effects of anti-New Deal sentiment
- The choice presented in the presidential election of 1932 and the impact of same.
- FDR's plans for more vigorous government action during the Great Depression
- Analyze and determine the proper role of government in managing the economy.
- The impact of the Hundred Days and the government programs enacted during same
- Fireside chats and the role of communicating directly with public.
- Analyze and determine whether government can provide jobs and economic stimulus
- The causes and effects of anti-New Deal sentiment

## **STAGE 2 Evidence of Learning**

### **Formative Activities, Tasks, or Projects:**

#### **Assessment Topics 7.1 - Neo-Manifest Destiny and The Gilded Age**

- Students will write a eulogy for each president during the era, which reflects on the impact he, made on history and explains the significance of key events during his term(s). These will be presented as each new president is initially discussed.
- Compare and contrast the rise of nativism in the 1920 with the rise of nativism in modern times. Draw conclusions about the causes of each in the respective



- Analyze how economic expansion and development were affected by the Civil War and Reconstruction. How did land grants, subsidies to railroads, and tariff and monetary policies affect US growth and development? Was the government following a policy of laissez faire in economic development or actively engaging in aid.
- Utilized a variety of historical sources, including primary sources, to complete a case study of how a business leader gained dominance in a particular industry in the late 19<sup>th</sup> century. To what extent did business leaders seek to maximize profits and limit competition? To what extent did managerial organization, technological innovation, and individual decision making contribute to success or failure of the business?
- Draw upon such sources as Jacob Riis's *How the Other Half Lives* (1890), Stephen Crane's *Maggie: A Girl of the Streets*, and George's *Mother*, pictures and diagrams of the "dumbbell tenement," and other visual and graphic material, to determine how city residents dealt with such problems as developing adequate water supplies, sewer systems, public health measures, public safety, education, paving roads, transportation, and housing in the late 19<sup>th</sup> century?
- Construct a case study of political bosses such as George Washington Plunkitt, "Big Tim" Sullivan, or Boss Tweed. How did middle class reforms and urban bosses view the role and responsibility of city government? How democratic were the "goo-goos" (good government advocates)? How were bosses able to come to power and maintain power?
- Utilize a variety of historical and graphic data, such as the social and political programs of the Patrons of Husbandry, Greenbackers, Northern, Southern, and Colored Farmers' Alliance to analyze the impact of crop-lien systems in the South, transportation and storage cost for farmers, and the price of farm staples such as wheat, corn, and cotton in the period of 1870-1896. What caused the decline in farm commodity prices? How did the government's monetary policies affect the price of farm commodities? What were the major grievances of the primary farm organizations in the South and West during the period? What solutions did they offer?
- Drawing upon the arguments of advocates of Social Darwinism such as William Graham Sumner, John Fiske, and Andrew Carnegie, and opponents such as Lester Frank Ward, John Dewey, Richard T. Ely, and William James, analyze the impact of Social Darwinism on public policy in the late 19<sup>th</sup> century. Did Social Darwinism justify the political, economic, and social dominance of one group over another?
- Utilizing selections from the anti-lynching appeals of Ida Wells Barnett, Booker T. Washington's "Atlantic Exposition Address," W.E.B. DuBois's *The Souls of Black Folk*, and appeals of other African American leaders of the late 19<sup>th</sup> century, explain the various proposals advanced to combat political disenfranchisement, Jim Crow Laws, and the widespread lynching of the 1890s.
- Analyze the meaning of the *Yick Wo v. Hopkins* (1886) and *Plessy v. Ferguson* (1898) Supreme Court cases. What do the decisions reveal about American society in the 1890s? What was the reasoning in the minority opinions? Were the implications of the decisions similar or different?
- Drawing on such sources as John Spargo's *The Bitter Cry of the Children* and a variety of other literature, historical, and visual sources construct a narrative explaining the reasons for the increase in child labor, the type of work performed by children, the occupations in which they were employed, and the dangers they faced during their workday.
- Use the Omaha Platform of 1892 as the focus of historical inquiry to uncover the problems that prompted the establishment of the Populist Party. To what extent if any, were the provisions of the Omaha Platform incorporated into the platforms of the two major parties over the following generation? What influence did the Populist Party have on the later Progressive movement?
- Analyze William Jennings Bryan's "Cross of Gold" speech at the 1896 Democratic convention. To what extent may it be argued that the "Cross of Gold" speech won Bryan the Democratic nomination but lost him the election?
- Examine the election of 1896. Why did Populists decide to endorse the Democratic nominee for President? What effect did that endorsement have on the future of the Populist Party? Why were Populist and Democratic candidates unable to gain substantial support from urban women in 1896? What were the principle arguments and strategies used by President McKinley and Mark Hanna to ensure a Republican victory? What were the major components of the "full dinner pail"? How did American farmers fare in the decade after 1896?
- Explain the Dawes Severalty Act (1887) and assess its impact. Why in the mid-1880s did support for dismantling the reservation system and assimilating Native Americans gain popularity? How did the effort to assimilate Native America affect Indian land holdings in the late 19<sup>th</sup> century? How did the admission of new western states affect relations between the US society and Native American societies?
- Draw evidence from primary sources to examine the legal status of women in the late 19<sup>th</sup> century. What were the issues raised by Myra Bradwell? What was the legal reasoning in *Bradwell v. Illinois* (1873)? Why? To what extent did the Bradwell case typify the status of women in the professions throughout the latter

#### **Assessment Topics 7.2 - Populism and Progressivism**

- Students will show proficiency by passing a test.
- Create a live radio show typical of the 1920s and 1930s. In addition to having entertainment value, include news items and an analysis of a government initiative.
- Using a graphic organizer, illustrate the quote, "the 1920s were either the best of times or the worst of times."

#### **Assessment Topics 7.3 – America on the World Stage**

- Students will produce a newspaper/documentary film that includes the major economics, political, and social events of the era.
- Use political cartoons to analyze public reactions to political and economic events of the time period.
- Write a letter to President Roosevelt as the relative/friend of a soldier/sailor overseas. Describe the conditions he/she faces and suggest courses of action for the United States.
- Evaluate the pros and cons of using the atomic bomb and suggest a course of action for President Truman.
- Students will debate whether the United States should have used the atomic bomb.
- Students will debate whether a war crimes trial is a “victor’s justice” or a step toward enforceable international standards.
- Students will produce a newspaper/documentary film that includes the major economics, political, and social events of the era.
- Use political cartoons to analyze public reactions to political and economic events of the time period.
- Write a letter to President Roosevelt as the friend of a Japanese-American. Discuss the internment camps and suggest other courses of action for the United States.
- Evaluate the roles of women and minorities during the role and suggest how changes might become permanent.
- Students will show proficiency by passing a test.

#### **Assessment Topics 7.4 – Prosperity, The Depression and The New Deal**

- Students will produce a newspaper that includes the major economics, political, and social events of the era.
- Students will portray a political or cultural figure in an Imovie.
- Plan a 1920’s fair to include music, movies, and new inventions. Invite other classes to visit. Use a student designed rubric to evaluate the project.
- Compare and contrast Prohibition in the 1920’s to modern laws which prohibit the use of illegal drugs. Draw conclusions about the justifications in each time period.
- Evaluate the appropriateness of the term “Roaring Twenties.” Base your evaluation on oral histories, journals, and historic accounts of events.
- Design a graphic organizer to illustrate the changing role of women in these decades. Use key terms related to changes like flapper, bobs, etc.
- Write a letter to President Hoover about the state of the economy in 1929. Propose ways the economy can be improved.
- Use political cartoons to analyze public reactions to political and economic events of the time period.
- Make a list of the economic problems of the 1920’s that led to the stock market crash. Examine the effects of these problems on different segments of society.
- Evaluate the appropriateness of the term “Great Depression.” Base your evaluation on oral histories, journals, and historic accounts of events.
- Write a letter to President Roosevelt about the state of the economy in 1933. Propose ways the economy can be improved.
- Students will show proficiency by passing a test.
- Students will understand the reasoning behind the “fireside chat” by examining how it was organized and the major ideas conveyed from the New Deal (major legislation—alphabet organizations).
- Students will record a “fireside chat” using FDR’s methodology of engaging and showing empathy towards the plight of the people on contemporary related topics. For example: Welfare, Medicaid, Social Security, Hunger in the US, terrorism, etc.
- Listen to a recording of a “Fireside Chat.” Write a response in favor of or against the speech given by President Roosevelt. Analyze how the President attempted to motivate the country.
- Create a poem or rap explaining the purposes of New Deal “alphabet agencies.”

#### **Summative Activities, Tasks, or Projects:**

- Movie review “Burn My heart at Wounded Knee”
- DBQ 1992 – Settlement of the West
- DBQ 2012 – Gilded Age Corporations
- Lyric and Musical Response – Spencill Hill
- DBQ 2008 – Immigration 1880 -1925
- DBQ 1989 – Dubois & Washington
- Document review and analysis of artwork from the Gilded Age
- First Response Question – For whom and to what extent was the west a land of opportunity in the period from 1865-1890?
- DBQ – Impact of Labor Union 1875-1900
- Simulation – Farming
- DBQ 2007 – Gilded Age Farming
- DBQ 1997 – American Woman 1890 -1925
- Upton Sinclair – The Jungle – Sanitation Rating Games

- DBQ 2003 – Progressive Reforms
- Movie Review – Hawaii’s Last Queen
- DBQ 1994 – Imperialism
- Speech Analysis – War Poem , Songs and Speeches
- Analysis of Wilson’s 14 points
- DBQ 1991 – Defeat of the Treaty of Versailles
- First Response Question – Explain the origins of the following third parties and evaluate their impact on United States politics and national policies. \* The People’s Party (Populist), 1892 \* The Progressive Party (Bull Moose Party), 1912
- Newscast Presentation – US Foreign Policy – Research and Presentation
- Movie Review – Inherit the Wind
- DBQ 1997 – American Women 1890 -1925
- DBQ 2015 – African Americans 1910-1930
- DQB 1986 – Cultural Change & Continuity in the 1920’s
- DBQ 2003 – New Deal
- New Deal – Mock Trail

### STAGE 3 Learning Plan

#### **Assessment Topics and Lesson Themes:**

##### **Assessment Topics 7.1 - Neo-Manifest Destiny and The Gilded Age**

- Lesson Theme 7.1.1 – Plains Indians Wars
- Lesson Theme 7.1.2 – Settlement of the West
- Lesson Theme 7.1.3 – Robber Barons of the Industrial Age
- Lesson Theme 7.1.4 – Immigration and Urbanization
- Lesson Theme 7.1.5 – Corruption & Political Paralysis
- Lesson Theme 7.1.6 – New South
- Lesson Theme 7.1.7 – Gilded Age Arts

##### **Assessment Topics 7.2 - Populism and Progressivism**

- Lesson Theme 7.2.1 – The Labor Movement
- Lesson Theme 7.2.2 – The Rise and Fall of Populism
- Lesson Theme 7.2.3 – The Progressive Movement
- Lesson Theme 7.2.4 – Progressive Era Presidents

##### **Assessment Topics 7.3 – America on the World Stage**

- Lesson Theme 7.3.1 – Roots of American Imperialism
- Lesson Theme 7.3.2 – Spanish America War & America’s New Role
- Lesson Theme 7.3.3 – United States in World War 1
- Lesson Theme 7.3.4 – Foreign Policy after World War 1
- Lesson Theme 7.3.5 – Homefront of World War 1

##### **Assessment Topics 7.4 – Prosperity, The Depression and The New Deal**

- Lesson Theme 7.4.1 – Society in the Roaring Twenties
- Lesson Theme 7.4.2 – Republican Politics of the 1920’s
- Lesson Theme 7.4.3 – The Great Depression
- Lesson Theme 7.4.4 – FDR New Deal – Alphabet Soup
- Lesson Theme 7.4.5 – FDR New Deal – Labor and Civil Rights

#### **Unit Specific Accommodations and Modifications**

##### **Multiple Intelligence Activities and Engagement...**

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

#### Gifted and Talented Accommodations & Modifications...

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

#### English Language Learners, Special Education, and At-Risk Accommodations & Modifications...

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

### **Additional Materials**

#### **Digital Tools/Resources:**

NearPod, Newsela, Turnitin

#### **Primary & Secondary Source Analysis:**

**Unit # 8**  
**Postwar America**  
**1945- 1980**

**Overview**

In Post-World War II society, the two Superpowers engaged in an ideological battle to win the hearts and minds of the rest of the world. The United States committed itself to containing the spread of communism abroad. Despite never engaging in direct combat with the Soviet Union, both countries committed themselves to both direct and covert acts of aggression in a series of police actions and covert operations. The two countries also combatted in technological advancements and sports competitions as a way to prove their superiority over one another.

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- What is America's role in world affairs?
- When should America enter into war with other countries?
- How effective have organizations been in maintaining peace in the world?
- How has the status of superpower affected the relations between the U.S. and other nations?
- Should civil liberties be denied during a time of war?
- Do radical beliefs pose a threat to the nation?

**Enduring Understanding...**

- Events of the conflict altered the political, social, cultural, and economic landscape of America.
- Post war diplomacy led to changes in US foreign policy.
- World conflicts may result in a shift in a nation's economic and political priorities.
- International affairs and global politics may be influenced by large scale conflict amongst nations.
- Wealthy nations have a responsibility to aid other countries
- The growth of internationalism may lead to increased responsibilities and financial obligations for individual nations.
- Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.
- Civil disobedience may cause conflict while also effecting change.
- Economic, political, and social developments may lead to a shift in the collective identity of a nation.
- Innovations may influence changes in government, leading to new policies and practices.

**Students will be able to...**

- Skill 1: Development and Processes  
Identify and explain historical developments and processes.to read and understand informational text
- Skill 2: Sourcing and Situation  
Analyze sourcing and situation of primary and secondary sources.
- Skill 3: Claims and Evidence in Sources  
Analyze arguments in primary and secondary sources.
- Skill 4: Contextualization  
Analyze the context of historical events, developments, or processes.
- Skill 5: Making Connections  
Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- Skill 6: Argumentation  
Develop an argument.

**Students will know...**

**Assessment Topics 8.1 - Containing Communism**

### Key Terms/Vocabulary:

Potsdam Conference, Hiroshima & Nagasaki, United Nations, U.N. Security Council, Universal Declaration of Human Rights, Nuremberg & Tokyo Tribunals, State of Israel 1948, Second Geneva Convention 1949, Cold War, Superpowers, Iron Curtain, George F. Kennan, Containment policy, Organization of American States (OAS), National Security Act of 1947, Central Intelligence Agency (CIA), NSC-68, "Permanent war economy", Naval and air bases in Hampton Roads, VA, Pentagon in Arlington, VA Private military contractors in northern Virginia, Truman Doctrine, Turkey & Greece, Marshall Plan, North Atlantic Treaty Organization (NATO), Mutual defense, Collective security, Balance of power, "Peacetime" alliance, Berlin Blockade, Berlin Airlift, Chinese Civil War, Jiang Jieshi (Chiang Kai-Shek), Kuomintang (KMT), Taiwan, Mao Zedong (Mao Tse-Tung,) Chinese Communist Party (CCP), People's Republic of China (PRC), "Truman lost China", Korean War, 38th Parallel, Landing at Inchon, Chinese intervention in Korea, "Limited war", "Police action", Firing of Douglas MacArthur, Civilian control over the military, Development of the hydrogen bomb, Deterrence

### Main Ideas/Concepts:

- Why did the Cold War emerge in the wake of World War II?
- How did the United States respond to the threat of communist expansion?
- How successful was the U.S. in countering communist influence in Europe, Asia, the Americas and Africa?
- How did the development of nuclear weapons and the rise of nationalist/decolonization movements affect the strategies of Cold War adversaries?

## **Assessment Topics 8.2 - Truman's Fair Deal & McCarthy's Red Scare**

### Key Terms/Vocabulary:

"Fair Deal", "The buck stops here", GI Bill (Servicemen's Readjustment Act), Levittowns (suburbs), Baby boom, Middle class Sunbelt, Universal health care, Taft-Hartley Act, Double-V Campaign Committee on Civil Rights, To Secure These Rights, Fair Employment Practices Commission (FEPC), Integration of the armed forces Election of 1948, States' Rights Democratic Party (Dixiecrats), Second Red Scare, Communist slang ("Reds," "pinkos," "communist sympathizers" & "fellow travelers"), Truman's Loyalty Board, House Un-American Activities Committee (HUAC), The "Hollywood Ten", Blacklist, Dennis v. U.S. 1951,

### Main Ideas/Concepts:

- Why did the Cold War emerge in the wake of World War II?
- How did the United States respond to the threat of communist expansion?
- How successful was the U.S. in countering communist influence in Europe, Asia, the Americas and Africa?
- How did the development of nuclear weapons and the rise of nationalist/decolonization movements affect the strategies of Cold War adversaries?
- How did the Cold War affect domestic debates over order, liberty and justice?

## **Assessment Topics 8.3 - Eisenhower's Modern Republicanism**

### Key Terms/Vocabulary:

Korean War armistice 1953, Viet Minh, U.S. aid to the French, Battle of Dien Bien Phu, 17th Parallel, Domino theory, U.S. advisors to South Vietnam, Southeast Asia Treaty Organization (SEATO), Warsaw Pact, Eastern bloc, Satellite nations, Hungarian Uprising of 1956, Eisenhower Doctrine, Mohammed Mossadegh, Nationalization of oil industry, Iranian coup 1953, Gamal Abdel Nasser, Nationalization of transportation, Suez Crisis 1956, United Fruit Company, John Foster Dulles & Allen Dulles, Guatemalan land reform, Guatemalan coup 1954, Fulgencio Batista, Fidel Castro, Cuban Revolution 1958-59, Nikita Khrushchev, "We will bury you", Nuclear weapons vs. conventional forces Deterrence, "Massive retaliation" policy Mutual Assured Destruction (MAD), Brinkmanship, Nuclear submarines, Strategic Air Command Intercontinental Ballistic Missiles (ICBMs), U-2 Incident, Francis Gary Powers, Eisenhower's Farewell Address ("Military-industrial complex")

### Main Ideas/Concepts:

- How did the United States respond to the threat of communist expansion?
- How successful was the U.S. in countering communist influence in Europe, Asia, the Americas and Africa?
- How did the development of nuclear weapons and the rise of nationalist/decolonization movements affect the strategies of Cold War adversaries?
- How did the Cold War affect domestic debates over order, liberty and justice?

## **Assessment Topic 8.4 - Technology and Space Race**

### **Key Terms/Vocabulary:**

Manhattan Project, Atomic bomb, J. Robert Oppenheimer, Hydrogen bomb, Mutual Assured Destruction, (MAD), Nuclear submarines, Strategic Air Command Intercontinental Ballistic Missiles (ICBMs), Brinkmanship, "Mutual Assured Destruction", Dr. Strangelove, "Atoms for Peace", Nuclear power, Television, Transistors & microchips Computers, U-2 spy plane, Commercial jet travel, German V2 rocket program, "Operation Paperclip", Sputnik 1957, Space Race, National Air & Space Administration (NASA), National Defense Education Act, Yuri Gagarin 1961, Alan Shepard 1961, John Glenn 1962, JFK "We choose to go to the moon" 1962, Apollo 11 mission 1969, Neil Armstrong, "That's one small step for a man, one giant leap for mankind", Apollo-Soyuz rendezvous, 1975 Détente, Voyager program 1977, Carl Sagan: "Pale blue dot", Space Shuttle program, Sally Ride, Challenger & Columbia disasters, Hubble telescope, International Space Station Mars rovers, Cancellation of space shuttle program, Science fiction films & novels, Microwaves, Robotics & automation, Growth of service industries, Medical diagnostic and imaging technologies (MRIs)

### **Main Ideas/Concepts:**

- How did the United States respond to the threat of communist expansion?
- How have improved technology and communications affected American culture?

## **Assessment Topics 8.5 – Kennedy Foreign and Domestic Policy**

### **Key Terms/Vocabulary:**

"New Frontier", Election of 1960, Kennedy-Nixon Debates, Television, Catholicism, "Camelot", Kennedy's Inaugural Address "ask not what your country can do for you...", Movements for nationalism, independence & decolonization, Nonaligned Movement, Berlin Wall, Alliance for Progress, Fidel Castro, Cuban immigration to the United States, U.S. embargo on Cuba, Bay of Pigs Invasion 1961, Cuban Missile Crisis 1962, Blockade, Negotiations with Khrushchev, U.S. missiles in Turkey, Partial Test Ban Treaty 1963, Ngo Dinh Diem, U.S. advisors to South Vietnam, South Vietnamese coup 1963

### **Main Ideas/Concepts:**

- How did the United States respond to the threat of communist expansion?
- How successful was the U.S. in countering communist influence in Europe, Asia, the Americas and Africa?
- How did the development of nuclear weapons and the rise of nationalist/decolonization movements affect the strategies of Cold War adversaries?
- How did the Cold War affect domestic debates over order, liberty and justice?

## **STAGE 2 Evidence of Learning**

### **Formative Activities, Tasks, or Projects:**

#### **Assessment Topics 8.1 - Containing Communism**

- Students will write a eulogy for each president during the era, which reflects on the impact he made on history and explains the significance of key events during his term(s). These will be presented as each new president is initially discussed.
- Students will write a speech condemning an authoritarian leader during the era, which reflects on the impact he made on history, explains the significance of key events during his reign, and describes what should have been done to stop him.
- Students will produce a newspaper/documentary film that includes the major economics, political, and social events of the era.
- Evaluate whether the Allies should have invaded Europe sooner than they did.
- Write a letter to President Roosevelt as the relative/friend of a soldier/sailor overseas. Describe the conditions he/she faces and suggest courses of action for the United States.

#### **Assessment Topics 8.2 - Truman's Fair Deal & McCarthy's Red Scare**

- Evaluate whether the Cold War could have been avoided.
- Use political cartoons to analyze public reactions to political and economic events of the time period.
- Write a letter to President Truman describe the actions of the Soviet Union and suggest courses of action for the United States.

- Compare/contrast the different ideologies involved in the Cold War.
- Students will debate whether the United States should take a leadership role in the post-war world or should retreat to its pre-war isolationism.
- Students will debate whether the United States should continue assuming leadership in contemporary international politics or return to a multipolar world order.
- Study the 2nd Red Scare of the 1950's. Prepare reports on the Congressional hearings, results of the hearings, and justification (if any).
- List and explain four major pieces of anti-communist legislation. Determine the impact the legislation had on society.
- Form two groups. Debate the question: "Did the Red Scare violate United States citizens' constitutional rights? (H)
- Read excerpts from A. Mitchell Palmer, Joseph McCarthy, and The Crucible by Arthur Miller, and compare the Red Scare after WWI to the Red Scare after WWII.

#### **Assessment Topics 8.3 - Eisenhower's Modern Republicanism**

- List and explain four major pieces of anti-communist legislation. Determine the impact the legislation had on society.
- Form two groups. Debate the question: "Did the Red Scare violate United States citizens' constitutional rights? (H)
- Read excerpts from A. Mitchell Palmer, Joseph McCarthy, and The Crucible by Arthur Miller, and compare the Red Scare after WWI to the Red Scare after WWII.

#### **Assessment Topic 8.4 - Technology and Space Race**

- Create multimedia presentations demonstrating the differences technology between Russia and America.
- Create a presentation of the technological advances of the 1950's

#### **Assessment Topics 8.5 – Kennedy Foreign and Domestic Policy**

- Create multimedia presentations demonstrating the differences in youth culture in the 50's and 60's. Focus on literature, music, fads, slang, etc.
- Compare job possibilities for women in the 1950's and today. Where are the "glass ceilings" now?
- Create multimedia presentations that demonstrate how technology has changed the way United States citizens live their everyday lives.
- Create a visual representation depicting the impact of all new medicines and machines developed in this time period; include polio vaccines, birth control pills, artificial hearts, etc.
- Write newspaper articles about the protests that occurred outside the Democratic National Convention in 1968.
- Compare LBJ's Latin American policy with that of FDR's "Good Neighbor" policy.
- Discuss the impact of the assassinations of this time period on United States citizens (i.e., Dr. Martin Luther King, Jr., John F. Kennedy, Robert Kennedy).

#### **Summative Activities, Tasks, or Projects:**

- Document Based Question
- Culminating Projects of the Unit
- DBQ 2006 – US-Soviet Relations 1941-1949
- DBQ 2014 Foreign policy from 1918 to 1953
- Red Scare Game
- Crucible
- DBQ 2001 – Eisenhower & The Cold War
- Kennedy – Space / Technology Speech
- Kennedy's Inaugural Address

### **STAGE 3 Learning Plan**

#### **Assessment Topics and Lesson Themes:**

#### **Assessment Topics 8.1 - Containing Communism**

Lesson Theme 8.1.1 - Early Cold War



Lesson Theme 8.1.2 - Korean War  
Lesson Theme 8.1.3 - Capitalism & Communism  
Lesson Theme 8.1.4 - Foreign Policy

**Assessment Topics 8.2 - Truman's Fair Deal & McCarthy's Red Scare**

Lesson Theme 8.2.1 - Cold War Politics  
Lesson Theme 8.2.2 - McCarthyism  
Lesson Theme 8.2.3 - The Crucible  
Lesson Theme 8.2.4 - Red Scare

**Assessment Topics 8.3 - Eisenhower's Modern Republicanism**

Lesson Theme 8.3.1. - Cuban Revolution / Fidel Castro

**Assessment Topic 8.4 - Technology and Space Race**

Lesson Theme 8.4.1 - Innovations of the 1950's  
Lesson Theme 8.4.2 - Space RACE

**Assessment Topics 8.5 – Kennedy Foreign and Domestic Policy**

**Unit Specific Accommodations and Modifications**

Multiple Intelligence Activities and Engagement...

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications...

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications...

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

**Additional Materials**

**Digital Tools/Resources:**

NearPod, Newsela, Turnitin

**Primary & Secondary Source Analysis:**

Kennedy – Space / Technology Speech  
Kennedy's Inaugural Address

**Unit # 9**  
**The People's Movement**  
**1950- Present Day**

**Overview**

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- Should civil liberties be denied during a time of war?
- Do radical beliefs pose a threat to the nation?
- Do national movements have a worldwide following

**Enduring Understanding...**

- Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.
- Civil disobedience may cause conflict while also effecting change.
- Economic, political, and social developments may lead to a shift in the collective identity of a nation.
- Innovations may influence changes in government, leading to new policies and

**Students will be able to...**

- Skill 1: Development and Processes  
Identify and explain historical developments and processes.to read and understand informational text
- Skill 2: Sourcing and Situation  
Analyze sourcing and situation of primary and secondary sources.
- Skill 3: Claims and Evidence in Sources  
Analyze arguments in primary and secondary sources.
- Skill 4: Contextualization  
Analyze the context of historical events, developments, or processes.
- Skill 5: Making Connections  
Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- Skill 6: Argumentation  
Develop an argument.

**Students will know...**

**Assessment Topics 9.1 – Civil Rights and Black Power**

**Key Terms/Vocabulary:**

A Philip Randolph, March on Washington movement, Truman's Committee on Civil Rights/To Secure These Rights, Executive Order 9981 (desegregation of the armed forces), States' Rights Democratic Party ("Dixiecrats"), Jackie Robinson, Davis v. County School Board of Prince Edward County, Virginia 1952, Oliver Hill, NAACP Legal Defense Fund (LDF), Thurgood Marshall, Brown v. Board of Education 1954, "Separate is inherently unequal" Desegregation, Brown v. Board of Education 1955, "All deliberate speed", Harry F. Byrd, Orval Faubus & George Wallace, "Massive resistance" Nullification, States' rights, White flight, Temporary closure of public schools, Private schools, Martin Luther King, Jr., Rosa Parks, Civil disobedience & nonviolent "passive resistance", Montgomery Bus Boycott, Little Rock Nine, Civil Rights Act of 1957, Greensboro Sit-In, Student Nonviolent Coordinating Committee (SNCC), Southern

Christian Leadership Council (SCLC), Congress of Racial Equality (CORE), "Ink for Jack", "Letter from a Birmingham Jail", Freedom Riders, James Meredith, Medgar Evers, 1963 March on Washington, "I Have a Dream", 16th Street Baptist Church bombing, Lyndon Johnson's "Great Society" & "War on Poverty", Civil Rights Act of 1964, 24th Amendment, Selma-Montgomery Marches, Voting Rights Act of 1965, Loving v. Virginia 1967, Interracial marriage, "Beyond Vietnam: A Time to Break the Silence", James Earl Ray, Urban riots, Stokely Carmichael, "Black Power", Nation of Islam, Malcolm X, Muhammad Ali (Cassius Clay), Black Panther Party, Attica Prison Riot, Swann v. Charlotte-Mecklenburg Board of Education 1971, Forced busing, Regents of the University of California v. Bakke 1978, Affirmative action, "Reverse discrimination", Jesse Jackson, Rainbow Coalition, Douglas Wilder, Clarence Thomas, Barack Obama

#### Main Ideas/Concepts:

- What were the goals, methods and effects of the African American freedom struggle during the 20th century?
- How did states and the federal government respond to the African American freedom struggle?
- How did the African American freedom struggle influence other social movements of the 20th century?

### **Assessment Topics 9.2 – Youth counterculture and Antiwar Movement**

#### Key Terms/Vocabulary:

Baby boomers, Teenagers, Rock & roll, James Dean, The Catcher in the Rye, Beatniks/Beat poets, Students for a Democratic Society (SDS), Port Huron Statement 1962, Berkeley Free Speech movement, Ethnic studies & gender studies programs, Sexual revolution, Kinsey, Masters & Johnson, Haight-Ashbury district, Hippies/yippies, Abbie Hoffman, Timothy Leary, Marijuana & LSD, Andy Warhol & pop art Woodstock Festival, Charles Manson, Sexually-transmitted diseases (STDs), Vietnam War military draft, Deferments & draft dodgers, Vietnam veterans, Kent State & Jackson State shootings, The Weather Underground, 26th Amendment, Campus Crusade for Christ

#### Main Ideas/Concepts:

- What values of the older generation did the youth counterculture reject and what alternative values did they seek to replace them with?
- How did the Vietnam War impact the development of the youth movement in the 1960s and 1970s?

### **Assessment Topics 9.3 – Woman Movement & LGBT Movement**

#### Key Terms/Vocabulary:

First wave feminism 1848-1920, "Rosie the Riveter", Housewives, Betty Friedan, The Feminine Mystique, Second wave feminism 1960s-1970s, National Organization for Women (NOW), Equal Pay Act 1963, Equal Rights Amendment (ERA), Phyllis Schlafly, Civil Rights Act of 1964, Title IX, Contraception, Right to privacy, Griswold v. Connecticut 1965, Birth control pill, Abortion, Roe v. Wade 1973, "Glass ceiling", Sexual assault, Sexual harassment, Divorce, Single-parent families, Maternity leave, Sally Ride, Sandra Day O'Connor, Geraldine Ferraro, Hillary Rodham Clinton, Sarah Palin, Integration of female soldiers into full combat roles 2013, Sexual revolution, Bayard Rustin, Allen Ginsberg, Urban gay districts, Stonewall Riots 1969, Harvey Milk, AIDS pandemic, ACT UP, Hate crimes, "Don't Ask, Don't Tell" (DADT) 1993, Jesse Helms & Rick Santorum, Defense of Marriage Act (DOMA) 1996, Boy Scouts v. Dale 2000, Repeal of "Don't Ask, Don't Tell" 2011, U.S. v. Windsor 2013, Obergefell v. Hodges 2015, Marriage equality, Caitlyn Jenner

#### Main Ideas/Concepts:

- To what extent did "second wave" feminism change gender roles and transform American society?
- What challenges has the LGBT movement faced and what successes has it enjoyed?

## **STAGE 2 Evidence of Learning**

### **Formative Activities, Tasks, or Projects:**

#### **Assessment Topics 9.1 – Civil Rights and Black Power**

- Analyze the movements led by Martin Luther King and Malcolm X
- Debate the role the government had and the role they played in the civil rights movement
- Analyze the education system and if education was in fact equal for all.

- Debate on the BLM today and the impact it has on society.

#### **Assessment Topics 9.2 – Youth counterculture and Antiwar Movement**

- Analyze and debate music and culture and the role it played on limiting woman in the workforce
- Research how literature played an role in how society norms changed.
- Analyze the power of Hollywood and discuss if that power resides today.

#### **Assessment Topics 9.3 – Woman Movement & LGBT Movement**

- Analyze how the roll of women changed after WW2.
- Determine if the baby boom and the need for family income to grow caused women to enter the workforce
- Analyze how social media has played a roll in the LGBT movement and how it's a positive and negative influence.

#### **Summative Activities, Tasks, or Projects:**

- Maya Angelou – Still I Rise
- 1964 Louisiana Literacy Test
- Stokely Carmichael “ Black power”
- DBQ 2008 – The Vietnam War at Home
- The Feminine Mystique Betty Friedan
- LBTG History in the USA

### **STAGE 3 Learning Plan**

#### **Assessment Topics and Lesson Themes:**

##### **Assessment Topics 9.1 – Civil Rights and Black Power**

Lesson Theme 9.1.1 - MLK or Malcolm X  
Lesson Theme 9.1.2 - Executive Actions  
Lesson Theme 9.1.3 - Brown vs board of Ed  
Lesson Theme 9.1.4 - Resistance

##### **Assessment Topics 9.2 – Youth counterculture and Antiwar Movement**

Lesson Theme 9.2.1 - Baby Boom  
Lesson Theme 9.2.2 - Literature & Hollywood  
Lesson Theme 9.2.3 - Vietnam at Home

##### **Assessment Topics 9.3 – Woman Movement & LGBT Movement**

Lesson Theme 9.3.1 - Eleanor Roosevelt – Women in the 20-40's  
Lesson Theme 9.3.2 - 1960 Feminism movement  
Lesson Theme 9.3.3 - Equal Rights

#### **Unit Specific Accommodations and Modifications**

##### **Multiple Intelligence Activities and Engagement...**

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

##### **Gifted and Talented Accommodations & Modifications...**

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

##### **English Language Learners, Special Education, and At-Risk Accommodations & Modifications...**

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.

- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

## Additional Materials

### Digital Tools/Resources:

NearPod, Newsela, Turnitin

### Primary & Secondary Source Analysis:

Maya Angelou – Still I Rise

1964 Louisiana Literacy Test

Stokely Carmichael “ Blackpower”

The Feminine Mystique Betty Friedan

LBTG History in the USA

**Unit #: 10**  
**A Brave New World**  
**1980- Present - Part I**

**Overview**

After a decades of change prosperity and social changes Americans transitioned to conservative politics. Prosperity gave way to stagnation. Confidence in the government leaders turned to suspicion. Americans turned their attention to the middle east with the rise of radicalism and terrorism. Eventually leading to the rise of neo-conservatives with the election of Ronald Regan and the fall of the Soviet Union.

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- What issues and factors have dominated U.S. foreign policy since the 1970s?
- What impact did political and economic scandals have on U.S. policy and the American people?
- Why is the United States economically prosperous?
- What ways can a president abuse power?
- Are there limits to government activity in the economy?
- How “free” should national and international trade be?
- What impact does scarcity have on the production, distribution, and consumption of goods and services?
- What is America’s role in world affairs?
- How does control of land and resources motivate peoples’ actions?

**Enduring Understanding...**

- Events in the Middle East have frequently dominated foreign policy since 1970
- Scandals such as Watergate, had a major on domestic policy and the American people.
- The political climate was frequently dominated by conflict between different social groups
- Decisions concerning the allocation and use of economic resources impact individuals and groups.
- Local, national, and international relationships are affected by economic transactions.
- The rise of the standard of living in the United States is determined by a variety of factors.
- World conflicts may result in a shift in a nation’s economic and political priorities.
- International affairs and global politics may be influenced by large scale conflict amongst nations.
- Wealthy nations have a responsibility to aid other countries
- The growth of internationalism may lead to increased responsibilities and financial obligations for individual nations.
- Protecting the common good may require sacrificing individual rights.
- Governments can change based on the needs of people, their society and their culture.
- Nations interact with each other through trade, treaties and use of force.

**Students will be able to...**

- Skill 1: Development and Processes  
Identify and explain historical developments and processes.to read and understand informational text
- Skill 2: Sourcing and Situation  
Analyze sourcing and situation of primary and secondary sources.
- Skill 3: Claims and Evidence in Sources  
Analyze arguments in primary and secondary sources.
- Skill 4: Contextualization  
Analyze the context of historical events, developments, or processes.
- Skill 5: Making Connections  
Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- Skill 6: Argumentation  
Develop an argument.

## **Students will know...**

### **Assessment Topics 10.1 - Lyndon Johnson's Great Society**

#### Key Terms/Vocabulary:

"Great Society", Election of 1964, Barry Goldwater, John Kenneth Galbraith, The Affluent Society, "War on Poverty", Welfare state, The "Johnson Treatment", Office of Economic Opportunity (OEO), Equal Employment Opportunity Commission (EEOC), Volunteers in Service to America (VISTA), Job Corps, Head Start, Medicare, Medicaid, Department of Housing & Urban Development (HUD), National Endowment for the Humanities (NEH), Clean Air & Clean Water Acts, Civil Rights Act of 1964, Voting Rights Act of 1965, Thurgood Marshall, Immigration & Nationality Act of 1965, 24th Amendment, 25th Amendment

#### Main Ideas/Concepts:

- How have the three branches of the federal government responded to movements for social justice and equality?
- Why did the United States fail to contain the spread of communism in the Vietnam War?
- How did the Vietnam War impact American domestic politics and the direction of foreign policy in the following decades?
- How successful were the Johnson and Nixon administrations in confronting domestic and international challenges?

### **Assessment Topics 10.2 - Vietnam Quagmire**

#### Key Terms/Vocabulary:

Domino Theory, Vietcong, North Vietnamese Army (NVA), Army of the Republic of Vietnam (ARVN), Prague Spring, Tet Offensive, LBJ declines re-election, Assassination of Martin Luther King, Jr., 1968 urban riots, Assassination of Robert Kennedy, Tonkin Gulf Resolution Escalation of Vietnam War, Operation Rolling Thunder, Robert McNamara, William Westmoreland, 1968 Summer Olympics in Mexico City, Election of 1968, Chicago Democratic National Convention (DNC) riots, Hubert Humphrey, George Wallace, Tet Offensive, Agent Orange, Military draft, "Hawks" vs. "doves", 1968 Tet Offensive, Richard Nixon, "Silent Majority", "Law and Order", "Secret plan" for Vietnam, "Southern strategy",

#### Main Ideas/Concepts:

- Why did the United States fail to contain the spread of communism in the Vietnam War?
- How did the Vietnam War impact American domestic politics and the direction of foreign policy in the following decades?
- How successful were the Johnson and Nixon administrations in confronting domestic and international challenges?

### **Assessment Topics 10.3 - Nixon: Détente & Watergate**

#### Key Terms/Vocabulary:

"Peace with Honor" Vietnamization, My Lai Massacre, Daniel Ellsberg, "Pentagon Papers", New York Times v. U.S. 1971, Secret bombing of Laos & Cambodia, Paris Peace Accords, War Powers Act, "Silent Majority", "Law & Order", Killings at Kent State & Jackson State, Daniel Ellsberg, "Pentagon Papers", "War on Drugs", 1973 OPEC oil embargo, Henry Kissinger, Realpolitik, Détente, Sino-Soviet split ("Playing the China card"), Ping-Pong Diplomacy, Bobby Fischer vs. Boris Spassky, Chess Diplomacy, Nixon's visits to Beijing & Moscow, Stagflation, Environmental Protection Agency (EPA), Occupational Health & Safety Administration (OSHA), Apollo 11 landing, 26th Amendment, COINTELPRO, "Plumbers" & "enemies list", Watergate Scandal, Multiple Independently, Targetable Reentry Vehicle (MIRV), Strategic Arms Limitation Treaty (SALT I), Yom Kippur War 1973, Organization of Petroleum Exporting Countries (OPEC), 1973 OPEC oil embargo, Bob Woodward, Carl Bernstein & "Deep Throat", Resignation of Spiro Agnew, "Saturday Night Massacre", Watergate tapes, "Executive privilege", U.S. v. Nixon 1974, Nixon resignation,

#### Main Ideas/Concepts:

- How have the three branches of the federal government responded to movements for social justice and equality?
- Why did the United States fail to contain the spread of communism in the Vietnam War?
- How did the Vietnam War impact American domestic politics and the direction of foreign policy in the following decades?
- How successful were the Johnson and Nixon administrations in confronting domestic and international challenges?
- What factors contributed to the rise of the conservative movement that swept Ronald Reagan into office?

### **Assessment Topic 10.4 - Ford & Carter Apathy, Malaise**

### Key Terms/Vocabulary:

Nixon pardon, Church Committee investigation, Fall of Saigon 1975, Vietnamese immigration to the United States, Camp David Accords, Human rights policy, South African sanctions, Panama Canal Treaty 1979, Nicaraguan Revolution 1979-1979, OPEC oil embargo, SALT II negotiations, End of "detente", Khmer Rouge, Pol Pot & Cambodian genocide, Helsinki Agreement, Apollo-Soyuz Test Project, 1979 Soviet invasion of Afghanistan, U.S.-Soviet grain embargo, U.S. Boycott of 1980 Olympics, Iranian Revolution 1979, Islamic fundamentalism, Iran Hostage Crisis, "Washington outsider", Limited clemency for "draft dodgers", Energy crisis, Stagflation, "Whip Inflation Now" (WIN), Blanket amnesty for "draft dodgers", Deregulation of airlines, Three Mile Island accident, Nuclear Regulatory Commission Environmental Superfund, "Crisis of Confidence" speech ("economic malaise")

### Main Ideas/Concepts:

- How did the Vietnam War impact American domestic politics and the direction of foreign policy in the following decades?
- Why did the Ford and Carter administrations prove unpopular with voters?
- What factors contributed to the rise of the conservative movement that swept Ronald Reagan into office?

## **Assessment Topics 10.5- Reagan Revolution**

### Key Terms/Vocabulary:

Election of 1980, "Reagan Revolution", New Right Coalition, John Hinckley, Firing of air traffic controllers, "Peace through strength", Release of Iran hostages, Beirut barracks bombing, Aid to Nicaraguan Contras Invasion of Grenada, Aid to Afghan mujahedeen, Soviet withdrawal from Afghanistan, Reaganomics (a.k.a. supply side economics, trickle-down economics, voodoo economics), Economic Recovery Tax Act of 1981, Vietnam Veterans Memorial, "Evil Empire" speech, Margaret Thatcher, NATO missiles in West Germany, Strategic Defense Initiative, (SDI/"Star Wars"), Mikhail Gorbachev, Glasnost (openness), Immigration Reform and Control Act of 1986 (amnesty), Iran-Contra Scandal, Sandra Day O'Connor, "Just say no", AIDS pandemic, Perestroika (restructuring), "Tear down this wall", INF Treaty

### Main Ideas/Concepts:

- What factors contributed to the rise of the conservative movement that swept Ronald Reagan into office?
- To what extent did Lyndon Johnson's Great Society and Ronald Reagan's "New Right" Revolution represent contrasting views on social issues, the role of the federal government, and foreign policy goals?
- How did internal and external forces contribute to the collapse of communism?

## **STAGE 2 Evidence of Learning**

### **Formative Activities, Tasks, or Projects:**

#### **Assessment Topics 10.1 - Lyndon Johnson's Great Society**

- Analyze Political Cartoons from the Korean War and McCarthyism
- Quiz on the Korean War Conflict and its Effect on the Homefront.

#### **Assessment Topics 10.2 - Vietnam Quagmire**

- DBQ: How was a small country like Vietnam able to defeat a superpower like the United States during the Vietnam War? (Consider these areas: military, economic, political, social)
- Free Response Essay: Describe the challenges faced by American combat soldiers in Vietnam. What conditions and factors lessened the effectiveness of the American military?
- Project: Create a Crash Course answering What was the media's influence on the public's opinion of the Vietnam War?

#### **Assessment Topics 10.3 - Nixon: Détente & Watergate**

- Active Classroom US History Readers: How did Nixon Become President and Questions
- Bring History Alive Activity: Research and Answer What welfare, health, safety, and environmental programs were instituted under Nixon?
- Active Classroom US History Readers: Epilogue Nixon's Choices and Short Essay
- Read Active classroom for further consideration and answer: How did the "Nixon doctrine" redefine the role of the United States in the world?
- PBS Watergate Primary Source Activity: US v Nixon and Transcript of Whitehouse Tapes



- Active Classroom: Primary Source Activity Watergate
- History Role Play: Is the President Above the Law: As a congressperson should you vote to impeach Nixon?

#### **Assessment Topic 10.4 - Ford & Carter Apathy, Malaise**

- Active Classroom US History Readers: American Presidents Gerald Ford and Questions
- Class Debate: Should Ford have Pardoned Nixon?
- Active Classroom: US History Readers American Presidents: Jimmy Carter and Questions
- Political Cartoons on Carter's dealing with the economy
- Group work using Statistical Data for analyzing Ford and Carter: What factors contributed to the high inflation rates in the 1970's? What factors contributed to the high unemployment? What ways did Ford and Carter attempt to deal with Stagflation? What political factors underlined their approaches? Were their programs successful?
- [Deciphering the Event: Iranian Hostage Crisis](#)
- Research what happened to one of the hostages in the Iranian hostage crisis.

#### **Assessment Topics 10.5- Reagan Revolution**

- Active Classroom US History Readers: Ronald Reagan and Actor as President
- Decision Making: Reaganomics
- Active Classroom: Sandra Day O'Connor
- Bring History Alive I: Draw a political cartoon on Reagan's Assessment of the Soviet Union as the "evil empire" and how it shaped the US defense policy.
- C3 inquiry: Did Reagan make the cold war worse or hasten its end?
- Group work: U.S. Foreign Policy and the Iran-Contra Affair: Was Oliver North a Patriot, a Pawn, or an Outlaw?
- Research major social issues of the 1980's Drugs, AIDS and education. How did the Reagan administration deal with this issue and were they successful?
- Bring History Alive! Research & Debate assumptions with statistics to assess the validity of the class basis of combat service in Vietnam?

#### **Summative Activities, Tasks, or Projects:**

- DBQ 2007 – Johnson Administration
- Film Review "The Fog of War"
- DBQ 2008 The Vietnam War at Home
- DBQ 2001 Nixon Administration
- DBQ 2015 The New Conservatism

### **STAGE 3 Learning Plan**

#### **Assessment Topics and Lesson Themes:**

##### **Assessment Topics 10.1 - Lyndon Johnson's Great Society**

Lesson Theme 10.1.1 - War on Poverty

Lesson Theme 10.1.2 - Focus on Home

##### **Assessment Topics 10.2 - Vietnam Quagmire**

Lesson Theme 10.2.1 - Causes of War

Lesson Theme 10.2.2 - War Effort

Lesson Theme 10.2.3 - Backlash at home

##### **Assessment Topics 10.3 - Nixon: Détente & Watergate**

Lesson Theme 10.3.1 - Nixon Administration

Lesson Theme 10.3.2 - Watergate

Lesson Theme 10.3.3 - impeachment

##### **Assessment Topic 10.4 - Ford & Carter Apathy, Malaise**

Lesson Theme 10.4.1 - Ford Administration  
Lesson Theme 10.4.2 - Carter Administration

**Assessment Topics 10.5- Reagan Revolution**

Lesson Theme 10.5.1 - New Conservative  
Lesson Theme 10.5.2 - War of drugs  
Lesson Theme 10.5.3 - End of the Cold war

**Unit Specific Accommodations and Modifications**

Multiple Intelligence Activities and Engagement...

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications...

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications...

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

**Additional Materials**

**Digital Tools/Resources:**

NearPod, Newsela, Turnitin

**Primary & Secondary Source Analysis:**

LBJ " War of Poverty Speech  
DBQ 2007 – Johnson Administration  
Film Review " The Fog of War"  
Primary Source : Tonkin gulf Resolution

**Unit # 11**  
**A Global Society and World**  
**1980- Present Part II**

**Overview**

This unit will examine the role of the United States in a more globally interconnected world. It will examine impact of terrorist acts on the domestic and foreign policy, examine issues relevant in the contemporary world, and focus on the development of a well-informed citizen.

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- Is it likely that the United States will remain world superpower in the 21st century?
- When should society control individuals?
- Should the majority always rule?
- How does technological change influence people's lives?
- How do we affect the environment?
- What happens when cultures collide?
- Is new technology always better than that which it will replace?
- How do new technologies result in broader social change?
- How does who you are help determine your perception of progress?
- How do the various levels of technological development affect different cultures?
- What are the most important issues affecting the world today?

**Enduring Understanding...**

- Beneath the prosperity of the 1980's were serious economic and social problems leading to a shift in the collective identity of a nation.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Civil disobedience may cause conflict while also effecting change.
- Innovations may influence changes in government, leading to new policies and practices.
- The Election of 2000 polarized the nation.
- The Terrorist Attacks of 9/11 pushed the United States into a new direction.
- Globalization brought new challenges and opportunities.

**Students will be able to...**

- Skill 1: Development and Processes  
Identify and explain historical developments and processes.to read and understand informational text
- Skill 2: Sourcing and Situation  
Analyze sourcing and situation of primary and secondary sources.
- Skill 3: Claims and Evidence in Sources  
Analyze arguments in primary and secondary sources.
- Skill 4: Contextualization  
Analyze the context of historical events, developments, or processes.
- Skill 5: Making Connections  
Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- Skill 6: Argumentation  
Develop an argument.

**Students will know...**

### **Assessment Topics 11.1 - Clinton "The New Democrat"**

#### **Key Terms/Vocabulary:**

"New Democrat", Neo-liberalism, "It's the economy, stupid!", Ross Perot, Healthcare reform, Hillary Clinton, Newt Gingrich, Contract with America, Federal government shutdown, Welfare reform, Budget surplus, Implementation of North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), Trade with China, Stock market/dot-com bubble, Don't Ask, Don't Tell, Defense of Marriage Act, Hate crimes legislation, Boy Scouts v. Dale 2000, Brady Bill & Assault Weapons Ban, Columbine (Littleton, CO) shooting, National Rifle Association (NRA), Oklahoma City Bombing, Whitewater scandal, Monica Lewinsky scandal, Impeachment of Bill Clinton, "Sexual McCarthyism", Somalia intervention Rwandan genocide, Oslo Accords, "Ethnic cleansing", Slobodan Milosevic, NA TO in Bosnia & Kosovo, Embassy bombings in Kenya & Tanzania, Bombing of Afghanistan & Sudan, Attack on U.S.S. Cole, Iraq sanctions & UN weapons inspectors,

#### **Main Ideas/Concepts:**

- Why was Bill Clinton considered a "centrist" Democrat?
- What factors transformed the American economy in the 1990s?
- How has the United States responded to post-Cold War foreign policy challenges of religious and ethnic conflicts, the proliferation of weapons of mass destruction, and terrorism?
- To what extent have economic equality and social freedoms improved since 1992?
- How have technological developments transformed American life since 1992?

### **Assessment Topics 11.2 - George W. Bush and the War on Terror**

#### **Key Terms/Vocabulary:**

"Compassionate conservative", Nee-conservatism, Presidential election of 2000, Florida recount, Bush v. Gore 2000, 9/11 attacks, Al-Qaeda, Osama Bin Laden, 2001 Authorization for the Use of Military Force (AUMF), "War on Terror", Taliban, Invasion of Afghanistan, 2001 Hamid Karzai, PATRIOT Act, Department of Homeland Security (DHS), Warrantless wiretapping, Guantanamo Detention Center Rendition, waterboarding & "enhanced interrogation", "Axis of Evil", Bush Doctrine, Saddam Hussein, Weapons of mass destruction (WMDs), UN weapons inspectors Invasion of Iraq 2003, "Mission Accomplished", Failure to find WMDs in Iraq, Abu Ghraib scandal, Iraqi Civil War, McCain-Feingold Act, Campaign finance reform, Kyoto Protocols, Global climate change, Carbon emissions, Bush tax cuts, Budget deficit & national debt, Embryonic stem cell research, No Child Left Behind (NCLB), Hurricane Katrina, "Great Recession", Subprime Mortgage Crisis, Troubled Asset Relief Program (TARP), bailout, "Too big to fail"/ "Too big to jail"

#### **Main Ideas/Concepts:**

- How did the threat of terrorism shape foreign and domestic policy in the first decade of the 21st century?
- Why did the Iraq War prove controversial?
- What were the major domestic challenges the Bush administration faced, and how did it respond to those challenges?
- To what extent have economic equality and social freedoms improved since 1992?
- How have technological developments transformed American life since 1992?

### **Assessment Topics 11.3 - Obamanation**

#### **Key Terms/Vocabulary:**

"Hope" and "Change", Internet & social media campaigns, "Great Recession", Auto industry bailout, Lilly Ledbetter Act, Affordable Care Act ("Obamacare"), National Federation of Independent Business v. Sebelius 2012, Tea Party movement, "Birthers", Budget deficit, National debt, Debt ceiling, Federal government shutdown, Citizens United v. Federal Election Commission 2010, McCutcheon v. Federal Election Commission 2014, Political Action Committees (PACs) & Super PACs, Sonia Sotomayor, Deepwater Horizon oil spill, Repeal of Don't Ask, Don't Tell, U.S. v. Windsor 2013, Obergefell v. Hodges 2015, Marriage equality, Decriminalization of marijuana, Mitt Romney, Mormonism, Withdrawal from Iraq, 2011 War in Afghanistan, Osama bin Laden raid, Anwar Al-Awlaki, Unmanned Aerial Vehicles (UA Vs) /Drones, Guantanamo Bay detainees, Malala Yousafzai, Arab Spring, Egyptian Revolution (2011) & Coup (2013), Libyan Civil War, Muammar Gaddafi, NATO intervention in Libya, Bashar al-Assad, Syrian Civil War, ISIL/ISIS/IS, Iran nuclear deal, Vladimir Putin, Russia-Crimea-Ukraine crisis, Cuban Thaw, National Defense Authorization Act (NDAA) of 2011, WikiLeaks, Edward Snowden, National Security Agency (NSA), Mass surveillance, Net neutrality

### Main Ideas/Concepts:

- To what extent did the Obama administration represent a change from the foreign and domestic policies of the George W. Bush administration?
- How has the United States responded to post-Cold War foreign policy challenges of religious and ethnic conflicts, the proliferation of weapons of mass destruction, and terrorism?
- To what extent have economic equality and social freedoms improved since 1992?
- How have technological developments transformed American life since 1992?

### **Assessment Topic 11.4 - Contemporary Challenges**

#### Key Terms/Vocabulary:

Auto industry, General Motors, IBM, Internet, Outsourcing, Hollywood, "Coca-Colonization", Cultural pluralism, Genetics & bioethics, Monsanto, Climate change, Stem cell research Alzheimer's & Parkinson's, Euthanasia & assisted suicide, Income inequality, Global economic cooperation, Decline in unions, Free trade vs. fair trade Immigration, Blue collar, white collar, pink collar, "Mister mom", Divorce rates, Single-parent households, Teen pregnancy, Same-sex marriage & adoption, Life expectancy, Graying of America, Social Security & Medicare, AARP, Entitlement spending, Deficit spending, National debt vs. GDP ratio, Latino immigration, Amnesty, Naturalization, Guest workers, Indian reservations, Urban Indians, Violent crime rate, School shootings, Gun control, Rodney King trial & LA riots, OJ Simpson trial, George Zimmerman trial, Gated communities, Urban renewal & gentrification Prison-industrial complex, War on Drugs, Capital punishment Affirmative action, 2010 Census data, Mixed race heritage, "New media", Social networking, YouTube, Amazon, Google, eBay, Biogs, Online piracy, Net neutrality, Hybrid cars, "Jihad vs. McWorld"

### Main Ideas/Concepts:

- How has the United States responded to post-Cold War foreign policy challenges of religious and ethnic conflicts, the proliferation of weapons of mass destruction, and terrorism?
- To what extent have economic equality and social freedoms improved since 1992?
- How have technological developments transformed American life since 1992?

## **STAGE 2**

### **Evidence of Learning**

### **Formative Activities, Tasks, or Projects:**

#### **Assessment Topics 11.1 - Clinton "The New Democrat"**

- Mock Mediation of the Los Angeles Riots.
- [Clinton's Domestic Policies](#): Primary Source Reading Analysis and Questions
- Bring History Alive!: Research news media accounts about gay rights marriage and the military since Bill Clinton's "Don't Ask, Don't Tell policy" and the Defense of Marriage Act (1995). What role should public opinion play in determining individuals' rights to marry and serve in the military?
- [Clinton's Foreign Policy](#): Primary Source Reading and Questions
- Class Debate on Government Sponsored Health Care for All

#### **Assessment Topics 11.2 - George W. Bush and the War on Terror**

- [The Second Bush Presidency](#) Secondary and primary source reading and questions
- Class Debate: Should the Supreme Court have taken the case of Bush v. Gore?
- Class discussion based on No Child Left Behind: Does standardized improve the quality of education?
- Reading and Questions: [Modern Terrorist Groups](#)
- [Primary Source Reading & Questions](#) George Bush Address to Congress September 20, 2001
- Secondary Source Analysis, citing details and compare and contrast [9/11 and the War on Terr](#)
- Bring History Alive: Create a list in which United States changed as a result of the September 11th Attacks. Research the Federal government policies put into place after 9/11. Create an Op Ed article in support or against these policies with support from news media during the time.
- Bring History Alive: Describe the differences and similarities of the war in Iraq and the war in Afghanistan.
- Interview a family member or friend who remembers 9/11?

### **Assessment Topics 11.3 - Obamanation**

- Primary Source – Obamacare – What did it do for the American people
- Assessment Topics 11.4- Contemporary Challenges
- Analyze how the Challenges of a pandemic have affected the world.
- Climate Change – Analyze and discuss ways in which the world believes it can fixed, but can it?

### **Assessment Topic 11.4 - Contemporary Challenges**

### **Summative Activities, Tasks, or Projects:**

- 2002 State of the Union “Axis of Evil
- Report Card – no Child Left Behind
- Snowden Documents

## **STAGE 3 Learning Plan**

### **Assessment Topics and Lesson Themes:**

#### **Assessment Topics 11.1 - Clinton “The New Democrat”**

Lesson Theme 11.1.1 - Clinton Administration

Lesson Theme 11.1.2 - Scandals – Life after Presidency

#### **Assessment Topics 11.2 - George W. Bush and the War on Terror**

Lesson Theme 11.2.1 - War of Terror

Lesson Theme 11.2.2 - No Child Left Behind

#### **Assessment Topics 11.3 - Obamanation**

Lesson Theme 11.3.1 - Administration Highlights

Lesson Theme 11.3.2 - Continued War of Terror

Lesson Theme 11.3.3 - Obamacare

#### **Assessment Topic 11.4 - Contemporary Challenges**

Lesson Theme 11.4.1 - Climate Change

Lesson Theme 11.4.2 - Trumps Administration

Lesson Theme 11.4.3 - Role of Media

Lesson Theme 11.4.4 - Pandemic

Lesson Theme 11.4.5 - Crypto Currency

### **Unit Specific Accommodations and Modifications**

#### **Multiple Intelligence Activities and Engagement...**

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

#### **Gifted and Talented Accommodations & Modifications...**

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian’s Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

#### **English Language Learners, Special Education, and At-Risk Accommodations & Modifications...**

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

## Additional Materials

### Digital Tools/Resources:

NearPod, Newsela, Turnitin

### Primary & Secondary Source Analysis:

2002 State of the Union “Axis of Evil  
Report Card – no Child Left Behind  
Snowden Documents