



Westerville City Schools
COURSE OF STUDY
Social Studies 8 Advanced
(SS830ADV)

Recommended Grade Level: 8

Course Length: 1 Year, 1 Period

Course Description:

Advanced 8th Social Studies follows the same scope and sequence as Social Studies 8. Coursework is designed to support higher levels of analysis, synthesis and evaluation skills including deeper levels of complexity in thought and connections within and between content and disciplines. Successful students should be highly motivated and demonstrate a high level of interest in social studies and world geography as a consideration in taking this course.

Students will be required to:

- Read pieces that are complex, above grade level, and content specific while taking independent notes.
- Make detailed and complex connections within the material presented to prior knowledge as well as newly gained knowledge.
- Access multiple educational sources for research to analyze a topic from different perspectives.
- Engage in assignments that are student-directed and require independent work within and outside of the classroom.
- Exhibit time management skills in order to complete long term independent projects.
- Prove a deeper understanding of content that demonstrates an understanding beyond geographic and historical fact recollection.
- Exhibit strong writing skills that show complex reasoning.
- Participate in specialized enrichment programming that may include National History Day, and Special Interest Independent Study Projects.

The United States Studies course provides an in-depth study of US History from pre-colonization to the Reconstruction period following the US Civil War. Topics of study include the colonization of North America, the American independence movement and Revolutionary War, the creation of the US Federal Government, westward expansion, Civil War, and Reconstruction. This course will also incorporate the State of Ohio financial literacy standards and economic decision making and skills required for all middle school students. Throughout the course, students will be exposed to other content related concepts including: historical thinking and skills, civic participation, and geography.

Recommended Grade Level: 8

Course Length: 1 Year, 1 Period

Course Rationale:

The State of Ohio and the Westerville City School District requires all 8th grade middle school students to complete a grade level social studies course. This course also exposes students with the middle school financial literacy standards required by the State of Ohio.

United States Studies from 1492-1877 is based on the 2018 Ohio Social Studies Academic Content Standards, Ohio Model Curriculum, and the Common Core Standards for Literacy in History and Social Studies.

Course Information:

Pacing Guide:

	Units of Study	Estimated Time (in weeks)
Semester 1: Colonization to End of Revolution		
1	Exploration & Colonization	9
2	Causes of Revolution & Revolutionary War	9
Semester 2: Post-Revolution		
3	The U.S. Constitution	5
4	A New Nation	4
5	Expansion & Industrialization	4
6	Causes of Civil War, Civil War, & Reconstruction	5
	Units of Study	Estimated Time (in weeks)

Primary Resource:

History Alive!: The United States Through Industrialism

Other Resources:

Stratalogica

Gale

Content Statements by Strand - Essential Standards in Green

STRAND: HISTORY	
#	Content Statement
1	Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
2	North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
3	Competition for control of territory and resources in North America led to conflicts among colonizing powers.

4	The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
5	The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.
6	Key events and significant figures in American history influenced the course and outcome of the American Revolution.
7	The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.
8	Problems arising under the Articles of Confederation led to debate over the adoption of the 7 U.S. Constitution.
9	Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.
10	The United States added to its territory through treaties and purchases.
11	Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
12	Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.
13	Key events and significant figures in American history influenced the course and outcome of the Civil War.
14	The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.
STRAND: GEOGRAPHY	
15	Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
16	The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
17	The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

18	Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
19	Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.
20	Active participation in social and civic groups can lead to the attainment of individual and public goals.
21	Informed citizens understand how media and communication technology influence public opinion.
22	The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.
23	The U.S. Constitution protects citizens' rights by limiting the powers of government.
24	Choices made by individuals, businesses and governments have both present and future consequences.
25	The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.
26	Governments can impact markets by means of spending, regulations, taxes, and trade barriers.

Content Statements and Curriculum Details by Unit

Topic of Study #1: Colonization to Independence (Estimated Time: weeks)

1.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum	
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction
Strand	<u>Government</u>
Topic	Civic Participation and Skills Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	18. Participation in social and civic groups can lead to the attainment of individual and public goals.

Essential Vocabulary	Sons of Liberty	Committee of Correspondence	Boycott	Protest
	Civil Disobedience			
Content Elaborations	Throughout early American history, there are examples of how participation in social and civic groups led to the attainment of individual and public goals. Social groups included the American Temperance Society, which strived to reduce the consumption of alcohol, and the National Trades' Union, which sought to improve working conditions. Civic groups included the Sons of Liberty, which worked to protest British colonial policy, and the American Anti-Slavery Society, which worked to emancipate slaves.			
Expectations for Learning	Explain how participation in social and civic groups can lead to the attainment of individual and public goals.			
Instructional Strategies				
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .			
Instructional Resources				
Essential Questions	What is the correlation between civic participation and attaining civic goals?			

2.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<i>History</i>			
Topic	Colonization to Independence European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.			
Content Statement	2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.			
Essential Vocabulary	Mercantilism	Tariff	Duties	Joint-stock Company
	Indentured Servants	Economies	Monopoly	Charter
	Capital	Pilgrim / Separatist	Puritan	Theocracy
	Push-pull Factors	Immigration	Discrimination	
Content Elaborations	There were many different American Indian cultures inhabiting North America prior to the arrival of Europeans. In grade five, students learned about the unique characteristics of their cultures. Economic reasons behind the European exploration of North America include the pursuit for new trade routes to Asia, the quest for new opportunities and the search for resources (e.g., gold, silver). The Europeans found goods that had a market in Europe (e.g., food, timber, fur, tobacco).			

	The religious reasons for Europeans coming to North America include escaping religious persecution, creating a religious utopia and converting American Indians to Christianity.
Expectations for Learning	Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.
Instructional Strategies	Have students use a graphic organizer to compare the economic and religious reasons for exploration and colonization among the European countries. Have students assume the role of someone from one of these colonial powers: Great Britain, France, Spain or the Netherlands. Have them explain and justify their reasons for exploring and settling in North America. Students could present their justifications through a role play in front of the class and the class could determine if the reasons were economic or religious. Students also could write their justifications as an editorial for a newspaper. Then, with the editorials placed around the room, students read them and place stickers on each editorial classifying the justifications as religious or economic.
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	OSSRC reviewed this website, which contains a set of primary documents, including statistics that students can analyze to make conclusions.
Essential Question(s)	What were the main reasons European powers colonized America?

3.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<u>History</u>			
Topic	Colonization to Independence European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.			
Content Statement	3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.			
Essential Vocabulary	Boycott	Cash Crops	Staple Crops	Subsistence Farming
Content Elaborations	National rivalries spurred the powerful European countries to make land claims and to exploit the resources of the Western Hemisphere. The British, French, Spanish, Swedes and Dutch struggled with each other to control settlement and colonization of North America. One consequence was a series of wars involving colonial powers, colonists and American Indians (e.g., King William's War, Queen Anne's War, King George's War, the French and Indian War).			
Expectations for Learning	Identify the developments that helped bring about a common national identity for Americans and describe the democratic ideals around which that identity is based.			
Instructional Strategies	Give students a regional map. Give students a list of historical events that took place in the region. Have students brainstorm how geography influenced the events on the list.			

Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	American Identity: Activity Ideas http://www.pbs.org/teachers/thismonth/americanid/index1.html This PBS Teachers website provides lesson ideas and resources.
Essential Question(s)	Explain how competition between European Powers led to colonial conflict.

4.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<i>History</i>			
Topic	Colonization to Independence European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.			
Content Statement	4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.			
Essential Vocabulary	Slave Trade	Triangular Trade	Middle Passage	Cash Crops
Content Elaborations	The perspective of many Europeans that black Africans were inferior and uncivilized led to the forced relocation of hundreds of thousands of Africans to the American colonies. Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many of the American colonists felt that the African slaves provided a source of cheap labor. Africans were not simply victims, but were intricately involved in the economic development of the colonies and, after the American Revolution, the United States. Slaves and freed Africans helped provide labor for northern manufacturers. They were particularly important in the maritime trade in the northern and southern colonies. Slaves also worked as artisans and domestics. Slavery was the foundation of the agricultural system in most of the Southern colonies and was critical in sustaining the cultivation of rice, cotton and tobacco as cash crops. Slaves from West and Central Africa contributed their knowledge of planting rice and sweet potatoes to the colonies. The cultural contributions of American slaves include their folklore and music.			
Expectations for Learning	Explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies. Describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.			
Instructional Strategies				
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .			

Instructional Resources	
Essential Question(s)	What effect did the economy have on the English colonies and on the forced migration of African slaves?

5.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<i>History</i>			
Topic	Colonization to Independence European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.			
Content Statement	5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.			
Essential Vocabulary	Militia	Tyranny	Boycott	Protest
	Rebellion	Representation	Enlightenment	John Locke
	Natural Rights			
Content Elaborations	The American Revolution was made possible in part by the chain of political, economic and social changes that occurred during the Enlightenment. The ideas of Enlightenment (e.g., rights of the citizen, natural law, reason, idea of popular government) thinkers fueled the discontent felt by the American colonists with a series of actions instituted by the British government following the French and Indian War (e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Tea Act, Coercive Acts, Quartering Act, Quebec Act). Enlightenment ideas also influenced the writing of the Declaration of Independence, with an emphasis on natural rights, limitations on the power of the government, social contract and consent of the governed.			
Expectations for Learning	Connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching of the American Revolution.			
Instructional Strategies	Have students illustrate (e.g., graphic organizer, poster, pamphlet, newspaper article, Web page) the colonial discontent influenced by Enlightenment ideas that led to the Declaration of Independence and American Revolution.			
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .			
Instructional Resources	U.S. History from the Independence Hall Association in Philadelphia http://www.ushistory.org/ Students may use this site to determine which taxes the colonists objected to and why.			
	Creating the Declaration of Independence – Interactive website http://myloc.gov/Exhibitions/creatingtheus/DeclarationofIndependence/ExhibitObjects/INT_Declaration.aspx “Connect particular phrases and ideas set down in the Declaration of Independence with texts that preceded it.” References Enlightenment philosophers.			
	National Archives and Records Administration: Digital Classroom, Teaching with			

	Documents www.archives.gov/digital_classroom/teaching_with_documents.html This site contains reproducible copies of primary documents, including the Declaration of Independence, and teaching activities.
Essential Question(s)	Describe the connection and influences between Enlightenment ideals and the Declaration of Independence?

Topic of Study #2: A New Nation
(Estimated Time: weeks)

1.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<i>History</i>			
Topic	A New Nation The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.			
Content Statement	6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.			
Essential Vocabulary	Northwest Ordinance	Land Ordinance of 1785	Townships	Northwest Territory
Content Elaborations	The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation. As citizens of a new nation, the American people found themselves having to adjust to a new series of relationships. Thirteen colonies owing allegiance to Great Britain transitioned into 13 sovereign states loosely united as a confederation. Each state had to create new governing documents and address issues such as who would become citizens and with what rights, would there be established churches, and what would be done with the institution of slavery. The former colonies moved from support of a mother country under a mercantilist system to 13 separate economies facing currency, banking and trade issues. One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth.			
Expectations for Learning	Analyze the new political, social and economic relationships for the American people that resulted from the American Revolution.			
Instructional Strategies	Have students organize a Veterans' Day recognition program and invite area veterans to a celebration of their role in preserving the independence of the United States from the American Revolution to today.			

	Some ideas of the Northwest Ordinance were later found in the U.S. Constitution. Have students examine the following features of the Northwest Ordinance and find how they are reflected in the U.S. Constitution: the process by which a territory could move to statehood (NW Ordinance Sections 3, 9, 12, Article 5; U.S. Constitution, Article IV); the guaranteed civil liberties and rights (NW Ordinance Articles 1, 2; U.S. Constitution, Article I, Section 9, Bill of Rights and other amendments); the issue of slavery (NW Ordinance Article 6; U.S. Constitution, Article I, Section 9, 13th Amendment). Ask the students to show the similarities and differences for each of these in both documents. Parts of the Northwest Ordinance influenced the U.S. Constitution and Bill of Rights. Have students compare the rights protected in the Northwest Ordinance with those in the U.S. Constitution and Bill of Rights. Instruct them to cite how the protected rights in the Northwest Ordinance are reflected in the U.S. Constitution and Bill of Rights and have them graphically illustrate the changes for one of the protected rights.
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	Contact local posts of the American Legion and Veterans of Foreign Wars for assistance in planning Veterans Day programs. Our Documents http://www.ourdocuments.gov/doc.php?flash=old&doc=8&page=transcript The original text of the Northwest Ordinance can be found here. Connections Instruction could be connected with the “Reading Standards for Literacy in History/Social Studies 6-12” in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
Essential Question(s)	Explain how the Northwest Ordinance provides an orderly way of governing territories gained by the new nation.

2.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<u>History</u>			
Topic	A New Nation The United States shifted in governing philosophy from a loosely organized system characterized by strong states’ rights to a federal system.			
Content Statement	7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.			
Essential Vocabulary	Congressional Representation	Representation	Central Government	Delegates
	Compromise	Debate	Ratify	Popular Sovereignty
	Revenue	US Constitution		

Content Elaborations	Major domestic problems faced by the leaders of the new republic under the Articles of Confederation led to the creation of a new constitution. Problems under the Articles included: • Maintaining national security; • Creating a stable economic system; • Paying war debts; • Collecting revenue; • Regulating trade; and • Correcting flaws in the central government. Challenges in writing and ratifying the U.S. Constitution included: • Issues debated during the convention (e.g., powers of the central government vs. the states, representation of the states vs. the people, the extent of democratic participation, the continued institution of slavery); • The Federalist/Anti-Federalist debate (i.e., Federalists supported a strong national government with its separation of powers into three independent branches, Anti-Federalists opposed a strong central government believing it threatened the power of the states and lacked a bill of rights).
Expectations for Learning	Explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
Instructional Strategies	Have students examine primary and secondary resources to develop a narrative explaining the problems of the Articles of Confederation that led to the debate over the adoption of the U.S. Constitution. Divide students into Federalists and Anti-Federalists. Have them research issues involved with each position for a debate on the adoption of the U.S. Constitution. Have students examine the U.S. Constitution to find how it resolved the problems under the Articles of Confederation (i.e., maintaining national security, creating a stable economic system, paying war debts, collecting revenue, regulating trade, correcting flaws in the central government).
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	Lesson Plan: The Constitutional Convention: What the Founding Fathers Said http://edsitement.neh.gov/lesson-plan/constitutional-convention-what-founding-fathers-said OSSRC reviewed this website, which contains a lesson on the debates of the Constitutional Convention. Students analyze the debates after participating in a reenactment of one of the debates. A Great Compromise http://www.senate.gov/artandhistory/history/minute/A_Great_Compromise.htm OSSRC reviewed this website, which contains a resource from the U.S. Senate's official site. This particular resource is a short history of the Constitutional Convention of 1787. The Federalist Papers http://www.crf-usa.org/foundations-of-our-constitution/the-federalist-papers.html

	This is a lesson from the Constitutional Rights Foundation and focuses on different issues raised in the Federalist Papers. Connections Instruction could be connected to the Federalist Papers with the “Reading Standards for Literacy in History/Social Studies 6-12” in the Common Core State Standards for English Language Arts: RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Essential Question(s)	How did the problems under the Articles of Confederation lead to a new Constitution?

3.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<u>Government</u>			
Topic	Roles and Systems of Government The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers			
Content Statement	20. The US Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.			
Essential Vocabulary	US Constitution	Representative Democracy	Separation of Powers	Checks and Balances
	Subdivisions	Public Policy	Executive Branch	Legislative Branch
	Judicial Branch	Appointments	Veto	Bank of the United States
	Daniel Webster	Secretary of State	Samuel Chase	Impeachment
Content Elaborations	The federal government established by the U.S. Constitution divides power among a central government and territorial subdivisions – the national and state governments. This allows both levels of government some degree of independence. The United States is a republic or representative democracy in which elected officials representing the people make laws and public policy. The U.S. Constitution provides for a separation of powers among the three branches of government (e.g., the legislative branch has the power to impose taxes and declare war, the executive branch has the power to command the military and grant pardons, the judicial branch has power to hear cases involving maritime law and controversies between the states). The U.S. Constitution also provides for a system of checks and balances among the three branches of government. These checks and balances include the: Power of the president to veto acts of Congress (e.g., Jackson’s veto of the re-charter of the Bank of the United States in 1832);			

	Power of the Senate to approve presidential appointments (e.g., the approval of Daniel Webster as secretary of state in 1841); and Independence of Supreme Court justices who hold their offices “during good behavior” (e.g., the impeachment trial of Samuel Chase in 1805).
Expectations for Learning	Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.
Instructional Strategies	Assign students to groups with each focusing on one of the following features of the U.S. Constitution: federal system, representative democracy, separation of powers, checks and balances. Using the text of the U.S. Constitution, have each group produce a short presentation with visuals to explain their assigned feature of the U.S. Constitution. Have students create their own governments with each of these features.
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	Connections Instruction could be connected with the “Reading Standards for Literacy in History/Social Studies 6-12” in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
Essential Question(s)	

4.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<i>Government</i>			
Topic	Roles and Systems of Government The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers			
Content Statement	21. The US Constitution protects citizens’ rights by limiting the powers of government.			
Essential Vocabulary	Northwest Ordinance	Land Ordinance of 1785	Townships	Northwest Territory
Content Elaborations	Throughout the U.S. Constitution (including the Bill of Rights), the rights of citizens are protected by limiting the powers of the government. The Constitution prohibits the federal government from passing bills of attainder or ex post facto laws and from suspending writs of habeas corpus. The Bill of Rights provides additional protections (e.g., the federal government is prohibited from infringing on the freedoms of speech, press, religion, assembly and petition).			

	Citizens also are entitled to due process of law, are guaranteed the right to trial by jury and the right to counsel, and are protected from cruel and unusual punishments. After the Civil War, Amendments 13, 14 and 15 extended basic rights to the freedmen.
Expectations for Learning	Cite and evaluate how the US Constitution protects citizens' rights by limiting the powers of government.
Instructional Strategies	Have students work together examining the U.S. Constitution and the Bill of Rights to find examples of how the rights of citizens are protected by limiting the powers of the government. Instruct them to select a protected right and provide some examples. Have students read the 13th, 14th and 15th Amendments to the Constitution and explain the impact these had on the expansion of human rights for African Americans. Instruct them to investigate obstacles to their implementation.
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org. Have students create a poster on one of the first 10 Amendments illustrating how it limits the powers of the government and protects the rights of citizens.
Instructional Resources	13th Amendment http://ourdocuments.gov/doc.php?flash=true&doc=40 This site has the original text and transcript. 14th Amendment http://ourdocuments.gov/doc.php?doc=43 This site has the original text and transcript. 15th Amendment http://www.ourdocuments.gov/doc.php?flash=true&doc=44 This site has the original text and transcript. Connections Instruction could be connected with the "Reading Standards for Literacy in History/Social Studies 6-12" in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
Essential Question(s)	

5.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum	
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction

Strand	<i>History</i>			
Topic	A New Nation The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.			
Content Statement	8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.			
Essential Vocabulary	Precedent	National Bank	Judiciary Act	Political Parties
	Neutrality	Loose Construction	Strict Construction	Embargo
Content Elaborations	Actions of early U.S. presidential administrations established a strong federal government, including: • Assumption of state debts, creation of the national bank, ending the Whiskey Rebellion, negotiating the Jay Treaty (Washington Administration); • Creation of the Navy Department, maintenance of neutrality (Adams Administration); • Expansion of U.S. territory with the Louisiana Purchase (Jefferson Administration); • Waging the War of 1812, winning the McCulloch v. Maryland decision, negotiating treaties to secure U.S. borders and acquire Florida (Madison Administration); • Instituting the Monroe Doctrine (Monroe Administration). Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit. Peaceful transitions occurred despite disputes in the elections of 1800 and 1824. Attempts by Great Britain to invade the United States during the War of 1812 were turned back and the Madison Administration preserved the pre-war status of the United States.			
Expectations for Learning	Explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.			
Instructional Strategies	Assign student groups to one of the early U.S. presidents. Have them create a presentation on the administration's accomplishments, including how the president established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.			
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org . Have students create a poster on one of the first 10 amendments illustrating how it limits the powers of the government and protects the rights of citizens.			
Instructional Resources	American President: An Online Reference Resource http://millercenter.org/president The Miller Center at the University of Virginia provides perspectives grounded in history about American presidents. The Monroe Doctrine: Origin and Early American Foreign Policy http://edsitement.neh.gov/curriculum-unit/monroe-doctrine-origin-and-early-american-foreign-policy This EDSITEment! website provides an overview, lessons and resources on the Monroe Doctrine that can be aligned to this content statement.			
Essential Question(s)	How did the actions of our early presidents establish a strong federal government?			

Topic of Study #3: Financial Literacy**(Estimated Time: 1 week)****Outside Resources****1.**

2011 Ohio Social Studies Academic Content Standards and Model Curriculum			
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction		
Strand	<u>Economics</u>		
Topic	Economic Decision Making and Skills Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.		
Content Statement	22. Choices made by individuals, businesses and governments have both present and future consequences.		
Essential Vocabulary	Wants vs. needs	Profit	Supply / Demand
	Debt	Income	Cost / Benefit
	Economy	Inflation	
Content Elaborations	Economic choices are made because wants are unlimited, but resources are scarce. In any economic decision, whether it is an individual, business or government, there are consequences for the present and the future. Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term. Governments must consider which public goods and services (e.g., highways, courts, military protection, education) they provide with available revenue (from taxes). They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy. Historical decisions based in part on economic choices include: • Exploring new lands; • Importing slaves to the Americas; • Imposing new taxes on the American colonies; • Purchasing the Louisiana Territory from France; • Building textile mills using water power; • Setting up a ferry business or building a toll bridge; and • Imposing tariffs.		
Expectations for Learning	Analyze how choices made by individuals, businesses and governments have both present and future consequences.		
Instructional Strategies			
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .		
Instructional Resources	Lesson Plan: Understanding the Colonial Economy http://www.econedlink.org/lessons/docs_lessons/567_colonial1.pdf		

	This lesson from the Council for Economic Education uses the colonial economy to illustrate economic concepts. Lesson Plan: The South's Decision to Secede: A Violation of Self Interest? http://www.econedlink.org/lessons/index.php?lid=581&type=educator This lesson from the Council for Economic Education uses the South's decision to secede to discuss the role of self-interest in decision making. Comparative Costs: The Early 19th Century and Today http://www.pbs.org/teachers/mathline/concepts/president/activity1.shtm This PBS website provides a student activity that links mathematics with the Louisiana Purchase.
Essential Question(s)	How do economic choices impact the individual, businesses, and government?

2.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<u>Economics</u>			
Topic	Markets Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.			
Content Statement	23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.			
Essential Vocabulary	Industrial Revolution	Interchangeable Parts	Cotton Gin	Steam Engine
	Reaper	Textiles		
Content Elaborations	The first Industrial Revolution in the United States took place in the late 18th and early 19th centuries and greatly improved the country's economic growth. It fundamentally changed the means of production through improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work. Although this revolution began with the textile industry, it quickly moved to the production of other goods. Improvements in technology and use of new power resources (e.g., steam engine, cotton gin, mechanical reaper, sewing machine) changed the means of production. The development of interchangeable parts and mass production techniques brought greater efficiency to the production process and helped shift the nature of work from craftwork to factory work.			
Expectations for Learning	Analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.			
Instructional Strategies				
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .			

Instructional Resources	A History of US http://www.pbs.org/historyofus This PBS website features webisodes and supporting teacher resources about U.S. history. It also contains a teaching guide on the Industrial Revolution, located at http://www.pbs.org/wnet/historyofus/teachers/pdfs/segment4-1.pdf. Connections Connections can be made to the Technology Academic Content Standards. During this time period, significant changes happened across the full range of technologies: energy and power; transportation; manufacturing; construction; information and communication; medical; and agricultural and related biotechnologies.
Essential Question(s)	

3.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<i>Economics</i>			
Topic	Markets Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.			
Content Statement	24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.			
Essential Vocabulary	Protective Tariffs	Tax	Market	National Debt
	Standard of Living	Interest Rates	Imports / Exports	Mercantilism
	Navigation	Balance of Trade	GDP	GNP
Content Elaborations	Examples of how governments can impact markets by means of spending, regulations, taxes and trade barriers can be found in early American history. Spending by the U.S. and state governments has impacted markets by financing the building of roads and canals. The United States also purchased land for later development (e.g., the Gadsden Purchase). Regulations have been used by governments to control markets by limiting the production or exchange of goods (e.g., British trade policy for the colonies, including the Navigation Acts). Tariffs have been used to make American-produced goods more competitive in the domestic market by raising the price of imported goods (e.g., the Tariff of 1828). Trade barriers are used by governments to impact markets. They are the means used to prevent certain exchanges of goods (exports or imports) between nations (e.g., the Embargo Act of 1807).			
Expectations for Learning	Explain the impact government can have on markets by spending, regulating, taxing and creating trade barriers.			
Instructional Strategies				

Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	Lesson Plan: Transportation: They Say We Had a Revolution (Part 1) www.econedlink.org This lesson from the Council for Economic Education discusses the government's use of spending on transportation to influence markets. Search for transportation. A History of US http://www.pbs.org/historyofus This PBS website features webisodes and supporting teacher resources about U.S. history. It also contains a teaching guide on the Industrial Revolution, located at http://www.pbs.org/wnet/historyofus/teachers/pdfs/segment4-1.pdf. Connections Connections can be made to the Technology Academic Content Standards. During this time period, significant changes happened across the full range of technologies: energy and power; transportation; manufacturing; construction; information and communication; medical; and agricultural and related biotechnologies.
Essential Question(s)	How can government policy and decisions impact the economy?

Topic of Study #4: Expansion
(Estimated Time: 3 weeks)
Text Chapters: 11-15

1.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<i>History</i>			
Topic	Expansion The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.			
Content Statement	9. The United States added to its territory through treaties and purchases.			
Essential Vocabulary	Louisiana Purchase	Lewis and Clark	Annex	Gadsden Purchase
	Indian Removal	Andrew Jackson	Adams-Onís Treaty	Webster-Ashburton Treaty
	Oregon Treaty	Treaty of Guadalupe-Hidalgo		
Content Elaborations	The United States negotiated treaties with and purchases from other countries in an effort to expand its territory and to solidify its borders. Treaties were negotiated with Spain, Great Britain and Mexico (e.g., Adams-Onís Treaty, Webster-Ashburton Treaty, Oregon Treaty, Treaty of Guadalupe Hidalgo).			

	The U.S. expanded its territory through purchases from France, Mexico and Russia (e.g., Louisiana Purchase, Gadsden Purchase, Alaska purchase).
Expectations for Learning	Describe how the United States added to its territory through treaties and purchases.
Instructional Strategies	Provide students a matrix for students to complete to explain each treaty and purchase that lead to the expansion of the United States. Have students write a summarizing paragraph that describes how the United States added to its territory.
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	Teaching With Documents: The Treaty of Guadalupe Hidalgo http://www.archives.gov/education/lessons/guadalupe-hidalgo/ This National Archives website contains documents and teaching activities on the Treaty of Guadalupe Hidalgo. New Perspectives on The West http://www.pbs.org/weta/thewest/lesson_plans/ This PBS website provides lessons, activities and resources from the series The West that can be adapted to this content statement. Connections Comparative Costs: The Early 19th Century and Today http://www.pbs.org/teachers/mathline/concepts/president/activity1.shtm This PBS website provides a student activity that links mathematics with the Louisiana Purchase.
Essential Question(s)	In what ways did the US acquire territory to expand to the Pacific Ocean? What motivated the US to expand?

2.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<i>History</i>			
Topic	Expansion The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.			
Content Statement	10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.			
Essential Vocabulary	Mexican American War	Indian Removal Act	Manifest Destiny	Gadsden Purchase
	Reservation	Treaty of Greenville	Popular Sovereignty	Samuel Fulton
	Eli Whitney	Lowell Girls	Samuel Slater	Locomotive
	Cotton Gin	Sectionalism	Immigrants	Steamboats
	National Road	Alamo	Santa Anna	<i>Gibbons v. Ogden</i>
	Railroads	Canals		

Content Elaborations	The territorial expansion of the United States continued after the War of 1812. It contributed to economic development by providing land for settlement and development of transportation networks. New resources also were discovered in the acquired territories. As the country expanded, it developed into sections with distinct economic and cultural characteristics. The sections took different positions on key political issues of the day. Westward expansion escalated the debate over a key sectional issue – whether or not slavery should be extended into the new territories. Growth of the United States encroached upon Mexico. The annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War. The settlement of the United States led to the displacement of American Indians from their native lands through various means including forced removal through legal and military actions (e.g., Treaty of Greenville, Indian Removal Act). In the 1840s, the idea of Manifest Destiny was used by politicians and leaders to explain and justify continental expansion by the United States.
Expectations for Learning	Explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
Instructional Strategies	
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	New Perspectives on The West http://www.pbs.org/weta/thewest/lesson_plans/ This PBS website provides lessons, activities and resources from the series The West that can be adapted to this content statement. Teaching With Documents: The Treaty of Guadalupe Hidalgo http://www.archives.gov/education/lessons/guadalupe-hidalgo/ This National Archives website contains documents and teaching activities on the Treaty of Guadalupe Hidalgo and how it expanded the United States.
Essential Question(s)	How did economic and technological advancements influence the expansion of the United States? How did expansion increase tension between the North and the South How did expansion bring different groups (Native Americans, pro-slavery, abolitionists, governments, etc) into conflict?

Topic of Study #5: Civil War and Reconstruction

(Estimated Time: 7 weeks)

Text Chapters: 16-18

1.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum	
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction
Strand	<i>History</i>

Topic	Civil War and Reconstruction Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.			
Content Statement	11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.			
Essential Vocabulary	States' Rights	Federalism	King Cotton	Protective Tariffs
	Wilmot Proviso	Nullification Crisis	Abolitionists	Underground Railroad
	"Liberator"	Bleeding Kansas	John Brown	Arsenal
	<u>Uncle Tom's Cabin</u>	Compromise of 1850	Missouri Compromise	Lincoln-Douglass Debate
	Election of 1860	Nat Turner Rebellion		
Content Elaborations	The federal system of government created under the U.S. Constitution raised questions during the first half of the 19th century over the power of the federal government versus the powers reserved to the states. States' rights arguments were first outlined in the Virginia and Kentucky Resolutions of 1798-99. The country's expansion helped it develop sections with distinct economic characteristics. The sections took different positions on key political issues of the day (e.g., tariff policy, the national bank, internal improvements, sales of public lands, slavery). Northern entrepreneurs favored high tariffs to protect their businesses and avoid competition from foreign products. Many southerners, who imported manufactured products, wanted low tariffs to keep their costs low. They also feared that foreign countries would retaliate against American tariffs by not importing southern cotton and other products. Northerners favored the operations of a national bank that could help finance new business ventures and facilitate commerce. Western farmers tended to be poor and distrusted banks. They objected to bank policies that made it difficult for them to obtain loans. Westerners favored government programs to enhance internal improvements such as roads and canals. These improvements enabled more people to travel out west and made it easier to ship agricultural products east. Southerners tended to object to the expense associated with building internal improvements. They did not see their section of the country benefitting from such programs as most of the construction took place in the North and West. Westerners, many of whom were poor, favored the cheap sale of public lands as a way to acquire better farmland and attract more people to the west. Many northerners opposed the cheap sale of public lands. They viewed land sales as way for the federal government to generate income. Southerners viewed slavery as vital to their agricultural way of life and favored the extension of slavery into the territories as cotton cultivation moved west. Northerners who did not rely on slaves for a workforce objected to slavery as a moral wrong and opposed its extension into the territories.			

	In several key instances, the sectional issues involved arguments over states' rights (e.g., the Tariff of Abominations, the Webster-Hayne Debate of 1830, the Nullification Crisis of 1832-33). One sectional issue in particular – the extension of slavery – prompted much debate in the 1840s and 1850s (e.g., the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act). The debate over this issue culminated with the South's exercise of the ultimate states' right – secession. The American Civil War was fought to resolve the issues of states' rights versus a federal union, and whether or not the nation would continue to embrace slavery.
Expectations for Learning	Distinguish between the positions of the sections of the United States on sectional issues of the 1820s through the 1850s. Illustrate how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.
Instructional Strategies	In small groups, have students discuss the precedent of secession by comparing the causes of the American Revolution, as stated in the Declaration of Independence, to the causes of the Civil War.
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	Lesson Plan: Factor vs. Plantation in the North and South http://edsitement.neh.gov/lesson-plan/factory-vs-plantation-north-and-south OSSRC reviewed this lesson plan, finding interesting sites, including maps, pictures and authentic papers from the 1700s and 1800s. Connections English language arts classes could do lessons on persuasive essays as they relate to the debates on federalism prior to the Civil War. Connect to the Common Core State Standards for English Language Arts.
Essential Question(s)	What political, economic, and social events caused the Civil War?

2.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<u>History</u>			
Topic	Civil War and Reconstruction Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.			
Content Statement	12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.			
Essential Vocabulary	Jim Crow Laws	13 th Amendment	14 th Amendment	15 th Amendment
	<i>Plessy v. Ferguson</i>	Black Codes	KKK	Freedman's Bureau
Content Elaborations	The conclusion of the American Civil War brought victory for the federal union over the secessionist states, emancipated slaves, and began the period of Reconstruction for the South.			

	Nationally, Reconstruction took place in part with the passage of the 13th, 14th and 15th Amendments to the U.S. Constitution. These amendments ended slavery and attempted to protect the rights of freed men. Reconstruction had a particular impact on the Southern states, as they were required to implement a series of actions before being readmitted to the Union. Federal authority was affirmed, as most Southern states had to complete these actions under Military Reconstruction. Reconstruction resulted in resentments and new issues. White Southerners resented the new status afforded to blacks. They responded by enacting black codes and forming organizations such as the Ku Klux Klan. Southern Democrats resented the Republican carpetbagger governments imposed on the South and restored Democrats to power as Military Reconstruction came to an end. Congress and the presidency engaged in a struggle to control Reconstruction, which threatened the balance of power between the branches.
Expectations for Learning	Describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.
Instructional Strategies	
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	Lesson Plans: The Battle over Reconstruction http://edsitement.neh.gov/curriculum-unit/battle-over-reconstruction#sect-theunit This EDSITEment! website has three lessons on Reconstruction. Lesson Plan: Louisiana Black Code http://college.cengage.com/history/us/resources/students/primary/blackcode.htm This lesson uses primary sources to help students understand the historical context of black codes in the South.
Essential Question(s)	How did the nation attempt to rebuild / reconstruct politically, economically, and socially following the Civil War?

Common Core Curriculum: English Language Arts Standards - History/Social Studies (Grades 6-8)	<u>Key Ideas and Details</u> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Identify key steps in a text's description of a process related to history/social studies (e.g.: how a bill becomes a law, how interest rates are raised or lowered). <u>Craft and Structure</u> 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history / social studies. 5. Describe how a text presents information (e.g.: sequentially, comparatively, casually). 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g.: loaded language, inclusion or avoidance of particular facts). <u>Integration of Knowledge and Ideas</u> 7. Integrate visual information (e.g.: in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 8. Distinguish among fact, opinion, and reasoned judgment in a text. 9. Analyze the relationship between a primary and secondary source on the same topic. <u>Range of Reading and Level of Text Complexity</u> 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
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2.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum	
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction
Strand	<u>History</u>
Topic	Historical Thinking and Skills Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
Essential Vocabulary	
Content Elaborations	Throughout the study of history, historical documents, artifacts and other materials can be examined in terms of the perspective or point of view they represent. Primary and secondary sources can be studied to understand how the same event might be portrayed from different perspectives. Primary sources provide first-hand information about historical events. Secondary sources provide interpretations of events by people who were not present at the events they discuss.

	In using documents, historians determine the applicability of information and separate factual information from opinion and fiction. Historians also use evidence provided by the primary and secondary sources to construct arguments that support a stated position.
Expectations for Learning	Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.
Instructional Strategies	Students create a National History Day project by researching multiple perspectives and then develop and defend a thesis based on their research. Information on Ohio History Day can be found at http://www.ohiohistory.org/historyday/. Have students analyze primary and secondary sources to develop and write a historical narrative from multiple perspectives. Students will present and defend their historical narratives. Students use primary and secondary sources to investigate an event in American history. For example, students could investigate the Boston Massacre by examining the perspectives of the British soldiers and the colonists. Have them recreate the trial where students assume the roles of judge, attorneys, witnesses and jury members. The class will compare the outcome of their trial with the outcome of the original trial.
Instructional Resources	Charting the Future of Teaching the Past http://sheg.stanford.edu/ Select Curriculum and then select a unit and a lesson. Each lesson revolves around a central historical question and features sets of primary documents modified for groups of students with diverse reading skills and abilities. History Matters http://historymatters.gmu.edu/browse/makesense/ This site provides students with strategies to analyze various primary and secondary sources. Primary Sources at Yale http://www.yale.edu/collections_collaborative/primarysources/ The university's website has a primary source database with digital copies of hundreds of historical primary sources. The National Archives http://www.archives.gov/education/ This website is a source of free primary source documents. Boston Massacre http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=305 This website pictures an engraving by Paul Revere depicting the Boston Massacre, titled The bloody massacre perpetrated in King Street, Boston, on Mar. 5, 1770.
Essential Question(s)	

3.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum	
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction
Strand	<i>Geography</i>

Topic	Spatial Thinking and Skills Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
Content Statement	13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
Essential Vocabulary	
Content Elaborations	Modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how historical events have been influenced by the distribution of natural resources and geographic location. These tools can be used to understand changes over time. They may be used to help illustrate sectionalism, unification or movement.
Expectations for Learning	Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.
Instructional Strategies	Give students a regional map. Give students a list of historical events that took place in the region. Have students brainstorm how geography influenced the events on the list.
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	Map Collections http://memory.loc.gov/ammem/gmdhtml/gmdhome.html The American Memory site from the Library of Congress contains maps relating to historical events. Geography and Its Impact on Colonial Life http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html This Library of Congress website has activities and primary sources, including maps, to help students understand how geography impacts historical events.
Essential Question(s)	

4.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum	
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction
Strand	<u>Geography</u>
Topic	Human Systems Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human

	and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
Essential Vocabulary	
Content Elaborations	The expansion of the United States, both geographically and economically, was influenced by the availability of its natural resources. This expansion sometimes resulted in unintended consequences. Forest resources and the abundance of fish and fur-bearing animals stimulated the growth of industries in the Northeast. The soil and climate of Virginia was conducive for growing tobacco. Although England originally settled Virginia to discover gold and silver and to trade with Indians for fur, the cultivation of tobacco helped make the colony prosper. Likewise, rice became an important crop in South Carolina, although originally it was thought to be an area for growing sugarcane. Cotton became a primary crop in the South. Intensive cotton cultivation, however, drained southern soils of essential nutrients and helped force the westward expansion of plantation agriculture. Expansion westward encouraged the building of canals and railroads, which in turn influenced further western migration. The stagnant waters of the canals often caused diseases and sparks from railroad engines sometimes caused prairie fires. The new settlers in the West affected the environment by destroying native vegetation to cultivate land for farming and by carving up the open plains with barbed-wire fences to protect cropland from animals.
Expectations for Learning	Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States. Explain how this sometimes resulted in unintended environmental consequences.
Instructional Strategies	Give students a regional map. Give students a list of historical events that took place in the region. Have students brainstorm how geography influenced the events on the list.
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	American Experience: Native Americans http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html The PBS American Experience website explains government policy toward Native Americans during the construction of the Transcontinental Railroad.
Essential Question(s)	

2011 Ohio Social Studies Academic Content Standards and Model Curriculum				
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction			
Strand	<u>Geography</u>			
Topic	Human Systems Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.			
Content Statement	15. The movement of people, products, and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.			
Essential Vocabulary	Displacement	Northwest Ordinance of 1787	Land Ordinance of 1785	Labor-intensive
Content Elaborations	The development of the colonies reflected the origins of its settlers (e.g., the English in the New England colonies, the Germans in Pennsylvania) and the displacement of native Indians. Slavery in the northern colonies was not as prevalent as in the southern colonies and slaves generally were used in a variety of endeavors. Many more African Americans were enslaved in the South where they were mainly used to raise labor-intensive crops. These differences influenced the ideas and political perspectives regarding the institution of slavery as the colonies gained independence and developed as a country. The opening of lands west of the Appalachians for white settlers led the government to move Indians further west either through treaty negotiations or by forcible removal. Sections of North America developed new patterns of settlement and land use due to the movement of people (e.g., immigration, importation of slaves, displacement of American Indians). These new patterns of settlement and land use influenced the political and economic development of the United States (e.g., Northwest Ordinance of 1787, Land Ordinance of 1785). The movement of people and products necessitated the construction of better transportation networks (e.g., roads, canals, railroads).			
Expectations for Learning	Describe the movement of people, products, and ideas that resulted in new patterns of settlement and land use analyze its impact on the political and economic development of the United States.			
Instructional Strategies				
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .			
Instructional Resources				
Essential Question(s)				

6.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum	
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction
Strand	<u>Geography</u>
Topic	Human Systems Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
Essential Vocabulary	
Content Elaborations	Cultural biases, stereotypes and prejudices contributed to American Indian removal, the enslavement of Africans, violence against Mormons, and the view of women as second-class citizens. Responses to prejudice contributed to Indian wars, slave rebellions, the Mormon migrations and efforts for women to gain equal rights. Cultural biases, stereotypes and prejudices also impacted other groups, including immigrants. The prejudices could be based on origin (e.g., Ireland, China) or religion (e.g., Judaism, Catholicism). Many immigrants were restricted from certain jobs and limited as to where they could live.
Expectations for Learning	Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
Instructional Strategies	Students will examine primary source documents to locate cultural biases, stereotypes and prejudices to explain the social, political and economic consequences for minority groups and the population as a whole.
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	Lesson Plan: Injustice http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80531403 This ODE model lesson can be adapted to Content Statement 16.
Essential Question(s)	

7.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum	
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction
Strand	<u>Geography</u>
Topic	Human Systems Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.

Content Statement	17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.
Essential Vocabulary	
Content Elaborations	The democratic ideals that became the cornerstone for the development of a common national identity were freedom, equality, rights and justice. Many of these ideals were reflected in the colonial governments, formed the basis for the colonists' disagreements over British policies, and were embedded into the U.S. Constitution and Bill of Rights. The sense of "being an American" began to form around the time of the American Revolution and gradually replaced the stronger sectional and state identities that were more prevalent before the Civil War. The creation of the public education system helped foster these ideals. Many immigrants came to the United States in pursuit of these democratic ideals with the hope of assimilating as Americans.
Expectations for Learning	Identify the developments that helped bring about a common national identity for Americans and describe the democratic ideals around which that identity is based.
Instructional Strategies	Give students a regional map. Give students a list of historical events that took place in the region. Have students brainstorm how geography influenced the events on the list.
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .
Instructional Resources	
Essential Question(s)	

8.

2011 Ohio Social Studies Academic Content Standards and Model Curriculum	
Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction
Strand	<u>Government</u>
Topic	Civic Participation and Skills Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	19. Informed citizens understand how media and communication technology influence public opinion.
Essential Vocabulary	
Content Elaborations	Media and communication technology influence public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals and propaganda. Public opinion in early American history was influenced by pamphlets, books and newspaper articles (e.g., Common Sense, Uncle Tom's Cabin, the Federalist Papers, The Liberator). The

	invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.
Expectations for Learning	Explain how media and communication technology influence public opinion.
Instructional Strategies	
Diverse Learners	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org. As an extension activity, have students compare historic examples of media and communication technologies with modern examples (e.g., telephone, radio, television, Internet, mobile phones).
Instructional Resources	Is the Media Part of the Story? http://www.pbs.org/teachers/connect/resources/609/preview/ This PBS website provides lessons and resources on whether the press reported or influenced news relating to the U.S.-Mexican War.
Essential Question(s)	

Course Essential Questions

- Explain how conflict has shaped the development of our country from colonial times through the Civil War. Cite specific conflicts, give examples and give concepts and terms used throughout the course. Include conflicts between countries, regions, and cultures.
- How did the availability and/or scarcity of resources affect the growth of the United States? Cite examples from different time periods including: exploration, colonization, expansion, and the Civil War.