

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? 2. What were the events that convinced the colonists to declare independence? 3. What were the Enlightenment ideas about government that inspired Thomas Jefferson? 4. 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 economic factors that contributed to the American Revolution	<p>Show the connection between the period of salutary neglect and the development of self-government in the colonies.</p> <p>Describe the cause and effect connection amongst the events leading to the American revolution from the French and Indian War through the Battles of Lexington and Concord.</p> <p>Explain how Americans were divided over the issue of separation from Britain.</p> <p>Describe what methods of protest were used by the colonists to resist British taxes.</p>	<p>Textbook: Prentice Hall <i>America: Pathways to the Present</i></p> <p>Freedom: A History of U.S. <i>webisode 1</i></p> <p>Instructor created handouts</p> <p>Film: <i>Johnny Tremain</i></p> <p>Film: <i>The American Revolution</i></p> <p><i>Liberty Kids series</i></p>	<p>Lecture</p> <p>Note taking</p> <p>Reading comprehension</p> <p>Class discussion and debates</p> <p>Maps</p>	<p>Scrapbook project</p> <p>Causes of the Revolution quiz/exam</p> <p>Reading quiz</p> <p>Graphic organizers</p> <p>Type 2 open response</p> <p>Homework</p>
U.S. I.2 Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government	<p>Describe what colonists expected from the British government.</p> <p>Compare and contrast <i>The Declaration of Independence to the English Bill of Rights and the Magna Carta</i>.</p>	<p>Textbook: Prentice Hall <i>America: Pathways to the Present</i></p> <p>Document: <i>English Bill of Rights, The Declaration of Independence, and The Magna Carta</i></p> <p>You Tube: <i>Declaration of Independence</i> reading</p> <p>Instructor created handouts</p> <p>Internet based data sources</p>	<p>Primary source analysis</p> <p>Reading comprehension</p> <p>Lecture</p> <p>Class discussion and debates</p>	<p>Graphic organizers</p> <p>Scrapbook project</p> <p>Exam: <i>Events leading to the revolution</i></p> <p>Homework</p> <p>Reading rubric <i>Declaration of Independence</i></p>

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

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

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:				
<ol style="list-style-type: none"> 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 adoption of the Articles of Confederation, including why its drafters created a weak central government; analyze the weaknesses of the national government under the Articles; and describe crucial events leading to the Constitutional Convention. (H, C)	<p>Compare and Contrast the weaknesses and accomplishments of the Articles of Confederation, including the transition from the Annapolis Convention to the Constitutional Convention .</p> <p>Describe how Shays’ Rebellion demonstrated weaknesses of the Articles of Confederation.</p>	<p>Textbook – <i>Pathways to the Present</i></p> <p>Handouts</p> <p>Glue</p> <p>Scissors</p>	<p>Type I Why is government necessary?</p> <p>Lecture</p> <p>Note taking</p> <p>Guided reading assignments</p> <p>Articles of Confederation Art Project</p>	<p>Reading quizzes</p> <p>Art project accuracy</p> <p>Type II “If men were angels (<i>Federalist #51</i>)”</p> <p>Unit test</p>
USI.7 Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the compromises that were reached. (H,C)	<p>List the major figures present at the Constitutional Convention and describe the role each played at the convention.</p> <p>Identify the issues that needed to be resolved at the Constitutional Convention.</p> <p>Explain how compromise was used to resolve the debate over representation, and the federal government’s power to tax.</p>	<p>Textbook – <i>Pathways to the Present</i></p> <p>Document: <i>Articles of Confederation</i></p> <p>Document: <i>The Northwest Ordinance</i></p> <p>Handouts</p> <p>Film: <i>This is America Charlie Brown</i></p> <p>Film: <i>School House Rock</i></p>	<p>Lecture</p> <p>Note taking</p> <p>Guided reading assignments</p> <p>Class discussion and debate</p>	<p>Reading quizzes</p> <p>Type II Constitutional Convention</p> <p>Unit test</p>

USI.14 Explain the characteristics of American democracy, including concepts of popular sovereignty, federalism, separation of powers, checks and balances, individual rights, representative institutions, and constitutional government. (H, C)	Identify and describe the five principles that guided the writing of the Constitution.	Textbook – <i>Pathways to the Present</i> Workbook - <i>Pathways to the Present (Constitution)</i> Handouts Newspaper articles Scissors	Lecture Note taking Fill in the hand	Reading quizzes Type II 5 principles 5 principles project Unit test
USI.11 Describe the purpose and function of government (H, C)	Articulate the goals set for the government by the preamble to the Constitution.	Textbook – <i>Pathways to the Present</i> Document: <i>The US Constitution</i> Handouts Notes	Lecture Note taking Worksheet Class discussion and debate	Reading quizzes Reading rubric <i>Preamble</i> Unit test
USI.21 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C)	Read and outline articles 1-3 to describe the powers granted to the legislative, executive, and judicial branches. Explain the process of how a bill becomes a law. Distinguish between direct and indirect democracy i.e. electoral college / amendments / republicanism	Textbook – <i>Pathways to the Present</i> Film: <i>School House Rock</i> Document: <i>The US Constitution</i>	Lecture Note taking Cooperative learning Class discussion and debate	Type II 3 branches Constitutional Outline Unit test
USI.15 Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C)	Define federalism. Provide examples of federalism in practice.	Handouts Graphic Organizer Notes Document: <i>The US Constitution</i>	Lecture Note taking Fill in federalism venn diagram Class discussion and debate	Accuracy of venn diagram Unit test

USI.16 Describe the evolution of the role of the federal government, including public services, taxation, economic policies, foreign policies, and common defense. (H, C)	Explain the roles and powers of the Supreme Court by analyzing landmark decisions.	Textbook – <i>Pathways to the Present</i> Document: <i>The US Constitution</i> Handouts Landmark decision summaries	Lecture Note taking Class discussion and debate	Unit test
USI.17 Explain the major components of local government in Massachusetts, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)	Create a diagram of how the state government is set up and include the duties of the major political figures.	Handout	Fill in diagram of how the state government is set up. Note taking	Accurate completion of the diagram
USI.18 Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils. (H, C)	Create a diagram of a town or city government in Massachusetts and include the roles and responsibilities of the local political infrastructure.	Handout Town map	Fill in diagram of how the town government is set up. Note taking	Accurate completion of the diagram
USI.8 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)	Analyze the arguments on both sides of the debate between the Federalists and Anti-federalists. Compare and contrast the ratification debates to current discourse surrounding the size of the federal government. Define the <i>Federalist Papers</i> . Analyze <i>Federalist #10</i> Describe how the Anti-federalists came to be convinced to ratify the Constitution.	Handouts Film: <i>Empire of Reason</i> Copy of <i>Federalist Paper #10</i>	Faction activity Fill in note sheet on the ratification Note taking Read aloud <i>Federalist #10</i> Debate the two viewpoints	Debate Speech for support of side you are assigned Unit test

USI.9 Explain the reasons for the passage of the Bill of Rights. (H, C)	Summarize the first ten amendments to the Constitution and analyze historical and contemporary applications of each.	Textbook – <i>Pathways to the Present</i> Document: <i>The Bill of Rights</i> Handouts	Chart the Bill of Rights Define appropriate vocab Illustrate the Bill of Rights Class discussion and debate	Bill of Rights Chart Bill of Rights Quiz Type II Order of importance of rights Unit test
USI.19 Explain the rights and responsibilities of citizenship and describe how opportunities are provided for citizens to participate in the political process. (H,C)	Brainstorm ways citizens have control over the government. List the responsibilities each citizen has to the rest of society.	Handouts Document: <i>The Constitution</i> Citizenship exam	Lecture Class discussion	“Everyone speaks”
Common Core Literacy Standards: 1, 2, 3, 4, 8, 9, & 10	Analyze primary and secondary sources to extract factual information. Utilize sources to identify cause and effect Define key vocabulary using	See primary source documents above Textbook – <i>Pathways to the Present</i> Newspaper articles	Handouts Note taking Lecture Procuring appropriate news article to	Reading quizzes 5 principles project Unit test
	context		illustrate the proper principle	
<i>Common Core Writing Standards: 1, 2, 4, 7, 8, 9 & 10</i>	Research given topics to explain, illustrate, and debate specified topic Write a clear and coherent argument on a given debate topic. Provide evidence to support view point. Provide supporting details when answering, analyzing, and reflecting on a given topic.	See primary source documents above Textbook – <i>Pathways to the Present</i> Handouts Newspaper articles Film: <i>Empire of Reason</i>	Modeling examples Handouts	5 principles project Speech for support of side you are assigned Order of importance of rights Unit test exam

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

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: <ol style="list-style-type: none"> 1. What were the key events that occurred during the first five U.S. presidents? 2. What is George Washington's Greatest Legacy? 3. Did John Adams undo the Bill of Rights? 4. How does Thomas Jefferson resolve his Constitutional dilemma? 5. Why was James Madison unable to avoid a war? 6. 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 functions of political parties, including their role in federal, state, and local elections.	<p>Describe how the first political parties emerged.</p> <p>Show how nationalism influenced the growth of political parties.</p> <p>Compare and contrast the different ideas of the Federalists and the Democratic-Republicans.</p>	<p>Textbook: Prentice Hall <i>America Pathways to the present</i></p> <p>Handouts</p> <p>Lecture notes</p> <p>Power point: First five presidents</p>	<p>Lecture</p> <p>Guided reading assignments</p> <p>Type I Political parties</p> <p>Group discussion and debate</p> <p>Power point: First five presidents</p>	<p>Quizzes</p> <p>Unit test</p> <p>Reading quizzes</p> <p>Questions</p> <p>Worksheets</p> <p>Homework</p>
USI.22 Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809).(H,C)	<p>Identify and describe important domestic and foreign policy issues during the president's terms.</p> <p>Describe the key events that took place in each president's time in office.</p>	<p>Textbook: Prentice Hall <i>America Pathways to the present</i></p> <p>Document: <i>Washington's Farewell/Jefferson's 1st Inaugural</i></p> <p>Power point: First five presidents</p> <p>Lecture notes</p> <p>Handouts</p> <p>Internet/Newspaper</p> <p>Maps</p> <p>Film: <i>History Channel "The Presidents"</i> volume I</p>	<p>Lecture</p> <p>Guided reading assignments</p> <p>Group discussion and debate</p> <p>Power point: First five presidents</p>	<p>Presidents project</p> <p>Quizzes</p> <p>Unit test</p> <p>Reading quizzes</p> <p>Questions</p> <p>Worksheets</p> <p>Homework</p>

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

<i>Common Core Writing Standards:</i> 1,2,4,8,9	Draws evidence from text to support analysis. Produce clear and coherent writing for a specific purpose. Compare and contrast	Textbook: Prentice Hall <i>America Pathways to the present</i> See primary source documents above	Guided reading assignments Group discussion and debate	Presidents project Quizzes Tests Questions Worksheets Homework
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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, Erie Canal, American System, Henry Clay, James Monroe,

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 political participation and the expansion of suffrage in antebellum America. (C, H)	<p>Describe the paradox of nationalism giving way to sectionalism in the expanding nation</p> <p>Compare and contrast the description of Jackson as the President of the “Common Man” to “King Andrew”.</p>	<p>Textbook: Prentice Hall <i>America: Pathways to the Present</i></p> <p>Instructor created handouts</p> <p>PBS documentary- <i>Andrew Jackson: the Good & Evil Presidency</i></p> <p>Political cartoon “King Andrew”</p> <p>Map : Universal Male Suffrage</p>	<p>Reading comprehension</p> <p>Note taking</p> <p>Recall; dates, events, places, major ideas</p> <p>Generalize from given facts</p> <p>Establish cause and effect relationships</p> <p>Predict consequences</p>	<p>Reading quizzes</p> <p>Map Assignment</p> <p>Political cartoon</p>
USI.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson’s actions as President. (H)	<p>Describe the disagreements over the protective tariff and the National Bank and explain how they became sectionalist issues.</p> <p>Show how the Nullification Crisis was a prelude to civil war</p> <p>Describe the connection between the Indian Removal Act and the Trail of Tears</p>	<p>Power point: King Andrew or the Man of the People</p> <p>Document: <i>Nullification Proclamation 1832, Indian Removal Act 1830, Georgia v Worcester, Webster-Hayne Debate</i></p> <p>Map- Trail of Tears</p>	<p>Reading comprehension</p> <p>Note taking</p> <p>Recall; dates, events, places, major ideas</p> <p>Generalize from given facts</p> <p>Establish cause and effect relationships</p>	<p>Reading quizzes</p> <p>DBQ Jacksonian Presidency</p>

<p>USI.26 Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness</p>	<p>Show how expansion became a sectionalist issue.</p> <p>Define and explain the etymology of the phrase "manifest destiny"</p> <p>Describe the causes and effects of the War with Mexico</p> <p>Describe the role of gold and religion in westward expansion</p> <p>Describe the consequences of the Compromise of 1850</p>	<p>Textbook: Prentice Hall <i>America: Pathways to the Present</i></p> <p>Document: John L. O'Sullivan on <i>Manifest Destiny</i>, 1839</p> <p>Freedom: A History of US <i>webisode 3</i></p> <p>US Map: <i>Expansion 1783-1853</i></p> <p><i>James K. Polk</i> –lyrics They Might Be Giants</p> <p>Instructor created handouts</p>	<p>Reading comprehension</p> <p>Graphic organizer</p> <p>Establish cause and effect relationships</p> <p>Predict consequences</p>	<p>Reading quizzes</p> <p>Type 2 Open Response</p> <p>Jigsaw Westward Expansion map</p>
<p>USI.30 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)</p>	<p>Explain how Andrew Jackson, and the Industrial Revolution led to various reform movements in America in the 1830's-40's</p> <p>Describe where the reform movements overlap and intersect</p>	<p>Textbook: Prentice Hall <i>America: Pathways to the Present</i></p> <p>Freedom: A History of US <i>webisode 4</i></p> <p>Power point: <i>Era of Reform</i></p> <p>Instructor created handouts</p>	<p>Reading comprehension</p> <p>Note taking</p> <p>Recall; dates, events, places, major ideas</p> <p>Generalize from given facts</p> <p>Compare and discriminate between ideas</p> <p>Establish cause and effect relationships</p> <p>Predict consequences</p>	<p>Reading quizzes</p> <p>Reformers research assignment</p> <p>Then and Now research assignment</p>
<p>USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)</p>	<p>Distinguish between the abolitionists and the supporters of gradual emancipation.</p> <p>Describe the impact of the Fugitive Slave Act and the</p>	<p>Textbook: Prentice Hall <i>America: Pathways to the Present</i></p> <p>Freedom: A History of US <i>webisode 4</i></p>	<p>Reading comprehension</p> <p>Note taking</p> <p>Generalize from given</p>	<p>Reading quizzes</p> <p>Reformers research assignment</p> <p>Then and Now</p>

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

Common Core Writing Standards 1,2,3,7,8,9	Compile a notes page on a reform	See primary source documents above	Modeling note page	Reformer research project
	Cite sources	Internet		Type 2 quizzes
	Support opinion with applicable facts	Library		

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

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: <ol style="list-style-type: none"> 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 economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)	Describe the paradox of nationalism giving way to sectionalism in the expanding nation. Show how the economic differences between the North and the South led to the development of two distinct cultures.	Textbook: Prentice Hall <i>America: Pathways to the Present</i> Instructor created handouts Crossword puzzles: Industrial North and Agrarian South	Reading comprehension Note taking Recall; dates, events, places, major ideas Generalize from given facts Establish cause and effect relationships	Reading quizzes Position paper Unit test
USI.36 Summarize the critical developments leading to the Civil War. (H) A.the Missouri Compromise (1820) B.the South Carolina Nullification Crisis (1832-1833) C.the Wilmot Proviso (1846)	Distinguish between the long term and immediate causes of the war. Establish a cause and effect relationship amongst all of the events leading to the Civil War.	Textbook: Prentice Hall <i>America: Pathways to the Present</i> Instructor created handouts Document: <i>Wilmot Proviso</i> ,	Reading comprehension Note taking Recall; dates, events, places, major ideas	Reading quizzes Cause & effect chart Unit test

D.the Compromise of 1850 E.the publication of Harriet Beecher Stowe's Uncle Tom's Cabin (1851-1852) F.the Kansas-Nebraska Act (1854) 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)		<i>Excerpt from Lincoln- Douglass debates, Lincoln's 1st Inaugural Address, Excerpt on Dred Scott Decision, Excerpt from the Nullification Debates</i>	Support generalizations with details and illustrations	
Common Core Reading Standards 1, 2, 3, 4, 5, 6, 9, 10	Primary source analysis Determining significance of events Extracting important details	Textbook: Prentice Hall <i>America: Pathways to the Present</i> See primary sources above	Establish cause and effect relationships Predict consequences	Reading quizzes Position paper
Common Core Writing Standards 1, 2, 4, 7, 8, 9	Development of thesis Provide supporting details	Outline Textbook: Prentice Hall <i>America: Pathways to the Present</i>	Modeling reflection on slavery	Type 2 open response Position Paper 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

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?
 2. What were the Northern strategies/goals and the Southern strategies/goals during the war?
 3. Why did the Union Army perform so poorly in the first months of the war?
 4. Why was the Civil War marked by such staggering casualties?
 5. Why were both sides unprepared for war?
 6. Why did Lincoln only free the slaves in the Confederate States?
 7. How does Gettysburg turn the tide of the war?
 8. 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 Union and Confederate States at the outbreak of the war.	Identify the immediate cause of secession. Identify the first states to secede from the union. Locate Confederate, Free, and Border states on map.	Textbook: Prentice Hall America: <i>Pathways to the Present</i> Map of the US Handouts	Lecture Guided reading assignments Group discussion and debate	Quizzes Tests Reading quizzes Questions Worksheets Homework
USI.38 Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H,C) <i>Seminal Primary Documents to Read:</i> Lincoln's Gettysburg Address (1863) and Lincoln's second inaugural address (1865) <i>Seminal Primary Documents to Consider:</i> Lincoln's "House Divided" speech (1858)	Identify the obstacles that Lincoln faced when he took office and describe his view on slavery in 1860. Identify the steps that led to the Emancipation Proclamation. Explain the meaning of the Emancipation Proclamation For Union, Confederacy, and Boarder States. Interpret <i>Lincoln's Gettysburg Address, Lincoln's second Inaugural, Lincoln's House Divided Speech.</i>	Textbook: Prentice Hall America: <i>Pathways to the Present</i> Document: Lincoln's " <i>House Divided</i> " speech (1858), <i>Lincoln's Gettysburg Address (1863)</i> , and <i>Lincoln's second inaugural address (1865)</i>	Lecture Guided reading assignments Group discussion and debate	Presidents project Quizzes Tests Reading quizzes Questions Worksheets Homework

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

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