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| Course Title: U.S. I | | | | | |
| Massachusetts History and Social Studies Curriculum Learning Standards: U.S.I.1-U.S.I.5 | | | | | |
| Unit: The American Revolution  Essential Questions: 1. What were the colonists fighting for prior to declaring independence?   1. What were the events that convinced the colonists to declare independence? 2. What were the Enlightenment ideas about government that inspired Thomas Jefferson? 3. How were the Americans able to overcome the odds fighting against the most powerful empire in the world? | | | | | |
|  | **Detailed Curriculum Standard** | **Skills/Objectives** | **Resources** | **Instructional Strategies** | **Assessments** |
|  |  |  |  |  |  |
|  | U.S. I.1 Explain the political and | Show the connection between | Textbook: Prentice Hall *America:* | Lecture | Scrapbook project |
|  | economic factors that contributed to | the period of salutary neglect | *Pathways to the Present* |  |  |
|  | the American Revolution | and the development of self- |  | Note taking | Causes of the |
|  |  | government in the colonies. | Freedom: A History of U.S. |  | Revolution |
|  |  |  | *webisode 1* | Reading comprehension | quiz/exam |
|  |  | Describe the cause and effect |  |  |  |
|  |  | connection amongst the events | Instructor created handouts | Class discussion and | Reading quiz |
|  |  | leading to the American |  | debates |  |
|  |  | revolution from the French and | Film: *Johnny Tremain* |  | Graphic organizers |
|  |  | Indian War through the Battles |  | Maps |  |
|  |  | of Lexington and Concord. | Film: *The American Revolution* |  | Type 2 open |
|  |  |  |  |  | response |
|  |  |  | *Liberty Kids series* |  |  |
|  |  | Explain how Americans were |  |  | Homework |
|  |  | divided over the issue of |  |  |  |
|  |  | separation from Britain. |  |  |  |
|  |  | Describe what methods of |  |  |  |
|  |  | protest were used by the |  |  |  |
|  |  | colonists to resist British taxes. |  |  |  |
|  | U.S. I.2 Explain the historical and | Describe what colonists | Textbook: Prentice Hall *America:* | Primary source analysis | Graphic organizers |
|  | intellectual influences on the | expected from the British | *Pathways to the Present* |  |  |
|  | American Revolution and the | government. |  | Reading comprehension | Scrapbook project |
|  | formation and framework of the |  | Document: *English Bill of Rights,* |  |  |
|  | American government | Compare and contrast *The* | *The Declaration of* | Lecture | Exam: *Events* |
|  |  | *Declaration of Independence to* | *Independence, and The Magna* |  | *leading to the* |
|  |  | *the English Bill of Rights and the* | *Carta* | Class discussion and | *revolution* |
|  |  | *Magna Carta.* |  | debates |  |
|  |  |  | You Tube: *Declaration of* |  | Homework |
|  |  |  | *Independence* reading |  |  |
|  |  |  |  |  | Reading rubric |
|  |  |  | Instructor created handouts |  | *Declaration of* |
|  |  |  | Internet based data sources |  | *Independence* |

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| U.S. I.3 Explain the influence and ideas | Analyze ideas expressed in *The* | Textbook: Prentice Hall *America:* | Reading comprehension | Reading quiz |
| of *The Declaration of Independence* | *Declaration of Independence.* | *Pathways to the Present* |  |  |
| and the political philosophy of Thomas |  |  | Lecture | Graphic organizers |
| Jefferson |  | Document: *The Declaration of* |  |  |
|  |  | *Independence* | Primary source analysis | Homework |
|  |  | Instructor created handouts | Class discussion and |  |
|  |  |  | debates |  |
| U.S. I.4 Analyze how Americans | Establish a cause and effect | Textbook: Prentice Hall *America:* | Predict consequences | Reading quiz |
| resisted British policies before 1775 | relationship for all events | *Pathways to the Present* |  |  |
| and analyze the reasons for the | leading up to the Revolution |  | Lecture | Quizzes |
| American victory and the British |  | Instructor created handouts |  |  |
| defeat during the Revolutionary war | Describe the outcomes of the |  | Reading comprehension | The American |
|  | French and Indian War. | Film: *The American Revolution* |  | Revolution test |
|  |  |  | Class discussion and |  |
|  | Compile a list of reasons for the | *Liberty Kids series* | debates | Graphic organizers |
|  | American victory and the British |  |  |  |
|  | defeat by evaluating the | Film: *The Crossing* | Map | Homework |
|  | strengths and weaknesses of |  |  |  |
|  | each side. |  |  |  |
| U.S. I.5 Explain the role of | (Refer to previous strands | Textbook: Prentice Hall *America:* | Lecture | Exam: *The* |
| Massachusetts in the revolution, | US1.1-1.4) | *Pathways to the Present* |  | *American* |
| including important events that took |  |  | Note taking | *Revolution* |
| place in Massachusetts and important | Describe the significance of | Instructor created handouts |  |  |
| leaders from Massachusetts | Boston at the start of the war. |  | Reading comprehension | Type 2 opinion |
|  |  | Film: *The American Revolution* |  | defense on |
|  | Identify and explain the |  | Class discussion and | Lexington and |
|  | significance of revolutionary | Lexington and Concord database | debates | Concord |
|  | battles fought in Massachusetts. |  |  |  |
|  |  | Document: *The Massachusetts* |  |  |
|  |  | *Constitution* |  |  |
|  |  | Film: *John Adams* |  |  |
| *Common Core Literacy Standards:* | Analyze primary source | See primary source documents | Primary source analysis | Scrapbook project |
| *1,2,3,4,5,6,8,9,10* | documents. | above | worksheet |  |
|  |  |  |  | Reading quiz |
|  | Identify and explain topic- | Textbook: Prentice Hall *America:* | Key terms note taking |  |
|  | specific vocabulary. | *Pathways to the Present* |  | Tests/quizzes |
|  | Identify cause and effect. | Lexington and Concord database |  | Reading rubric |
|  |  | Internet based data sources |  |  |

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| *Common Core Writing Standards:* | Develop organized and coherent | See primary source documents | Debates | Type 2 opinion |
| *1,2,4,7,9* | writing that shows | above |  | defense on |
|  | comprehensive knowledge of |  | Essay questions | Lexington and |
|  | topic. | Instructor created essay |  | Concord |
|  |  | questions |  |  |
|  |  |  |  | Scrapbook project |
|  |  |  |  | Exam essay |
|  |  |  |  | questions |

Essential Terms/People/Events: tyranny, no taxation without representation, Rights of English citizenship, French &Indian War, Albany Plan of the Union,

Pontiac’s Rebellion, Treaty of Paris 1763, Proclamation of 1763, Sugar Act, Stamp Act, Declaratory Act, Townshend Acts, writs of assistance, Quartering Act, Sons/Daughters of Liberty, boycott, Boston Massacre, General Thomas Gage, propaganda, Tea Act, Boston Tea Party, committees of correspondence, King George III, Intolerable/Coercive Acts, First Continental Congress, Samuel Adams, John Adams, Paul Revere, William Dawes, Dr. Samuel Prescott, James Otis, militia, minutemen, Second Continental Congress, Continental Army, Ethan Allen, Thomas Paine, *Common Sense, American Crisis,* Enlightenment, John Locke, Thomas Jefferson, unalienable, consent of the governed, Bunker Hill, William Prescott, Breeds Hill, Loyalist, Patriot, Siege of Boston, George Washington, Dorchester Heights, General Howe, Horatio Gates, Henry Clinton, Battle of Long Island, mercenary, Hessian, Battle of Trenton, Benjamin Franklin, Henry Knox, Alexander Hamilton, Battle of Saratoga, General Burgoyne, Winter at Valley Forge, Marquis de Lafayette, George Rogers Clark, Western Campaign, Benedict Arnold, guerilla warfare, General Lord Cornwallis, Battle of Yorktown, Treaty of Paris 1783

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| Course Title: US I | | | | | | | |
| Massachusetts History and Social Studies Curriculum Learning Standards: USI.6 – USI.21 | | | | | | | |
| Unit: Creating A New Government 1781-1789  Essential Questions:   1. Why did framers purposefully design a system lacking a strong central government? 2. What were the principles of government that guided the writing of the United States Constitution? 3. Why does this system continue to work today? 4. Why were the anti-federalists opposed to the Constitution? 5. How did the Federalists convince the anti-Federalists to ratify the Constitution? | | | | | | | |
| **Detailed Curriculum Standard** | | | **Skills/Objectives** | **Resources** | **Instructional Strategies** | **Assessments** |  |
|  | | |  |  |  |  |  |
|  |  | USI.6 Explain the reason for the | Compare and Contrast the | Textbook – *Pathways to the* | Type I Why is | Reading quizzes |  |
|  |  | adoption of the Articles of | weaknesses and | *Present* | government |  |  |
|  |  | Confederation, including why its | accomplishments of the Articles |  | necessary? | Art project accuracy |  |
|  |  | drafters created a weak central | of Confederation, including the | Handouts |  |  |  |
|  |  | government; analyze the weaknesses | transition from the Annapolis |  | Lecture | Type II “If men were |  |
|  |  | of the national government under the | Convention to the Constitutional | Glue |  | angels (*Federalist* |  |
|  |  | Articles; and describe crucial events | Convention . |  | Note taking | *#51)”* |  |
|  |  | leading to the Constitutional |  | Scissors |  |  |  |
| Convention. (H, C) | | |  |  | Guided reading | Unit test | |
|  | | | Describe how Shays’ Rebellion |  | assignments |  | |
|  | | | demonstrated weaknesses of |  |  |  | |
|  | | | the Articles of Confederation. |  | Articles of |  | |
|  | | |  |  | Confederation Art |  | |
|  | | |  |  | Project |  | |
| USI.7 Explain the roles of various | | | List the major figures present at | Textbook – *Pathways to the* | Lecture | Reading quizzes | | |
| founders at the Constitutional | | | the Constitutional Convention | *Present* |  |  | | |
| Convention. Describe the major | | | and describe the role each |  | Note taking | Type II Constitutional | | |
| debates that occurred at the | | | played at the convention. | Document: *Articles of* |  | Convention | | |
| Convention and the compromises that | | |  | *Confederation* | Guided reading |  | | |
| were reached. (H,C) | | | Identify the issues that needed |  | assignments | Unit test | | |
|  | | | to be resolved at the | Document: *The Northwest* |  |  | | |
|  | | | Constitutional Convention. | *Ordinance* | Class discussion and |  | | |
|  | | |  |  | debate |  | | |
|  | | | Explain how compromise was | Handouts |  |  | | |
|  | | | used to resolve the debate over |  |  |  | | |
|  | | | representation, and the federal | Film: *This is America Charlie* |  |  | | |
|  | | | government’s power to tax. | *Brown* |  |  | | |
|  | | |  | Film: *School House Rock* |  |  | | |

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| USI.14 Explain the characteristics of | Identify and describe the five | Textbook – *Pathways to the* | Lecture | Reading quizzes |
| American democracy, including | principles that guided the | *Present* |  |  |
| concepts of popular sovereignty, | writing of the Constitution. |  | Note taking | Type II 5 principles |
| federalism, separation of powers, |  | Workbook - *Pathways to the* |  |  |
| checks and balances, individual rights, |  | *Present (Constitution)* | Fill in the hand | 5 principles project |
| representative institutions, and |  |  |  |  |
| constitutional government. (H, C) |  | Handouts |  | Unit test |
|  |  | Newspaper articles |  |  |
|  |  | Scissors |  |  |
|  |  |  |  |  |
| USI.11 Describe the purpose and | Articulate the goals set for the | Textbook – *Pathways to the* | Lecture | Reading quizzes |
| function of government (H, C) | government by the preamble to | *Present* |  |  |
|  | the Constitution. |  | Note taking | Reading rubric |
|  |  | Document: *The US Constitution* |  | *Preamble* |
|  |  |  | Worksheet |  |
|  |  | Handouts |  | Unit test |
|  |  |  | Class discussion and |  |
|  |  | Notes | debate |  |
| USI.21 Describe how decisions are | Read and outline articles 1-3 to | Textbook – *Pathways to the* | Lecture | Type II 3 branches |
| made in a democracy, including the | describe the powers granted to | *Present* |  |  |
| role of legislatures, courts, executives, | the legislative, executive, and |  | Note taking | Constitutional |
| and the public. (H, C) | judicial branches. | Film: *School House Rock* |  | Outline |
|  |  |  | Cooperative learning |  |
|  | Explain the process of how a bill | Document: *The US Constitution* |  | Unit test |
|  | becomes a law. |  | Class discussion and |  |
|  |  |  | debate |  |
|  | Distinguish between direct and |  |  |  |
|  | indirect democracy i.e. electoral |  |  |  |
|  | college / amendments / |  |  |  |
|  | republicanism |  |  |  |
| USI.15 Explain the varying roles and | Define federalism. | Handouts | Lecture | Accuracy of venn |
| responsibilities of federal, state, and |  |  |  | diagram |
| local governments in the United | Provide examples of federalism | Graphic Organizer | Note taking |  |
| States. (H, C) | in practice. |  |  | Unit test |
|  |  | Notes | Fill in federalism venn |  |
|  |  |  | diagram |  |
|  |  | Document*: The US Constitution* |  |  |
|  |  |  | Class discussion and |  |
|  |  |  | debate |  |
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| USI.16 Describe the evolution of the | Explain the roles and powers of | Textbook – *Pathways to the* | Lecture | Unit test |
| role of the federal government, | the Supreme Court by analyzing | *Present* |  |  |
| including public services, taxation, | landmark decisions. |  | Note taking |  |
| economic policies, foreign policies, |  | Document: *The US Constitution* |  |  |
| and common defense. (H, C) |  |  | Class discussion and |  |
|  |  | Handouts | debate |  |
|  |  | Landmark decision summaries |  |  |
| USI.17 Explain the major components | Create a diagram of how the | Handout | Fill in diagram of how | Accurate completion |
| of local government in Massachusetts, | state government is set up and |  | the state government | of the diagram |
| including the roles and functions of | include the duties of the major |  | is set up. |  |
| the governor, state legislature, and | political figures. |  |  |  |
| other constitutional officers. (H, C) |  |  | Note taking |  |
|  |  |  |  |  |
| USI.18 Explain the major components | Create a diagram of a town or | Handout | Fill in diagram of how | Accurate completion |
| of local government in Massachusetts, | city government in |  | the town government | of the diagram |
| including the roles and functions of | Massachusetts and include the | Town map | is set up. |  |
| school committees, town meetings, | roles and responsibilities of the |  |  |  |
| boards of selectmen, mayors, and city | local political infrastructure. |  | Note taking |  |
| councils. (H, C) |  |  |  |  |
|  |  |  |  |  |
| USI.8 Describe the debate over the | Analyze the arguments on both | Handouts | Faction activity | Debate |
| ratification of the Constitution | sides of the debate between the |  |  |  |
| between Federalists and Anti- | Federalists and Anti-federalists. | Film: *Empire of Reason* | Fill in note sheet on the | Speech for support of |
| Federalists and explain key ideas |  |  | ratification | side you are assigned |
| contained in the Federalist Papers on | Compare and contrast the | Copy of *Federalist Paper #10* |  |  |
| federalism, factions, checks and | ratification debates to current |  | Note taking | Unit test |
| balances, and the importance of an | discourse surrounding the size |  |  |  |
| independent judiciary. (H, C) | of the federal government. |  | Read aloud *Federalist* |  |
|  |  |  | *#10* |  |
|  | Define the *Federalist Papers*. |  |  |  |
|  |  |  | Debate the two |  |
|  | Analyze *Federalist #10* |  | viewpoints |  |
|  | Describe how the Anti- |  |  |  |
|  | federalists came to be |  |  |  |
|  | convinced to ratify the |  |  |  |
|  | Constitution. |  |  |  |
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| USI.9 Explain the reasons for the | Summarize the first ten | Textbook – *Pathways to the* | Chart the Bill of Rights | Bill of Rights Chart |
| passage of the Bill of Rights. (H, C) | amendments to the Constitution | *Present* |  |  |
|  | and analyze historical and |  | Define appropriate | Bill of Rights Quiz |
|  | contemporary applications of | Document: *The Bill of Rights* | vocab |  |
|  | each. |  |  | Type II Order of |
|  |  | Handouts | Illustrate the Bill of | importance of rights |
|  |  |  | Rights |  |
|  |  |  |  | Unit test |
|  |  |  | Class discussion and |  |
|  |  |  | debate |  |
| USI.19 Explain the rights and | Brainstorm ways citizens have | Handouts | Lecture |  |
| responsibilities of citizenship and | control over the government. |  |  |  |
| describe how opportunities are |  | Document: *The Constitution* | Class discussion | “Everyone speaks” |
| provided for citizens to participate in | List the responsibilities each |  |  |  |
| the political process. (H,C) | citizen has to the rest of society. | Citizenship exam |  |  |
|  |  |  |  |  |
| Common Core Literacy Standards: | Analyze primary and secondary | See primary source documents | Handouts | Reading quizzes |
| 1, 2, 3, 4, 8, 9, & 10 | sources to extract factual | above |  |  |
|  | information. |  | Note taking | 5 principles project |
|  |  | Textbook – *Pathways to the* |  |  |
|  | Utilize sources to identify cause | *Present* | Lecture | Unit test |
|  | and effect |  |  |  |
|  |  |  | Procuring appropriate |  |
|  | Define key vocabulary using | Newspaper articles | news article to |  |
|  | context |  | illustrate the proper |  |
|  |  |  | principle |  |
|  |  |  |  |  |
| *Common Core Writing Standards:* | Research given topics to explain, | See primary source documents | Modeling examples | 5 principles project |
| *1, 2, 4, 7, 8, 9 &10* | illustrate, and debate specified | above |  |  |
|  | topic |  | Handouts | Speech for support of |
|  |  |  |  | side you are assigned |
|  | Write a clear and coherent | Textbook – *Pathways to the* |  |  |
|  | argument on a given debate | *Present* |  | Order of importance |
|  | topic. Provide evidence to |  |  | of rights |
|  | support view point. | Handouts |  |  |
|  |  |  |  | Unit test exam |
|  | Provide supporting details when | Newspaper articles |  |  |
|  | answering, analyzing, and |  |  |  |
|  | reflecting on a given topic. | Film: *Empire of Reason* |  |  |
|  |  |  |  |  |

Essential Terms /People / Events: democracy, republic, *Declaration of Independence*, constitution, *The United States Constitution,* citizenship, jurisdiction, justice, rule of law, common law, precedent, James Madison, Federalists, Antifederalists, George Washington, Edmund Randolph, William Paterson, Roger Sherman, Oliver Ellsworth, The Great Compromise, Benjamin Franklin, The Annapolis Convention, The Three-fifths Compromise, The Virginia Plan, The New Jersey Plan, ratify, *The Federalist Papers, Federalist #10*, Publius, faction, Patrick Henry, Alexander Hamilton, John Jay, popular sovereignty, checks and balances, separation of powers, federalism , limiting the power of the government, The Northwest Ordinance of 1787, The Land Ordinance of 1785, Daniel Shays, preamble, amendment, bill, due process, double jeopardy, enumerated powers, implied powers, concurrent powers, elastic clause, impeachment, treason, perjury, jury, habeas corpus, ex post facto, eminent domain, assembly, suffrage, judicial review, establishment clause, free exercise clause, senate, house of representatives, congress, supreme court, chief justice, associate justice, cabinet, posterity

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| Course Title: US History I | | | | | | | |
| Massachusetts History and Social Studies Curriculum Learning Standards: USI.20, USI.22, USI.25, USI.26 | | | | | | | |
| Unit: 4-The New Republic  Essential Questions: 1. What were the key events that occurred during the first five U.S. presidents?   1. What is George Washington’s Greatest Legacy? 2. Did John Adams undo the Bill of Rights? 3. How does Thomas Jefferson resolve his Constitutional dilemma? 4. Why was James Madison unable to avoid a war? 5. Did Monroe uphold, or discount, Washington’s view of foreign policy? | | | | | | | |
|  |  | **Detailed Curriculum Standard** | **Skills/Objectives** | **Resources** | **Instructional Strategies** | **Assessments** |  |
|  |  |  |  |  |  |  |  |
| USI.20 Explain the evolution and | | | Describe how the first political | Textbook: Prentice Hall *America* | Lecture | Quizzes |  |
| functions of political parties, including | | | parties emerged. | *Pathways to the present* |  |  |  |
| their role in federal, state, and local | | |  |  | Guided reading | Unit test | |
| elections. | | | Show how nationalism | Handouts | assignments |  | |
|  | | | influenced the growth of |  |  | Reading quizzes | |
|  | | | political parties. | Lecture notes | Type I Political parties |  | |
|  | | |  |  |  | Questions | |
|  | | | Compare and contrast the | Power point: First five presidents | Group discussion and |  | |
|  | | | different ideas of the Federalists |  | debate | Worksheets | |
|  | | | and the Democratic- |  |  |  | |
|  | | | Republicans. |  | Power point: First five | Homework | |
|  | | |  |  | presidents |  | |
| USI.22 Summarize the major policies | | | Identify and describe important | Textbook: Prentice Hall *America* | Lecture | Presidents project | |
| and political developments that took | | | domestic and foreign policy | *Pathways to the present* |  |  | |
| place during the presidencies of | | | issues during the president’s |  | Guided reading | Quizzes | |
| George Washington (1789-1797), John | | | terms. | Document: *Washington’s* | assignments |  | |
| Adams (1797-1801), and Thomas | | |  | *Farewell/Jefferson’s 1st Inaugural* |  | Unit test | |
| Jefferson (1801-1809).(H,C) | | | Describe the key events that |  | Group discussion and |  | |
|  | | | took place in each president’s | Power point: First five presidents | debate | Reading quizzes | |
|  | | | time in office. |  |  |  | |
|  | | |  | Lecture notes | Power point: First five | Questions | |
|  | | |  |  | presidents |  | |
|  | | |  | Handouts |  | Worksheets | |
|  | | |  | Internet/Newspaper |  | Homework | |
|  | | |  | Maps |  |  | |
|  | | |  | Film: *History Channel “The* |  |  | |
|  | | |  | *Presidents”* volume I |  |  | |

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| USI.25 Trace the influence and ideas of | Define the concept of judicial | Textbook: Prentice Hall *America* | Lecture | Presidents project |
| Supreme Court Chief Justice John | review. | *Pathways to the present* |  |  |
| Marshall and the importance of the |  |  | Guided reading | Quizzes |
| doctrine of judicial review as | Describe the effects of increased | *Marbury v. Madison* play | assignments |  |
| manifested in *Marbury v. Madison. (H,* | nationalism in Supreme Court |  |  | Unit test |
| *C)* | rulings and formation of federal | Power point: First five presidents | Group discussion and |  |
|  | policies. |  | debate | Reading quizzes |
|  |  | Lecture notes |  |  |
|  |  |  | Power point: First five | Worksheets |
|  |  | Handouts | presidents |  |
|  |  |  |  | Homework |
| USI.26 Describe the causes, courses, | Describe the causes and effects | Textbook: Prentice Hall *America* | Lecture | Presidents project |
| and consequences of America’s | of the War of 1812. | *Pathways to the present* |  |  |
| westward expansion and its growing |  |  | Guided reading | Quizzes |
| diplomatic assertiveness. (H) | Show how increased | Documents: *Washington’s* | assignments |  |
|  | nationalism encouraged | *Farewell Address, Monroe* |  | Tests |
|  | industrialization and expansion. | *Doctrine, Star Spangled Banner* | Group discussion and |  |
|  |  |  | debate | Reading quizzes |
|  | Compare and contrast the ideas | Power point: First five presidents |  |  |
|  | expressed in *Washington’s* |  | Power point: First five | Questions |
|  | *Farewell Address* to those in the | Lecture notes | presidents |  |
|  | *Monroe Doctrine* and describe |  |  | Worksheets |
|  | the impact of those ideas on the | Handouts |  |  |
|  | formation of US foreign policy. |  |  | Homework |
|  |  | Internet/Newspaper |  |  |
|  |  | Maps |  |  |
| *Common Core Literacy Standards:* | Analyze primary sources and | Textbook: Prentice Hall *America* | Guided reading | Quizzes |
| *1,2,3,4,6,9,10* | secondary sources. | *Pathways to the present* | assignments |  |
|  |  |  |  | Tests |
|  | Define key words throughout | See primary source documents | Power point: First five |  |
|  | text. | above | presidents | Reading quizzes |
|  |  | Handouts |  | Questions |
|  |  |  |  | Worksheets |
|  |  |  |  | Homework |

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| *Common Core Writing Standards:* | Draws evidence from text to | Textbook: Prentice Hall *America* | Guided reading | Presidents project |
| *1,2,4,8,9* | support analysis. | *Pathways to the present* | assignments |  |
|  |  |  |  | Quizzes |
|  | Produce clear and coherent | See primary source documents | Group discussion and |  |
|  | writing for a specific purpose. | above | debate | Tests |
|  | Compare and contrast |  |  | Questions |
|  |  |  |  | Worksheets |
|  |  |  |  | Homework |
|  |  |  |  |  |

Essential Terms/People/Events: Federal Judiciary Act, cabinet, Whiskey Rebellion, foreign policy, Jay’s Treaty, French Revolution, neutral, Proclamation of

Neutrality, Pinckney’s Treaty, first national bank, Alexander Hamilton, political parties, Washington’s Farewell Address, precedent, XYZ Affair, Alien & Sedition Acts, Federalists, Democratic-Republicans, undeclared naval war, Election of 1800, Kentucky and Virginia Resolutions, John Marshall, Marbury v. Madison, judicial review, unconstitutional, strict interpretation, loose interpretation, Louisiana Purchase, Napoleon Bonaparte, William Clark, Meriwether Lewis, Sacajawea, Barbary Pirate War, Embargo Act 1807, Non-intercourse Act of 1809, Tecumseh, the Prophet, impressments, War Hawks, Francis Scott Key, Treaty of Ghent, Andrew Jackson, Hartford Convention, Battle of New Orleans, Nationalism, industrialization, Eerie Canal, American System, Henry Clay, James Monroe,

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| Course Title: United State History 1 | | | | | | | |
| Unit 5: Growth of Sectionalism | | | | | | | |
| Essential Questions:   1. How did the “Age of Jackson” bring about a vast expansion of democracy while at the same time expand the powers of the executive branch? 2. What was the rationale for and the consequences of territorial expansion? 3. How did the Industrial Revolution begin and what was its impact on American Society 4. What were the economic and social costs of rapid industrialization? | | | | | | | |
|  |  | **Detailed Curriculum Standard** | **Skills/Objectives** | **Resources** | **Instructional Strategies** | **Assessments** |  |
|  |  |  |  |  |  |  |  |
|  |  | USI.23 Analyze the rising levels of | Describe the paradox of | Textbook: Prentice Hall | Reading | Reading quizzes |  |
|  |  | political participation and the | nationalism giving way to | *America: Pathways to the Present* | comprehension |  |  |
|  |  | expansion of suffrage in antebellum | sectionalism in the expanding |  |  |  |  |
|  |  | America. (C, H) | nation | Instructor created handouts | Note taking | Map Assignment |  |
|  |  |  | Compare and contrast the | PBS documentary*- Andrew* | Recall; dates, events, | Political cartoon |  |
|  |  |  | description of Jackson as the | *Jackson: the Good & Evil* | places, major ideas |  |  |
|  |  |  | President of the “Common | *Presidency* |  |  |  |
|  |  |  | Man” to “King Andrew”. |  | Generalize from given |  |  |
|  |  |  |  | Political cartoon *“King Andrew”* | facts |  |  |
|  |  |  |  | Map : Universal Male Suffrage | Establish cause and |  |  |
|  |  |  |  |  | effect relationships |  |  |
|  |  |  |  |  | Predict consequences |  |  |
|  |  | USI.24 Describe the election of 1828, | Describe the disagreements | Power point: King Andrew or the | Reading | Reading quizzes |  |
|  |  | the importance of Jacksonian | over the protective tariff and | Man of the People | comprehension |  |  |
|  |  | democracy, and Jackson’s actions as | the National Bank and explain |  |  | DBQ Jacksonian |  |
|  |  | President. (H) | how they became sectionalist |  | Note taking | Presidency |  |
|  |  |  | issues. | Document: *Nullification* |  |  |  |
|  |  |  |  | *Proclamation 1832, Indian* | Recall; dates, events, |  |  |
|  |  |  | Show how the Nullification Crisis | *Removal Act 1830, Georgia v* | places, major ideas |  |  |
|  |  |  | was a prelude to civil war | *Worcester, Webster-Hayne* |  |  |  |
|  |  |  |  | *Debate* | Generalize from given |  |  |
|  |  |  | Describe the connection |  | facts |  |  |
|  |  |  | between the Indian Removal Act | Map- Trail of Tears |  |  |  |
|  |  |  | and the Trail of Tears |  | Establish cause and |  |  |
|  |  |  |  |  | effect relationships |  |  |
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|  |  | USI.26 Describe the causes, course, | Show how expansion became a | Textbook: Prentice Hall | Reading | Reading quizzes |
| and consequences of America’s | | | sectionalist issue. | *America: Pathways to the Present* | comprehension |  |
| westward expansion and its growing | | |  |  |  | Type 2 Open |
| diplomatic assertiveness | | | Define and explain the |  | Graphic organizer | Response |
|  | | | etymology of the phrase | Document: John L. O'Sullivan on |  |  |
|  | | | “manifest destiny” | *Manifest Destiny*, 1839 | Establish cause and | Jigsaw Westward |
|  | | |  |  | effect relationships | Expansion map |
|  | | | Describe the causes and effects | Freedom: A History of US |  |  |
|  | | | of the War with Mexico | *webisode 3* | Predict consequences |  |
|  | | | Describe the role of gold and | US Map*: Expansion 1783-1853* |  |  |
|  | | | religion in westward expansion |  |  |  |
|  | | |  | *James K. Polk –*lyrics They Might |  |  |
|  | | | Describe the consequences of | Be Giants |  |  |
|  | | | the Compromise of 1850 |  |  |  |
|  | | |  | Instructor created handouts |  |  |
|  | | |  |  |  |  |
| USI.30 Summarize the growth of the | | | Explain how Andrew Jackson, | Textbook: Prentice Hall | Reading | Reading quizzes |
| American education system and | | | and the Industrial Revolution led | *America: Pathways to the Present* | comprehension |  |
| Horace Mann’s campaign for free | | | to various reform movements in |  |  | Reformers research |
| compulsory public education. (H) | | | America in the 1830’s-40’s |  | Note taking | assignment |
|  | | | Describe where the reform | Freedom: A History of US | Recall; dates, events, | Then and Now |
|  | | | movements overlap and | *webisode 4* | places, major ideas | research assignment |
|  | | | intersect |  |  |  |
|  | | |  | Power point: *Era of Reform* | Generalize from given |  |
|  | | |  |  | facts |  |
|  | | |  | Instructor created handouts | Compare and |  |
|  | | |  |  | discriminate between |  |
|  | | |  |  | ideas |  |
|  | | |  |  | Establish cause and |  |
|  | | |  |  | effect relationships |  |
|  | | |  |  | Predict consequences |  |
|  | | |  |  |  |  |
| USI.31 Describe the formation of the | | | Distinguish between the | Textbook: Prentice Hall | Reading | Reading quizzes |
| abolitionist movement, the roles of | | | abolitionists and the supporters | *America: Pathways to the Present* | comprehension |  |
| various abolitionists, and the response | | | of gradual emancipation. |  |  | Reformers research |
| of southerners and northerners to | | |  | Freedom: A History of US | Note taking | assignment |
| abolitionism. (H) | | | Describe the impact of the | *webisode 4* |  |  |
|  | | | Fugitive Slave Act and the |  | Generalize from given | Then and Now |

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|  | publication of *Uncle Tom’s Cabin* | Power point: *Era of Reform* | facts | research assignment |
|  | on the growth of the abolitionist |  |  |  |
|  | movement. | Instructor created handouts | Establish cause and |  |
|  |  |  | effect relationships |  |
|  |  |  | Predict consequences |  |
| USI.33 Analyze the goals and effect of | Show how the Women’s Rights | Textbook: Prentice Hall | Primary source analysis | Reading quizzes |
| the antebellum women’s suffrage | movement evolved out of the | *America: Pathways to the Present* |  |  |
| movement. (H) | temperance and abolitionist |  | Cooperative learning | Reformers research |
|  | movements. | Freedom: A History of US |  | assignment |
|  |  | *webisode 4* | Redress of grievances |  |
|  |  |  | data analysis | Then and Now |
|  |  | Document: *Declaration of* |  | research assignment |
|  |  | *Sentiments (1848)* |  |  |
|  |  | Power point: *Era of Reform* |  |  |
|  |  | Instructor created handouts |  |  |
| USI.34 Analyze the emergence of the | Show how the Transcendentalist | Textbook: Prentice Hall | Primary source analysis | Type 2 What does |
| Transcendentalist movement through | movement emerged out of the | *America: Pathways to the Present* |  | your Utopia look |
| the writings of Ralph Waldo Emerson | Second Great Awakening and its |  |  | like? |
| and Henry David Thoreau | influence on the other reform | Freedom: A History of US |  |  |
|  | movements. | *webisode 4* |  |  |
|  |  | Document: Excerpts *Self-* |  |  |
|  |  | *Reliance, The American Scholar,* |  |  |
|  |  | *Nature, Walden, Civil* |  |  |
|  |  | *Disobedience* |  |  |
|  |  | Power point: *Era of Reform* |  |  |
|  |  | Instructor created handouts |  |  |
|  |  |  |  |  |
| Common Core Reading Standards | Primary source analysis | See primary source documents | Dissect primary sources | Position paper |
| 1,2,3,4,5,6,8,9,&10 |  | above |  | (DBQ) |
|  | Compare and contrast |  | Reading |  |
|  |  | Textbook: Prentice Hall | comprehension | Type 2s |
|  | Cause and effect | *America: Pathways to the Present* |  |  |
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| Common Core Writing Standards | Compile a notes page on a | See primary source documents | Modeling note page | Reformer research |
| 1,2,3,7,8,9 | reform | above |  | project |
|  |  |  |  |  |
|  | Cite sources | Internet |  | Type 2 quizzes |
|  | Support opinion with applicable | Library |  |  |
|  | facts |  |  |  |

Essential Terms/People/Events: Jacksonian Democracy, Jeffersonian Republican Party, judicial review, nullification, state’s rights, secession, protective tariff, nativism, spoils system, Common Man, Indian Removal Act, Trail of Tears, Nicholas Biddle, National Bank, pet banks, wildcat banks, manifest destiny, Oregon Trail, Daniel Webster, Robert Hayne, John C. Calhoun, Henry Clay, Mormons, Texas Revolution, California Gold Rush, Battle of the Alamo, Lone Star Republic, Steven Austin, Samuel Houston, Santa Anna, Pee Wee Herman, James L. Polk, Treaty of Guadalupe Hidalgo, Mexican Cession, transcendentalism, civil disobedience, Second Great Awakening, temperance, labor union, Utopian Societies, Horace Mann, Dorothea Dix, abolition, women’s rights, suffrage, Seneca Falls Convention, John Tyler, John Quincy Adams, Andrew Jackson, Martin Van Buren, William Henry Harrison, Peggy Eaton, Zachary Taylor, Gadsden Purchase

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| Course Title: United State History 1 | | | | | |
| Massachusetts History and Social Studies Curriculum Learning Standards: US1.35 – US1.36 | | | | | |
| Unit 6: Long Term Causes of the Civil War  Essential Questions:   1. What were the sectionalist issues that were continuing to divide the country in the 1840s & 50s? 2. How did slavery become the most divisive of the sectionalist issues? 3. Was the Civil War inevitable given cultural and economic differences between the North & the South? | | | | | |
|  | **Detailed Curriculum Standard** | **Skills/Objectives** | **Resources** | **Instructional Strategies** | **Assessments** |
|  |  |  |  |  |  |
|  | USI.35 Describe how the different | Describe the paradox of | Textbook: Prentice Hall | Reading | Reading quizzes |
|  | economies and cultures of the North | nationalism giving way to | *America: Pathways to the* | comprehension |  |
|  | and South contributed to the growing | sectionalism in the expanding | *Present* |  | Position paper |
|  | importance of sectional politics in the | nation. |  | Note taking |  |
|  | early 19th century. (H) |  |  |  | Unit test |
|  |  | Show how the economic | Instructor created handouts | Recall; dates, events, |  |
|  |  | differences between the North |  | places, major ideas |  |
|  |  | and the South led to the | Crossword puzzles: Industrial |  |  |
|  |  | development of two distinct | North and Agrarian South | Generalize from given |  |
|  |  | cultures. |  | facts |  |
|  |  |  |  | Establish cause and |  |
|  |  |  |  | effect relationships |  |
|  | USI.36 Summarize the critical | Distinguish between the long | Textbook: Prentice Hall | Reading | Reading quizzes |
|  | developments leading to the Civil War. | term and immediate causes of | *America: Pathways to the* | comprehension |  |
|  | (H) | the war. | *Present* |  |  |
|  | A.the Missouri Compromise (1820) |  |  | Note taking | Cause & effect chart |
|  | B.the South Carolina Nullification Crisis | Establish a cause and effect | Instructor created handouts |  |  |
|  | (1832-1833) | relationship amongst all of the |  | Recall; dates, events, | Unit test |
|  | C.the Wilmot Proviso (1846) | events leading to the Civil War. | Document: *Wilmot Proviso,* | places, major ideas |  |

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| D.the Compromise of 1850 |  | *Excerpt from Lincoln- Douglass* |  |  |
| E.the publication of Harriet Beecher |  | *debates, Lincoln’s 1st Inaugural* | Support generalizations |  |
| Stowe’s Uncle Tom’s Cabin (1851- |  | *Address, Excerpt on Dred Scott* | with details and |  |
| 1852) |  | *Decision, Excerpt from the* | illustrations |  |
| F.the Kansas-Nebraska Act (1854) |  | *Nullification Debates* |  |  |
| G.the Dred Scott Supreme Court case |  |  |  |  |
| (1857) |  |  |  |  |
| H.the Lincoln-Douglas debates (1858) |  |  |  |  |
| I.John Brown’s raid on Harper’s Ferry |  |  |  |  |
| (1859) |  |  |  |  |
| J.the election of Abraham Lincoln |  |  |  |  |
| (1860) |  |  |  |  |
| Common Core Reading Standards | Primary source analysis | Textbook: Prentice Hall | Establish cause and | Reading quizzes |
| 1, 2, 3, 4, 5, 6, 9, 10 |  | *America: Pathways to the* | effect relationships |  |
|  | Determining significance of | *Present* |  |  |
|  | events |  | Predict consequences | Position paper |
|  |  | See primary sources above |  |  |
|  | Extracting important details |  |  |  |
|  |  |  |  |  |
| Common Core Writing Standards | Development of thesis | Outline | Modeling reflection on | Type 2 open |
| 1, 2, 4, 7, 8, 9 |  |  | slavery | response |
|  | Provide supporting details | Textbook: Prentice Hall |  |  |
|  |  | *America: Pathways to the* |  | Position Paper |
|  |  | *Present* |  |  |
|  |  |  |  | Open Response on |
|  |  |  |  | Slavery issue |

Essential Terms/People/Events: Wilmot Proviso, Henry Clay, Steven Douglas, Daniel Webster, Compromise of 1850, Fugitive Slave Act, *Uncle Tom’s* *Cabin,*

Kansas-Nebraska Act, popular sovereignty, Bleeding Kansas, John Brown, Harper’s Ferry, Dred Scott Decision, Republican Party, Secession, Abraham Lincoln, nullification, void, protective tariff, westward expansion, gradual emancipation, abolitionist, Nat Turner, Missouri Compromise, Denmark Vesey, Harriet Tubman, Underground Railroad, William Lloyd Garrison, Frederick Douglass, *The North Star, The Liberator*, Elijah Lovejoy

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| Course Title: US History I | | | | | | | |
| Massachusetts History and Social Studies Curriculum Learning Standards: USI.37, USI.38, USI.39, USI.40 | | | | | | | |
| Unit: 7-Civil War 1861-1865  Essential Questions: 1. Which states are free states, border states, or slave states?   1. What were the Northern strategies/goals and the Southern strategies/goals during the war? 2. Why did the Union Army perform so poorly in the first months of the war? 3. Why was the Civil War marked by such staggering casualties? 4. Why were both sides unprepared for war? 5. Why did Lincoln only free the slaves in the Confederate States? 6. How does Gettysburg turn the tide of the war? 7. Why was Ulysses S. Grant determined to allow Robert E. Lee to surrender with honor? | | | | | | | |
|  |  | **Detailed Curriculum Standard** | **Skills/Objectives** | **Resources** | **Instructional Strategies** | **Assessments** |  |
|  |  |  |  |  |  |  |  |
|  |  | USI.37 On a map of North America, | Identify the immediate cause of | Textbook: Prentice Hall America: | Lecture | Quizzes |  |
|  |  | identify Union and Confederate States | secession. | *Pathways to the Present* |  |  |  |
|  |  | at the outbreak of the war. |  |  | Guided reading | Tests |  |
|  |  |  | Identify the first states to | Map of the US | assignments |  |  |
|  |  |  | secede from the union. |  |  | Reading quizzes |  |
|  |  |  |  | Handouts | Group discussion and |  |  |
|  |  |  | Locate Confederate, Free, and |  | debate | Questions |  |
|  |  |  | Border states on map. |  |  |  |  |
|  |  |  |  |  |  | Worksheets |  |
|  |  |  |  |  |  | Homework |  |
|  |  | USI.38 Analyze Abraham Lincoln’s | Identify the obstacles that | Textbook: Prentice Hall America: | Lecture | Presidents project |  |
|  |  | presidency, the Emancipation | Lincoln faced when he took | *Pathways to the Present* |  |  |  |
|  |  | Proclamation (1863), his views on | office and describe his view on |  | Guided reading | Quizzes |  |
|  |  | slavery, and the political obstacles he | slavery in 1860. | Document: Lincoln’s *“House* | assignments |  |  |
|  |  | encountered. (H,C) |  | *Divided” speech (1858), Lincoln’s* |  | Tests |  |
|  |  | *Seminal Primary Documents to Read:* | Identify the steps that led to the | *Gettysburg Address (1863), and* | Group discussion and |  |  |
|  |  | Lincoln’s Gettysburg Address (1863) | Emancipation Proclamation. | *Lincoln’s second inaugural address* | debate | Reading quizzes |  |
|  |  | and Lincoln’s second inaugural address |  | *(1865)* |  |  |  |
|  |  | (1865) | Explain the meaning of the |  |  | Questions |  |
|  |  | *Seminal Primary Documents to* | Emancipation Proclamation |  |  |  |  |
|  |  | *Consider:* Lincoln’s “House Divided” | For Union, Confederacy, and |  |  | Worksheets |  |
|  |  | speech (1858) | Boarder States. |  |  |  |  |
|  |  |  |  |  |  | Homework |  |
|  |  |  | Interpret *Lincoln’s Gettysburg* |  |  |  |  |
|  |  |  | *Address, Lincoln’s second* |  |  |  |  |
|  |  |  | *Inaugural, Lincoln’s House* |  |  |  |  |
|  |  |  | *Divided Speech.* |  |  |  |  |

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| USI.39 Analyze the roles and policies | Identity the goals of each side in | Textbook: Prentice Hall America: | Lecture | Quizzes |
| of various Civil War leaders and | the conflict. | *Pathways to the Present* |  |  |
| describe the important Civil War |  |  | Guided reading | Tests |
| battles and events. (H) | Compare and Contrast the | Film: *Glory* | assignments |  |
| *Leaders* | strengths and weaknesses of |  |  | Reading quizzes |
| A. Jefferson Davis | each side. | Leaders packet | Group discussion and |  |
| B. Ulysses S. Grant |  |  | debate | Questions |
| C. Robert E. Lee | Describe the Southern strategy |  |  |  |
| *Battles* | for winning the war. |  | Battles chart/map | Worksheets |
| A. The Massachusetts 54th Regiment |  |  |  |  |
| and the Battle at Fort Wagner | List the parts of the Anaconda |  |  | Homework |
| B. Antietam | Plan and translate the analogy. |  |  |  |
| C. Vicksburg |  |  |  | Leaders round robin |
| D. Gettysburg | Create a biographical sketch of |  |  |  |
|  | Ulysses S. Grant, Abraham |  |  |  |
|  | Lincoln, Jefferson Davis, and |  |  |  |
|  | Robert E. Lee. |  |  |  |
|  | Outline the major battles of the |  |  |  |
|  | Civil War and rank their order of |  |  |  |
|  | importance based on their |  |  |  |
|  | impact on the war. |  |  |  |
| USI. 40 Provide examples of the | Determine the long term and | Textbook: Prentice Hall America: | Lecture | Quizzes |
| various effects of the Civil War. (H, E) | short term effects of the Civil | *Pathways to the Present* |  |  |
| A. Physical and economic destruction | War on each region, on the |  | Guided reading | Tests |
| B. The increased role of the federal | country, and as a whole. | Film: *The Civil War* | assignments |  |
| government |  |  |  | Reading quizzes |
| C. The greatest loss of life on a per | Identify significant “firsts” of the | Photos by Mathew Brady | Group discussion and |  |
| capita basis of any U.S. war before or | Civil War period including |  | debate | Questions |
| since | technology, warfare, and |  |  |  |
|  | medical advancements. |  | Presentations | Worksheets |
|  |  |  |  | Homework |
|  |  |  |  | Research project on |
|  |  |  |  | significant firsts on |
|  |  |  |  | the Civil War period |
|  |  |  |  |  |
| *Common Core Literacy Standards:* | Analyze primary sources and | Textbook: Prentice Hall *America* | Lecture | Quizzes |
| *1,2,3,4,5,6,8,9,&10* | secondary sources. | *Pathways to the present* |  |  |
|  |  |  | Guided reading | Tests |
|  | Define key words throughout | Leaders packet | assignments |  |

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|  | text. |  |  | Reading quizzes |
|  |  | See primary source documents | Group Discussion and |  |
|  |  | above | debate | Questions |
|  |  |  |  | Worksheets |
|  |  |  |  | Homework |
|  |  |  |  |  |
| *Common Core Writing Standards:* | Draws evidence from text to | Textbook: Prentice Hall *America* | Lecture | Research project on |
| 1,2,4,6,7,8,&9 | support analysis. | *Pathways to the present* |  | significant firsts on |
|  |  |  | Guided reading | the Civil War period |
|  | Produce clear and coherent | Primary source documents | assignments |  |
|  | writing for a specific purpose. |  |  | Quizzes |
|  |  |  | Group discussion and |  |
|  |  |  | debate | Tests |
|  |  |  |  | Reading quizzes |
|  |  |  |  | Questions |
|  |  |  |  | Worksheets |

Homework

Essential Terms/People/Events: secession, Union, Confederacy, border state, emancipation, proclamation, civil war, causality, Fort Sumter, Jefferson Davis, US Grant, Abraham Lincoln, Robert E. Lee, George McClellan, William T. Sherman, Robert Gould Shaw, John Wilkes Booth, George Meade, Joshua Chamberlain,

David Farragut, Pickett’s Charge, Emancipation Proclamation, Gettysburg Address, Gettysburg, anaconda plan, First Bull Run, Sherman’s March, Fort Wagner,

Vicksburg, Antietam, minie ball, ironclad, blockade, Shiloh