Curriculum Map - United States History I

11200 UNITED STATES HISTORY I Honors (1 credit)

This intensive course explores United States history starting with the origins and main events of the American Revolution and the development of key Constitutional principles. Students examine events of the early Republic, the causes and consequences of the Civil War, industrialization, immigration, and Progressivism. Throughout the course, students will transfer their learning to the present so they may become more active participants in a democratic society and a complex world. Students will use the course content to become better readers, researchers and communicators empowering them to make informed civic choices and engage as active citizens. Although the format of United States History I honors is the same as United States History I college prep, students at this level should be reading and writing above grade level and must be prepared to engage in more independent learning, more outside reading, the reading of more complex texts and more in-depth writing assignments. Prerequisite: Maintain a 75% average or better in prior Honors level History and Social Science Education course or upon recommendation of teacher. (Full year course, required for grade 10)

11201/26202 UNITED STATES HISTORY I College Prep (1 credit)

This course explores United States history starting with the origins and main events of the American Revolution and the development of key Constitutional principles. Students examine events of the early Republic, the causes and consequences of the Civil War, industrialization, immigration, and Progressivism. Throughout the course, students will transfer their learning to the present so they may become more active participants in a democratic society and a complex world. Students will use the course content to become better readers, researchers and communicators empowering them to make informed civic choices and engage as active citizens. (Full year course, required for grade 10)

Unit 1: Origins of the Revolution and the Constitution
Stage 1 Desired Results

Topic 1. Origins of the Revolution and the Constitution
Supporting Question: How did events of the Revolutionary period inform the ideas in the Constitution?

1.Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution.

2. Explain the reasons for the French and Indian War (1754-1763), the North American component of the global Seven Years' War between Great Britain and France (1756-1763), and analyze how the war affected colonists and Native Peoples.

3.Explain Britain's policies in the North American colonies (e.g., the Proclamation of 1763, the Sugar Act, the Stamp Act, the Townshend Duties, the Tea Act, and the Intolerable Acts) and compare the perspectives of the British Parliament, British colonists, and Native Peoples in North America on these policies.

4.Describe Patriots' responses to increased British taxation (e.g., the slogan, "no taxation without representation," the actions of the Stamp Act Congress, the Sons of Liberty, the Boston Tea Party, the Suffolk Resolves) and the role of Massachusetts people (e.g., Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- consider a modern day Constitutional issue

Meaning

Enduring Understandings

1. Americans rebelled against British policies and increased taxation after the French and Indian War.
2. The writings of the Declaration of Independence emphasized the key ideas of equality, liberty, natural rights, and the rule of law.
3. American forces, led by George Washington relied on a will to win,

Essential Questions

Overarching

- At what point is a rebellion or revolution against a government justified?

Topical

- What were the economic, intellectual, and cultural forces that

Warren, Judith Sargent Murray, Phillis Wheatley, Peter Salem, Prince Estabrook). 5. Explain the main argument of the Declaration of Independence, the rationale for seeking independence, and its key ideas on equality, liberty, natural rights, and the rule of law. 6. Describe the key battles of the Revolution (e.g., Lexington, Concord, Bunker Hill, Trenton, Saratoga, Yorktown); the winter encampment at Valley Forge; and key leaders and participants of the Continental Army. 7.Explain the reasons for the adoption of the Articles of Confederation in 1781 and evaluate the weaknesses of the Articles as a plan for government, the reasons for their failure and how events such as Shays' Rebellion of 1786-1787 led to the Constitutional Convention. 8.Describe the Constitutional Convention, the roles of specific individuals (e.g. Benjamin Franklin, Alexander Hamilton, James Madison, George Washington, Roger Sherman, Edmund Randolph), and the conflicts and compromises (e.g., compromises over representation, slavery, the executive branch, and ratification). Clarification Statement: Students studied the debates between the Federalists and anti-Federalists in grade 8; these arguments may be briefly reviewed. **Key Primary Sources** *An Act for the Better Ordering and Governing Negroes and Other Slaves in this Province (1740) (Slave Codes of South Carolina)* *Letter from Abigail Adams to John Adams 31 March-5 April 1776* *The Declaration of Independence (1776)* *The Constitution of the United States (1787)* *The Federalist, Number 10 (1787)* *The United States Bill of Rights (1791)*	knowledge of the land, and foreign aid to defeat British forces. 4. The Articles of Confederation placed too much power in the hands of individual states rather than the federal government, lacked the power to tax, and required all 13 states to amend the articles. 5. The Founding Fathers settled their disagreements at the Constitutional Convention using the Great Compromise, the 3/5ths Compromise, and the promised addition of a Bill of Rights. .	contributed to the American Revolution? ● What were the key principles outlined in the Declaration of Independence? ● What factors contributed to the American victory in the Revolution? ● What were the weaknesses of the Articles of Confederation that led to the Constitutional Convention? ● How did the Founding Fathers compromise to create the new Constitution?
	Acquisition ***This is what they can do post unit….***	
	Students will be able to … ● understand how American colonists were able to successfully rebel against Great Britain and create an original republican government and Constitution. ● identify the key ideas of equality, liberty, natural rights, and the rule of law. ● understand the ability of the Continental Army, under George Washington, to lead them to victory relying heavily on the colonists will to win, knowledge of their surrounding territory, and support from foreign aide. ● recognize the weaknesses of the Articles of Confederation and the	***Students will be skilled at:*** ● R6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

	need for a stronger federal Constitution. ● recognize the compromises that were made by the Founding Fathers during the Constitutional Convention that led to the ratification of the US Constitution.	

Unit 1: Origins of the Revolution and the Constitution
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● WHS Strategic Reading Rubric	strategic reading of Lexington and Concord Primary sources as seen by an American and a British soldier
●	
●	

Unit 1: Origins of the Revolution and the Constitution
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

- **POV- Strategic Reading American v. British perspective.**
- **Boston Massacre- Engraving v. Primary Source v. Trial**
- **Drafting of a new constitution- preview to the Articles of Confederation**
- **Federalist Paper #10**
- **Preamble- Student interpretation of the Preamble/ Or interpret and rewrite the Preamble as seen fit.**
- **Boston Massacre- Who done it? Primary Sources.**

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Unit 2: Democratization
Stage 1 Desired Results

Topic 2. Democratization
Supporting Question: How was the balance of Federal and state authority tested in the early Republic?
9.Evaluate the major policies and political developments of the presidencies of George Washington, John Adams, and Thomas Jefferson, and their implications for the expansion of Federal power and foreign policy (e.g., the origins of the Federalist and Democratic-Republican parties in the conflicting ideas of Thomas Jefferson and Alexander Hamilton on topics such as foreign policy, the Alien and Sedition Acts, and the National Bank; the establishment of the concept of judicial review in Marbury v. Madison).
10.Evaluate the presidency of Andrew Jackson, including the spoils system, the National Bank veto, and the policy of Indian removal, and the Nullification Crisis.

Key Primary Sources for Topic
George Washington, Farewell Address (1796)
Tecumseh, Call for Pan-Indian Resistance (1810)
Thomas Jefferson, First Inaugural Address (1801)
Excerpts from Alexis de Tocqueville, Democracy in America, Volume I (1835) and Volume II (1839)
Norman Asing, "To His Excellency, Governor Bigler: We Are Not the Degraded Race You Would Make Us" (1852)

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- understand the power of today's democratic process in achieving and maintaining civil liberties.

Meaning

Enduring Understandings

1. George Washington's response to the Whiskey Rebellion affirmed national authority over the power of individual states.
2. Foreign and Domestic challenges faced by the first 5 Presidents: Neutrality Proclamation, Jay's Treaty, Alien and Sedition Acts, Embargo Act of 1807, Barbary Wars, War of 1812, and the Monroe Doctrine.
3. The Federalist Party favored policies that strengthened the federal government and a commercial economy whereas the Democratic Republicans worked to empower individual states and preferred an agricultural economy.
4. Andrew Jackson handled the establishment of the spoils systems, Bank War, Nullification Crisis, and Indian Removal Act of 1830.

Essential Questions

Overarching

- How can political thought shape a country's domestic and foreign policy?

Topical

1. How was the balance of federal and state authority tested in the early Republic?
2. What foreign and domestic issues did the first five presidents face and address?
3. What were the major differences between the Federalist and Democratic Republican political parties?
4. What were some of the challenges that marked the Age of Jackson?

	Acquisition ***This is what they can do post unit….***	
	Students will be able to … ● understand the issues surrounding the Whiskey Rebellion and the measures taken to strengthen the federal government over the states. ● analyze both the foreign and domestic challenges that plagued the first 5 Presidents of the United States. ● compare and contrast the political differences between the Democratic-Republicans and the Federalists. ● identify the major challenges that President Jackson faced during his administration.	***Students will be skilled at:*** ● SLCA 1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit 2: Democratization
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● WHS Oral Communication Rubric	Create a ballot question to debate in class
● WHS Problem Solving Rubric	Create a plan to increase voter turnout (paper mail-in ballots?)

Unit 2: Democratization
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

- **Hamilton vs. Jefferson Debate through primary sources**
- **Washington's Farewell Address- IDEA sheet**
- **Analysis of how Washington overcame challenges as our first president**
- **Writing assignment on Jefferson's hypocrisies**
- **Dolley Madison Burning of White House Primary Source readings**

• **Interpreting A Political Cartoon: The XYZ Affair** • **Controversial Decisions analysis of Andrew Jackson**
Writing assignments
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Unit 3: Economic growth in the North and South
Stage 1 Desired Results

Topic 3. Economic growth in the North, South, and West
Supporting Question: How were the North, South, and West interdependent in the antebellum period?
12.Explain the importance of the Transportation Revolution of the 19th century (e.g., the introduction of steamboats, canals, roads, bridges, turnpikes, and railroad networks; the completion of the First Transcontinental Railroad and its stimulus to east/west trade, the growth of Midwestern towns and cities, and the strengthening of a market economy).
13. Analyze the effects of industrial growth throughout antebellum America, and in New England, the growth of the textile and machinery industries and maritime commerce.
a. the technological improvements and inventions that contributed to industrial growth and maritime commerce
b.the impact of the cotton gin on the economics of Southern agriculture and slavery and the connection between cotton production by slave labor in the South and the economic success of Northern textile industries
c.the causes and impact of the wave of immigration from Northern Europe to the United States in the 1840s and 1850s (e.g., the impact of the English occupation of Ireland, the Irish famine, and industrial development in the U.S.)
d.the rise of a business class of merchants and manufacturers
e.the role of women as the primary workforce in New England textile factories and female workers' activism in advocating for reform of working conditions
14. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.
15.Research primary sources such as antebellum newspapers, slave narratives, accounts of slave auctions, and the Fugitive Slave Act, to analyze one of the following aspects of slave life and resistance (e.g., the Stono Rebellion of 1739, the Haitian Revolution of 1791-1804, the rebellion of Denmark Vesey of 1822, the rebellion of Nat Turner in 1831; the role of the Underground Railroad; the development of ideas of racial superiority; the African American Colonization Society movement to deport and resettle freed African Americans in a colony in West Africa).

Key Primary Sources for Topic 3

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- explain how technological advances can impact an economy and a society

Meaning

Enduring Understandings

1. The cotton gin, textile mill, interchangeable parts, steel plow, mechanical reaper, steam engine, telegraph, sewing machine all played major roles in the nation's development.
2. The steamboat, railroad, and improved roads, and canals helped link major industrial and agricultural centers of the North and South.
3. The South's climate and geography, legal slave labor, availability of land, and the profitability of cotton directed the South to an overdependence on the cotton crop.
4. The Northern labor force was comprised of farm to city migrant workers, unskilled immigrant labor and the South relied on the labor of black slaves.

Essential Questions

Overarching

- What factors contribute to a nation's industrialization or economic growth?

Topical

1. What new inventions and innovations created during the Industrial Revolution had a major impact on society?
2. How did the transportation revolution relate to the nation's growing economic strength?
3. Why did the South not industrialize?
4. Compare and contrast the labor forces of the antebellum North and South?

Acquisition

Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano (1789) *David Walker, Appeal, in Four Articles; Together with a Preamble, to the Coloured Citizens of the World, but in Particular, and Very Expressly, to Those of the United States of America, Written in Boston, State of Massachusetts, September 28, 1829 (1829)* *Factory Tracts: Factory Life as It Is by an Operative, Lowell, Massachusetts (1845)*	***This is what they can do post unit….***
	Students will be able to … ● identity new inventions and innovations created during the Industrial Revolution. ● explain the transportation revolution and its effects on the strength of the economy. ● understand the South's reliance on agriculture over industry. ● compare and contrast the labor forces in the antebellum North and South.
	Students will be skilled at: ● W2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Unit 3: Economic growth in the North, South, and West

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● WHS Written Communication Rubric.	● Students will write an informative essay describing one of the following topics: industrialization, life of a factory worker, the roles of slavery in both the North and South, etc.
●	
●	

Unit 3: Economic growth in the North, South, and West

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- **Comparing the economic differences between the North and South (data provided)**
- **Fundamental differences between the life of an American teenager in 2019 and a Lowell Girl in the Industrial Revolution**
- **Primary Source Document: excerpt from "Narrative of the Life . . . Frederick Douglass" - teacher provided resources**

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Unit 4: Social, political, and religious change
Stage 1 Desired Results

Topic 4. Social, political, and religious change
Supporting Question: How did religious and ethical beliefs shape American reform movements?
16.Describe important religious and social trends that shaped America in the 18th and 19th centuries (e.g., the First and Second Great Awakenings; the increase in the number of Protestant denominations; the concept of "Republican Motherhood;" hostility to Catholic immigration and the rise of the Native American Party, also known as the "Know-Nothing" Party).
17.Using primary sources, research the reform movements in the United States in the early to mid-19th century, concentrating on one of the following and considering its connections to other aspects of reform:
a.the Abolitionist movement, the reasons individual men and women (e.g., Frederick Douglass, Abbey Kelley Foster, William Lloyd Garrison Angelina and Sarah Grimké, Charles Lennox Remond, Harriet Beecher Stowe, Sojourner Truth, Harriet Tubman, David Walker, Theodore Weld) fought for their cause, and the responses of southern and northern white men and women to abolitionism.
b.the women's rights and suffrage movements, their connections with abolitionism, and the expansion of women's educational opportunities (e.g., Susan B. Anthony, Margaret Fuller, Lucretia Mott, Elizabeth Cady Stanton, the 1848 Seneca Falls Convention, Mary Lyon and the founding of Mt. Holyoke Female Seminary, later Mt. Holyoke College).
c. Horace Mann's campaign for free compulsory public education, increased literacy rates, and the growth of newspaper and magazine publishing
d.the movement to provide supports for people with disabilities, such as the founding of schools for students with cognitive, hearing, or vision disabilities; and the establishment of asylums for people with mental illness
e.the Transcendentalist movement (e.g., the writings of Ralph Waldo Emerson, Henry David Thoreau and Margaret Fuller, and the concepts of materialism, liberty, appreciation of the natural world, self-reliance, abolitionism, and civil disobedience).

Key Primary Source for Topic 4
Elizabeth Cady Stanton, primary author: The Declaration of Sentiments of the Seneca Falls Conference (1848)
Dorothea Dix, "Memorial to the Massachusetts Legislature" (1843)
Henry David Thoreau, "Civil Disobedience" (1849)

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- consider a modern day social injustice and its impact on the nation

Meaning

Enduring Understandings

1. Religious revival helped shape various aspects of American life including: education, prisons, abolition, and temperance.
2. Abolitionists sought to end slavery in the United States and brought the discussion to the forefront of American politics and society.
3. Horace Mann and the education reform movement increased public school enrollment and called for standardized public schools.
4. The Women's Reform Movement sought the right to vote as well as increased political and social rights.

Essential Questions

Overarching

- How can individual citizens enact positive and impactful changes in society?

Topical

1. How did religious and ethical beliefs shape the Reform Movement?
2. What were the goals of the Abolition Movement and how did they affect the United States?
3. How did Horace Mann and the education reform movement impact the United States?
4. What changes did women seek for themselves in the suffrage movement?

Acquisition
This is what they can do post unit….

	Students will be able to … ● understand the influence that religion played in the Reform movements of the 19th century. ● analyze the contributions abolitionists made in the fight against slavery ● recognize the role of Horace Mann's reforms in their daily education at Weymouth High ● understand the need for a national women's movement with emphasis on basic political and economic rights.	***Students will be skilled at:*** ● **W7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation**

Unit 4: Social, political, and religious change

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● WHS Problem Solving Rubric	Problem Solving- define a problem, identify/implement a strategy, evaluate a goal, and create a solution to an issue at WHS, the Commonwealth of Massachusetts, and the United States of America.
● WHS Collaboration Rubric	Create a modern day reform movement, including a plan to ameliorate a problem, such as the opioid problem.
● Research Project	Antebellum Era Reform Project

Unit 4: Social, political, and religious change

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- **Reformer Research Project in LMC**
- **WHS problem solving activity - identify and solve a problem facing WHS today**
- **Document Comparison: Declaration of Independence vs. Declaration of Sentiments**
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Unit 5: Expansionism and Sectionalism
Stage 1 Desired Results

11.Analyze the causes and long and short term consequences of America's westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846-48, the California Gold Rush, and the rapid rise of Chinese immigration in California).
Supporting Question: *How did sectional differences over slavery in the North, South, Midwest, and West contribute to the Civil War?*
18. Describe how the expansion of the United States to the Midwest contributed to the growing importance of sectional politics in the early 19th century and significantly influenced the balance of power in the federal government.
19. Analyze critical policies and events leading to the Civil War and connections among them (e.g., 1820: the Missouri Compromise; 1831-2: the South Carolina Nullification Crisis 1840s: the Wilmot Proviso; the Mexican-American War; 1850s: the Compromise of 1850; the Kansas-Nebraska Act; the Supreme Court decision in *Dred Scott v. Sandford*; the Lincoln-Douglas debates; John Brown's raid on Harper's Ferry, the election of Abraham Lincoln).

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- research a modern day political issue

Meaning

Enduring Understandings

1. Disagreement between the North and South over the expansion of slavery into the western lands newly won in the Mexican War began a series of sectional crises culminating in civil war in 1861.
2. The U.S. purchased, negotiated, and fought for new land in their pursuit of a continental nation.
3. Pioneers, traders, Mormons, mountain men, 49ers, and Texans each helped settle the newly acquired western lands of the 1800s.
4. The acquisition of Texas, and what is now the modern day southwest U.S. led to the growing division between anti and pro-slavery Americans and the role of slavery in western lands.
5. Bleeding Kansas, the Dred Scott Case, Uncle Tom's Cabin, John Brown's Raid, and the election of Abraham Lincoln all pushed the US closer to Civil War.

Essential Questions

Overarching

- What compels a nation to expand its physical borders?

Topical

1. How did sectional differences over slavery in the North, South, Midwest, and West contribute to the Civil War?
2. What methods of land acquisition did the U.S. employ to achieve manifest destiny?
3. What groups led the American migration into western lands?
4. What were the long term consequences of the American victory in the Mexican American War?
5. What were the pivotal events in the 1850s that led to Southern secession and Civil War?

	Acquisition ***This is what they can do post unit….***	
	Students will be able to … ● identify land acquisitions on a territorial expansion map ● identify key groups who were important in settling the newly acquired western lands. ● analyze why the issue of slavery in the western territories was divisive issue between the North and South. ● explain how a specific event of the 1850s increased the sectional tension between the North and South prior to the start of the Civil War	***Students will be skilled at:*** ●

Unit 5: Expansionism and Sectionalism

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● WHS Written Communication Rubric	Following a class discussion / brainstorm of a present day political issue, students will write a position paper on the topic.
● A teacher based formative assessment	Craft a political compromise to a modern day partisan issue of the class' choosing.
●	

Unit 5: Expansionism and Sectionalism

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- **"Pack the Wagon" Collaboration Activity**

• **Comparing viewpoints: Should the US annex Texas**
• **Oregon Trail online game with partner**
• **Analyze John Gast's painting "American Progress"**
• **Diary of Amelia Stewart Knight**
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Unit 6: The Civil War and Reconstruction: causes and consequences
Stage 1 Desired Results

Topic 6. The Civil War and Reconstruction: causes and consequences
Supporting Question: How did sectional differences over slavery in the North, South, Midwest, and West contribute to the Civil War?
20.Analyze Abraham Lincoln's presidency (e.g., the effects on the South of the Union's naval blockade of trade with other countries, the Emancipation Proclamation. his views on slavery and national unity, and the political obstacles he encountered).
21.Analyze the roles and policies of Civil War leaders Jefferson Davis, Robert E. Lee, and Ulysses S. Grant and evaluate the short- and long-term impact of important Civil War battles (e.g., the Massachusetts 54th Regiment at the Battle at Ft. Wagner, and the Battles of Bull Run, Shiloh, Fredericksburg, Antietam, Vicksburg, Gettysburg, and Appomattox).
22.Using primary sources such as diaries, reports in newspapers and periodicals, photographs, and cartoons/illustrations, document the roles of men and women who fought or served troops in the Civil War.
23. Analyze the consequences of the Civil War and Reconstruction (e.g., the physical and economic destruction of the South and the loss of life of both Southern and Northern troops; the increased role of the federal government; the impeachment of President Johnson; the13th, 14th, and 15th Amendments; the expansion of the industrial capacity of the Northern U.S.; the role of the Freedmen's Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers' National Alliance and Cooperative Union; the accomplishments and failures of Radical Reconstruction; the presidential election of 1876; and the end of Reconstruction).
24.Analyze the long term consequences of one aspect of the Jim Crow era (1870s-1960s) that limited educational and economic opportunities for African Americans (e.g., segregated public schools, white supremacist beliefs, the threat of violence from extra-legal groups such as the Ku Klux Klan, the 1896 Supreme Court decision in Plessy v. Ferguson, and the Court's 1954 decision in Brown v. the Board of Education of Topeka).
25. Evaluate the impact of educational and literary responses to emancipation and Reconstruction (e.g., founding of black colleges to educate teachers for African American schools, the U.S. publication of The Adventures of Huckleberry Finn by Samuel Clemens in 1885, and the development of African American literature in the early 20th century).
Key Primary Sources for Topic 5

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- understand situations where a country's citizens are forced into Civil War or an insurrection

Meaning

Enduring Understandings

1. At the start of the Civil War the North boasted a larger population, an industrialized economy, a larger army and navy while the South rested its hope on a psychological belief in their cause, military leadership, and geographical familiarity.
2. The Emancipation Proclamation changed the nature of the Union cause to include liberating enslaved peoples and allowing African Americans to fight for the U.S. military.
3. The Union victory at Gettysburg crushed southern hopes of gaining foreign aid and inflicted massive losses on the CSA military while the Union victory at Vicksburg allowed the North to gain control of the Mississippi River and cut the Confederates states in two.
4. After the war, various plans for uniting the country emerged. President Lincoln's plan for

Essential Questions

Overarching

- What reasons compel a group of citizens to break away or leave their existing country?

Topical

1. What were the social, political, and military strengths of both the North and South at the start of the war?
2. What impact did the Emancipation Proclamation have on the war, the Union Army, and society?
3. How were the Union victories at Gettysburg and Vicksburg turning points of the war?
4. What were the various plans of reconstruction presented to the nation following the Civil War?
5. How did constitutional changes during Reconstruction expand and protect the rights of African American citizens?

Frederick Douglass, Independence Day speech (1852), "What to the Slave is the Fourth of July?" at Rochester, New York *Abraham Lincoln, Gettysburg Address (1863)* *Second Inaugural Address (1865)* *Abraham Lincoln, "The Perpetuation of Our Political Institutions" (1838)* *"A House Divided" speech (1858)*	reconstruction included leniency towards the South with the creation of a Freedmen's Bureau. President Andrew Johnson's included pardon's for all Southerners and the creation of the Fourteenth Amendment. And lastly, the radical Republicans in Congress created a plan that forced state constitutions to align with the US Constitution to include both the Fourteenth and Fifteenth Amendments. 5. The thirteenth, fourteenth and fifteenth amendments ended slavery, gave African Americans citizenship and granted black men suffrage.	
	Acquisition ***This is what they can do post unit….***	
	Students will be able to … ● understand the social, political, and military strengths of the North and South prior to the Civil War ● analyze why Lincoln decided to issue the Emancipation Proclamation and what it achieved ● explain to their classmates the impact of the Union victories at Gettysburg and Vicksburg on the outcome of the Civil War ● describe the various plans for Reconstruction directly after the Civil War	***Students will be skilled at:*** ●

	• Discuss what rights the Reconstruction amendments gave to African Americans	

Unit 6-The Civil War and Reconstruction: causes and consequences
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
• WHS Strategic Reading Rubric	Comparison of primary source documents from James K. Polk and John C. Calhoun regarding the annexation of Texas.
• WHS Problem Solving Rubric	Create an ordinance of secession for a state such as California or Texas
•	

Unit 6-The Civil War and Reconstruction: causes and consequences
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

- **Lincoln Documents: First Inaugural Address, Gettysburg Address, Second Inaugural Address**
- **Sullivan Ballou Letter**
- North vs. South: Advantages & Strategies Chart
- Lincoln & the Emancipation Proclamation through political cartoons

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Unit 6B- The Settlement of the West
Stage 1 Desired Results

30.Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women. Examples of research materials: the Treaty of Fort Laramie (1868), the Navajo Treaty (1868), the Chinese Exclusion Act (1882), the Dawes Act (1887), cartoons by Thomas Nast on immigration, Native Peoples, and politics for Harper's Weekly Magazine in the 1870s-1880s.

Transfer
long term use of knowledge and skills to the students

- ***Students will be able to independently use their learning to…***

explore options for American migration to underdeveloped areas

Meaning

Enduring Understandings

1. Native Americans and white settlers competed and clashed over territorial claims and natural resources.
2. Ranchers, miners, railroaders, homesteaders, cowboys, and entrepreneurs settled the American west after the Civil War.

Essential Questions

Overarching

- How can a country promote the movement of its own citizens to new locations?

Topical

1. Describe the conflicts between Native Americans and white settlers.
2. What major groups settled the west after the Civil War?

Acquisition
This is what they can do post unit….

Students will be able to …

- research the origins of the disputes between white settlers of the west and the Native Americans who inhabited the land
- identify the major groups that settled the West after the Civil War.

Students will be skilled at:

Unit 6B- The Settlement of the West
Stage 2 - Evidence

Evaluative Criteria	
• WHS Collaboration Rubric and or the Problem Solving Rubric	"pack the wagon activity"
• WHS written communication rubric	self reflection writing piece where students consider and justify their decisions
• Technology assisted Problem Solving and Collaboration.	"Oregon Trail" Digital- w/ Chromebooks https://jamesfriend.com.au/pce-js/mecc/oregon-trail.html
Unit 6B- The Settlement of the West **Stage 3 – Learning Plan** ***Summary of Key Learning Events and Instruction***	
• **Uses of the buffalo to the Plains Indians**	
• **Challenges of life on the Great Plains**	
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Unit 7: The Gilded Age
Stage 1 Desired Results

Topic 6. Rebuilding the United States: industry and immigration
Supporting Question: Industrialists have been called "Captains of Industry" and "Robber Barons." Which title is more appropriate for them and why?

26.Explain the various causes of the Industrial Revolution (e.g., the economic impetus provided by the Civil War; important technological and scientific advances, such as the expansion of the railroad system; the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt).
27.Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers' distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs).
28.Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women's political organizations, researching one of the following topics: the opening of teaching and nursing professions to women; new employment opportunities in clothing manufacture as a result of the invention of the sewing machine; in office work as the result of the invention of the typewriter, and in retail sales as the result of the creation of department stores; the formation of the Women's Suffrage Association in 1869 and the Women's Christian Temperance Union in 1874.
29. Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads.

Suggested Primary Sources for Topic 6 in Appendix D
Emma Lazarus, "The New Colossus" poem (1883)
Luther Standing Bear, Lakota, "Life in the Carlisle Boarding School" account of life in an Indian Boarding School in 1879, from his memoir Land of the Spotted Eagle *(1933)*

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- discuss the relationship between wealth and charity

Meaning

Enduring Understandings

1. The second half of the 19th century saw technological and scientific advancements such as the expansion of the railroad system, electricity, the light bulb, and the telephone all work to bring the nation together.
2. Corporate efforts to increase efficiency and maximize profits led to the need for workers' rights and protection via labor unions and government regulations.
3. Push factors such as political unrest, economic turmoil, famine, and religious persecution forced immigrants to turn towards the opportunities and freedoms offered by a welcoming United States.
4. Urbanization created overcrowding, poverty and public health issues which prompted city planners to regulate housing, sanitation and law enforcement.

Essential Questions

Overarching

- How is a nation affected by major changes in population demographics and technological advancements?

Topical

1. What were the major causes and effects of industrialization in the second half of the 19th century?
2. How did industrialization lead to the rise of labor unions and government regulations?
3. What push and pull factors caused immigrants to come to the United States?
4. What challenges did urbanization create, and how were they addressed?
5. How accurate is it to describe Gilded Age business leaders as both "robber barons" and "captains of industry"?

	5. The terms “Robber Barons” and “Captains of Industry” describe the negative and positive aspects of industrialization. Robber Barons created incalculable wealth for the few and poverty for many. Captains of Industry expanded the economy and allowed for more job opportunities for the growing labor force.	
	Acquisition ***This is what they can do post unit….***	
	Students will be able to … ● explain how new inventions and innovations changed American social and economic patterns ● understand the need for labor unions and corporate regulations for the protection of both worker and consumer respectively. ● analyze the importance of push and pull factors with regards to immigration ● compare the challenges of urbanization in the late 1800s and early 1900s to the challenges of the modern American city ● describe the positive and negative effects of big business practices and the roles that they play in society.	***Students will be skilled at:*** ●

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● WHS Written Communication	How could one describe the United States as being in a second Gilded Age? (writing assignment)

• teacher created formative assessment	Create a Venn Diagram comparing the major U.S. industries in which immigrant labor plays a significant role today compared to the Gilded Age
• Written Communication-Argumentative	Were the Gilded Age industrialists "Captains of Industry" or "Robber Barons?"j

Unit 7: The Gilded Age
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

• **Collective Bargaining Collaboration Activity**
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Unit 8. The Progressive Era
Stage 1 Desired Results

31.Explain what Progressivism meant in the early 20th century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson).
32.Research and analyze one of the following governmental policies of the Progressive Period, determine the problem it was designed to solve, and assess its long and short-term effectiveness: bans against child labor, the development of Indian boarding schools, the Sherman Anti-Trust Act (1890), the Pure Food and Drug Act (1906), the Meat Packing Act (1906), the Federal Reserve Act (1913), the Clayton Anti-Trust Act (1914), the Indian Citizenship Act (1924).
33.Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries; describe the role of leaders and organizations in achieving the passage of the 19th Amendment (e.g., Carrie Chapman Catt, Alice Paul, Ida B. Wells-Barnett the National Woman Suffrage Association, National Women's Party, League of Women Voters).
34.Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century, and determine the extent to which they met their goals by researching leaders and organizations (e.g., Ida B. Wells-Barnett, W. E. B. DuBois, Marcus Garvey, Booker T, Washington, and the National Association for the Advancement of Colored People).

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- discuss a bill that would act as a government reform to a modern economic issue

Meaning

Enduring Understandings

1. The goals of the Progressives were to bring about government reforms to troubling social and political problems brought on by industrialization and urbanization.
2. The Progressive tackled social issues surrounding workers' rights, women's suffrage, children's rights, and urban living conditions.
3. The U.S. Government passed various pieces of legislature that targeted social and economic reforms such as; the Sherman Antitrust Act (1890), the Pure Food and Drug Act (1906), the Meat Inspection Act (1906), the Federal Reserve Act (1913), and the Indian Citizenship Act (1924).
4. The National American Woman Suffrage Association led by Carrie Chapman Catt and the National Women's Party led by Alice Paul used effective tactics to achieve women's suffrage.

Essential Questions

Overarching

- At what point does a government need to get involved in a social or economic problem to enact reform?

Topical

1. What were the goals and accomplishments of the Progressive Movement?
2. What were the social reforms the Progressives tackled?
3. What major pieces of legislation passed during the Progressive Era focused on social and economic reform?
4. What were the roles of leaders and organizations in achieving the passage of the Nineteenth Amendment?

	Acquisition ***This is what they can do post unit….***	
	Students will be able to … ● Evaluate the goals and accomplishments of the Progressive Movement. ● Identify the social issues in need of reform in the early 1900s. ● Recognize the major pieces of legislation passed during the Progressive Era ● Describe the roles of the leaders of the Women's Suffrage Movement.	***Students will be skilled at:*** ●

Unit 8- The Progressive Era **Stage 2 - Evidence**	
Evaluative Criteria	**Assessment Evidence**
● WHS Written Communication Rubric	Describe a modern day issue facing American women and propose a solution.
● oral communication rubric	discuss a bill that would act as a government reform to a modern day economic issue
●	

Unit 8- The Progressive Era **Stage 3 – Learning Plan** ***Summary of Key Learning Events and Instruction***
● **Gospel of Wealth**
● **Analysis of Rockefeller's Wealth vs Modern Wealth (Gates / Zuckerberg) - NY Times infographic**
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