

## Curriculum Map: Foundations of the Republic

Course: Foundations of the Republic (LRC)

Grade 10

**Course Description:** United States History:Foundations of the Republic HS110 Students in this class will be introduced to themes that will include discussions of American diversity, the development of a unique American identity, the evolution of American culture, demographic changes over the course of America's history, economic trends and transformations, the development of political institutions and the components of citizenship, the history of American foreign policy, the history of slavery and its legacies, and the role of religion in the making of United States history. Special attention will be given to the study of the United States Constitution and other foundation documents. This course is offered as a dual enrollment class for three (3) La Roche College credits and a weighted grade. Emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. This class is the first of a two part course in United States history and meets Advanced Placement standards.

**Course Long Term Transfer Goals:** Foundations of the Republic is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will analyze historical material, synthesize their own ideas, and evaluate those of others. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**Course Textbooks,** Faragher, John Mack. et al. *Out of Many* 5th Edition Volume I  
**Workbooks,** Prentice Hall. *Primary Sources: Documents in U.S. History* Volume I  
**Materials** *Edsitement.* National Endowment for the Humanities on the Web.  
**Citations:** Gilder Lehrman Institute for American History.

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### Unit: Unit 1Transatlantic Encounters

Timeline: 3 Weeks

**Unit Description:** Students study the colonial era in American history because it is essential as the foundations for many of the most critical developments in our subsequent national history were established in those years. The long duration of the nation's colonial period--nearly two centuries--requires that teachers establish clear themes. A continental and Caribbean approach best serves a full understanding of this era because North America and the closely linked West Indies were an international theater of colonial development. One theme involves the intermingling of Native Americans, Europeans, and Africans. Students first need to understand what induced hundreds of thousands of free and indentured immigrants to leave their homelands in many parts of Europe. Why did they risk the hardships of resettlement overseas, and how well did they succeed? Students must also address two of the most tragic aspects of American history: first, the violent conflicts between Europeans and indigenous peoples, the devastating spread of European diseases among Native Americans, and the gradual dispossession of Indian land; second, the traffic in the African slave trade and the development of a slave labor system in many of the colonies. While coming to grips with these tragic events, students should also recognize that Africans and Native Americans were not simply victims but were intricately involved in the creation of colonial society and a new, hybrid American culture. A second theme is the development of political and religious institutions and values. The roots of representative government are best studied regionally, so that students can appreciate how European colonizers in New England, the mid-Atlantic, and the South differed in the ways they groped their way toward mature political institutions. In studying the role of religion--especially noteworthy are the foundations of religious freedom, denominationalism, and the many-faceted impact of the Great Awakening--a comparative geographic approach can also be fruitful. Comparison with the role of religion in Dutch, French, and Spanish colonies can be valuable as well. A third theme is the economic development of the colonies through agriculture and commerce. A comparative approach to French, Spanish, Dutch, and English colonies, and a regional approach to the English mainland and West Indian colonies, as part of a developing Atlantic economy, will also be instructive. As in studying politics and religion, students should ponder how economic institutions developed--in ways that were typically European or were distinctively American--and how geographical variations--climate, soil conditions, and other natural resources--helped shape regional economic development.

**Unit Big Ideas:**

1. Geography and religion greatly shaped the colonial experience.
2. Race slaves and indentured servants were an essential part of colonial life and economy.

**Unit Essential Questions:**

1. Was slavery the basis of freedom in colonial America?
2. Has Puritanism shaped American values?

- How was slavery the “mainspring” of the world’s economy?
- How did the English experience in Ireland inform colonial treatment of Native Americans?

**Unit Key Terminology & Definitions :**

- Mercantilism:** an economic policy under which nations sought to increase their wealth and power by obtaining large amounts of gold and silver and by selling more goods than they bought.
- Encomiendas:** Grants to Spanish settlers that gave authority over Native Americans for the purpose of labor and obliged the holder to Christianize and protect the Native Americans, and attempted to erase their culture and supplement it with Catholicism.
- Joint-Stock Company:** Group of investors who bought the right to establish New World plantations from the king.
- Indentured servants:** Migrants who, in exchange for transatlantic passage, bound themselves to a colonial employer for a term of service, typically between four and seven years. Their migration addressed the chronic labor shortage in the colonies and facilitated settlement.
- Trade and Navigation Acts 1607-1763:** a series of acts and laws that were implemented by England in 1651, meant to restrict foreign trade in its colonies (for the purpose of giving more advantage to England as well as cutting off rivals).
  - All goods had to be transported on English Ships
  - Most goods imported from the colonies had to pass through English ports
  - There was certain enumerated (specific) goods that could only be shipped to England from the colonies.
- Great Puritan Migration:** refers to the migration in this period of English settlers, primarily Puritans to Massachusetts and the warm islands of the West Indies, especially the sugar rich island of Barbados, 1630-40. They came in family groups, rather than as isolated individuals and were motivated chiefly by a quest for freedom to practice their religion.
- New England Confederation:** Four colonies banded together to form this group in 1643. Its main purpose was defense against foes or potential foes, notably the Indians, the French, and the Dutch. Purely inter-colonial problems came within its jurisdiction as well. Each member colony wielded 2 votes. The member colonies were the Bay Colony, the Plymouth Colony, New Haven, and scattered valley settlements in CT, so it was basically an exclusive Puritan club. Three of these four wanted to wipe out New Netherland with military force, but MA didn't want to. The formation of this group was the first notable milestone toward colonial unity.
- Proprietary colonies:** Colonies under the authority of individuals granted charters of ownership by the king.
- Royal Colonies:** Colonies under the direct rule of a monarch, where governors were appointed directly by the King. Though often competent administrators, the governors frequently ran into trouble with colonial legislatures, which resented the imposition of control from across the Atlantic.
- Charter Colonies:** founded by a government charter granted to a company or a group of people; British government had some control.
- King Philip's War 1675:** A series of battles in New Hampshire between the colonists and the Wompanowogs, led by a chief known as King Philip. The war was started when the Massachusetts government tried to assert court jurisdiction over the local Indians. The colonists won with the help of the Mohawks, and this victory opened up additional Indian lands for expansion.
- Headright System:** parcels of land consisting of about 50 acres which were given to colonists who brought indentured servants into America. They were used by the Virginia Company to attract more colonists
- Middle Passage:** the route in between the western ports of Africa to the Caribbean and southern U.S. that carried the slave trade.
- African diaspora:** dispersal of Africans throughout the Americas because of slavery.
- English Civil War:** James I and Charles I were in political conflict with Parliament over revenue raising. In 1628, Parliament passed the Petition of Rights which would require their approval of any taxation imposed upon them by the King. King Charles I adjourned Parliament and ruled without benefit of Parliament for 11 years. This involved a difficult effort to raise revenues since Parliament represented the ruling elite of England, and without their cooperation, the King was deprived of major sources of financial support. When, in 1639, a rebellion occurred in Scotland, King Charles convened Parliament in order to finance the raising of an army. Once again, Parliament refused to cooperate. When the King, in frustration, ordered the Parliament to adjourn, Parliamentary leaders refused. This act of defiance brought an end to the period of political maneuvering. Both sides took up arms and a Civil War followed.

**Unit Student Learning Outcomes:**

- Explain why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.
- Discuss how political, religious, and social institutions emerged in the English colonies.
- Explain how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the America

**Unit Instructional Procedures, Activities & Labs:**

Instructional procedures are outlined in each unit lesson.

**Unit Student Performance Tasks:**

Formative Assessment: Quizzes and written material derived from lessons.  
Summative Assessment: Multiple Choice Exam (Advanced Placement)

**Unit Standards:**

APSS US 2 B-2 G

**Unit Materials:** Films:  
*The Middle Passage* (75 Minutes)  
*Africans in America: The Terrible Transformation* (50 Minutes)  
 Powerpoints

**Unit Assignments:** Chapters 3 and 4 in *Out of Many*

**Unit Notes:** Crosby, Alfred. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Greenwood Press. Westport CN. 1972.  
 Demos, John. *Circles and Lines: The Shape of Life in Early America*. Harvard University Press. Cambridge MA. 2004.  
 Harshaw, Tim. *The Birth of Black America: The First African Americans and the Pursuit of Freedom in Jamestown*. Carroll and Graf. New York. 2007.  
 Hawke, Freeman Hawke. *Everyday Life in Early America*. 2003  
 Hill, Christopher. *The World Turned Upside Down: Radical Ideas During the English Revolution*. 1972  
 Prall, Stuart. Ed. *The Puritan Revolution: A Documentary History*. Doubleday. New York. 1968.  
 Walzer, Michael. *The Revolution of the Saints: A Study in the Origins of Radical Politics*. 1965  
 Ubbelohde, Carl. *The American Colonies and the British Empire, 1607-1763*

## STANDARDS

NATIONAL: AP - Advanced Placement Standards (2006-2009)

<a href="#">APSS-US.2.C (Advanced)</a>	French colonization of Canada
<a href="#">APSS-US.2.D (Advanced)</a>	English settlement of New England, the Mid-Atlantic region, and the South
<a href="#">APSS-US.2.E (Advanced)</a>	From servitude to slavery in the Chesapeake region
<a href="#">APSS-US.2.F (Advanced)</a>	Religious diversity in the American colonies
<a href="#">APSS-US.2.G (Advanced)</a>	Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt
<a href="#">APSS-US.3.A (Advanced)</a>	Population growth and immigration
<a href="#">APSS-US.3.B (Advanced)</a>	Transatlantic trade and the growth of seaports
<a href="#">APSS-US.3.C (Advanced)</a>	The eighteenth-century back country
<a href="#">APSS-US.3.D (Advanced)</a>	Growth of plantation economies and slave societies
<a href="#">APSS-US.3.E (Advanced)</a>	The Enlightenment and the Great Awakening

## Unit: Unit 2 Colonial North America

Timeline: 2 Weeks

**Unit Description:** The study of the colonial era in American history is essential because the foundations for many of the most critical developments in our subsequent national history were established in those years. The long duration of the nation's colonial period--nearly two centuries--requires that teachers establish clear themes. A continental and Caribbean approach best serves a full understanding of this era because North America and the closely linked West Indies were an international theater of colonial development. One theme involves the intermingling of Native Americans, Europeans, and Africans. Students first need to understand what induced hundreds of thousands of free and indentured immigrants to leave their homelands in many parts of Europe. Why did they risk the hardships of resettlement overseas, and how well did they succeed? Students must also address two of the most tragic aspects of American history: first, the violent conflicts between Europeans and indigenous peoples, the devastating spread of European diseases among Native Americans, and the gradual dispossession of Indian land; second, the traffic in the African slave trade and the development of a slave labor system in many of the colonies. While coming to grips with these tragic events, students should also recognize that Africans and Native Americans were not simply victims but were intricately involved in the creation of colonial society and a new, hybrid American culture. A second theme is the development of political and religious institutions and values. The roots of representative government are best studied regionally, so that students can appreciate how European colonizers in New England, the mid-Atlantic, and the South differed in the ways they groped their way toward mature political institutions. In studying the role of religion--especially noteworthy are the foundations of religious freedom, denominationalism, and the many-faceted impact of the Great Awakening--a comparative geographic approach can also be fruitful. Comparison with the role

of religion in Dutch, French, and Spanish colonies can be valuable as well. A third theme is the economic development of the colonies through agriculture and commerce. A comparative approach to French, Spanish, Dutch, and English colonies, and a regional approach to the English mainland and West Indian colonies, as part of a developing Atlantic economy, will also be instructive. As in studying politics and religion, students should ponder how economic institutions developed--in ways that were typically European or were distinctively American--and how geographical variations--climate, soil conditions, and other natural resources--helped shape regional economic development.

**Unit Big Ideas:**

1. The English experience in Ireland influenced their treatment of native peoples in the New World.

**Unit Essential Questions:**

1. Why did the European colonies establish colonies in North America and how do these colonies compare in terms of community structure?
2. Why did the English colonies differ from each other in terms of location, reasons for establishment, economy, governmental structure, and ideology?
3. Why were there conflicts between European countries represented in North America, between Indians and Europeans, between English colonies and the government at home?
4. How did various English conflicts over religion from Henry VIII to William and Mary affect the settlement of North America?
5. What was the impact on the Indians of the different European plantings of colonies in North America?

**Unit Key Terminology & Definitions :**

**Massachusetts Bay Colony** One of the first settlements in New England; established in 1630 and became a major Puritan colony. Became the state of Massachusetts, originally where Boston is located. It was a major trading center, and absorbed the Plymouth community.

**John Winthrop** Governor of Massachusetts Bay Colony, envisioned colony as a "city upon a hill"

**Anne Hutchinson** Puritan dissenter banished from the Massachusetts Bay Colony who fled to Rhode Island in 1638

**Half-way Covenant** A Puritan church document; In 1662, the Halfway Covenant allowed partial membership rights to persons not yet converted into the Puritan church; It lessened the difference between the "elect" members of the church from the regular members; Women soon made up a larger portion of Puritan congregations.

**House of Burgesses** The first official legislative assembly in the Colonies

**Bacon's Rebellion** Rebellion of discontent former landless servants led by Nathaniel Bacon. Though the rebellion was crushed, it caused a move from indentured servants to African slaves for labor purposes.

**First Great Awakening** Religious revival in the American colonies of the eighteenth century during which a number of new Protestant churches were established.

**Jonathan Edwards** A Congregationalist preacher of the Great Awakening who spoke of the fiery depths of hell.

**George Whitefield** Preacher who traveled throughout the colonies: He said the key test of election (salvation) is an emotional conversion experience

**Toleration Acts:** protect Catholic rights in Maryland from influx of new Protestants-protected all Christians but not Jews

**Unit Student Learning Outcomes:**

At the conclusion of this unit, students will be able to:

1. Analyze the differences between the northern, middle, and southern colonies.
2. Describe how the Puritans' beliefs shaped the governmental and religious structure of the Massachusetts Bay Colony.
3. Explain how conflict with religious dissenters, among other forces, led to the expansion of New England.
4. Explain how the Enlightenment influenced colonial thinking.

**Unit Student Performance Tasks:**

Long Range Document Based Question: "What did the Great Awakening Awaken?" Prompt: Did the Great Awakening foster older authoritarian attitudes or pave the way for a new democratic spirit?

Summative Assessment In-Class Small Group Primary Source Documents Work: The differences between the New England and Chesapeake colonies. Prompt: Although New England and the Chesapeake region were both settled by people of English origin, by 1700 the regions had evolved into two separate societies. Why did this difference in development occur?

Formative Assessment N.B. These assignments may be "flipped."

On-going Assessment Quizzes Formative Assessment

**Unit Standards:**

APSS US 3 D

APSS US 3 F

APSS US 4 A AND 4 B

**Unit Materials:**

Powerpoint Debating the Documents:Colonial America

**Unit Assignments:** Chapter 5 in *Out of Many*.

**Unit Notes:** Block, James. *Nation of Agents: American Path to a Modern Self and Society*. 2002. Bonomi, Patricia. *Under the Cope of Heaven: Religion, Society and Politics in Colonial America*. 1986.  
Lapore, Jill. *The Name of War: King Philip's War and the Origins of American Identity*. Vintage 1999.  
Pestana, Carla. *Inequality in Early America*. 1999.  
Peterson, Mark. *The Price of Redemption: The Spiritual Economy of Colonial New England*. 1997.

## STANDARDS

NATIONAL: AP - Advanced Placement Standards (2006-2009)

<a href="#">APSS-US.3.D (Advanced)</a>	Growth of plantation economies and slave societies
<a href="#">APSS-US.3.E (Advanced)</a>	The Enlightenment and the Great Awakening
<a href="#">APSS-US.3.F (Advanced)</a>	Colonial governments and imperial policy in British North America
<a href="#">APSS-US.4.A (Advanced)</a>	The French and Indian War
<a href="#">APSS-US.4.B (Advanced)</a>	The Imperial Crisis and resistance to Britain

## Unit: Unit 3 The Revolutionary Era

Timeline: 3 Weeks

**Unit Description:** The American Revolution is of single importance in the study of American history. First, it severed the colonial relationship with England and legally created the United States. Second, the revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which we live. Third, the Revolution was inspired by ideas concerning natural rights and political authority that were transatlantic in reach, and its successful completion affected people and governments over a large part of the globe for many generations. Lastly, it called into question long-established social and political relationships--between master and slave, man and woman, upper class and lower class, officeholder and constituent, and even parent and child--and thus demarcated an agenda for reform that would preoccupy Americans down to the present day. In thinking about the causes and course of the Revolution, it is important to study the fundamental principles of the Declaration of Independence; the causes for the outbreak of the war; the main stages of the Revolutionary War and the reasons for the American victory; and the role of wartime leaders, from all strata of society, both on the battlefield and on the homefront. In assessing the outcomes of the American Revolution, students need to confront the central issue of how revolutionary the Revolution actually was. In order to reach judgments about this, they necessarily will have to see the Revolution through different sets of eyes--enslaved and free African Americans, Native Americans, white men and women of different social classes, religions, ideological dispositions, regions, and occupations. Students should also be able to see pre- and post-Revolutionary American society in relation to reigning political institutions and practices in the rest of the world. Students can appreciate how agendas for redefining American society in the postwar era differed by exploring how the Constitution was created and how it was ratified after a dramatic ideological debate in virtually every locale in 1787-88. The Constitution of 1787 and the Bill of Rights should be broached as the culmination of the most creative era of constitutionalism in American history. In addition, students should ponder why the Constitutional Convention sidetracked the movement to abolish slavery that had taken rise in the revolutionary era. Nor should they think that ratification of the Constitution ended debate on governmental power or how to create "a more perfect union." Economic, regional, social, ideological, religious, and political tensions would spawn continuing debates over the meaning of the Constitution for generations.

**Unit Big Ideas:**

1. Is revolutionary violence ever justified?
2. How can some people in a country be free when others are not?
3. What is the difference between "freedom fighter" and "terrorist?"

**Unit Essential Questions:**

1. Was colonial America a democratic society?
2. Was slavery the basis of freedom in colonial America?
3. Did Great Britain lose more than it gained from its victory in the French and Indian War?
4. Were the colonists justified in resisting British policies after the French and Indian War?
5. Was the American War for Independence inevitable?
6. Was the American Revolution a "radical" revolution?
7. Did the Articles of Confederation provide the United States with an effective government?

## Unit Key Terminology & Definitions :

**Articles of Confederation** was America's first attempt at organized government was the ill-conceived Articles of Confederation. This government gave the new states too much power and was insufficient as a means of governing a nation. The Articles were adopted in 1776, and ratified by March of 1781.

**Battle of Saratoga** was the turning point of the American Revolution (fought on Sept. 19 and Oct. 7) where the Americans defeated British General John Burgoyne's army.

**Coercive/Intolerable Acts** were a set of acts passed by Parliament in 1774 that 1) closed Boston port until tea

was paid off from Boston Tea Party, 2) Massachusetts officials had to be appointed only by king, 3) moved soldiers back into Boston, 4) allowed British citizens in colonies to have trials in Britain if they needed a trial.

**Boston Tea Party** was when angry colonists from Boston (likely the Sons of Liberty) boarded ships docked in the Boston Harbor dressed as Indians and dumped over 300 crates of tea.

**First Continental Congress** was a meeting in Carpenters Hall Philadelphia where 12 of the 13 colonies (Georgia was absent) met to discuss the colonies' reaction to the Intolerable Acts and their relationship with Britain. After much debate the colonies agreed to boycott British goods and pass resolutions that asserted colonial rights.

**Second Continental Congress** was a group of delegates that began meeting soon after the actual fighting of the American Revolution began who would eventually write the American Declaration of Independence.

**Loyalists/Tories** were American colonists who remained loyal to Britain and the king. Tories usually supported monarchism and opposed the Whigs. Also, they were usually Anglican

**Non-importation Agreements** were part of colonial resistance against acts that were enforced by the British.

**Olive Branch Petition** was the last chance for peaceful negotiations the colonists gave King George III, it was drafted on the fifth of July in 1775 and signed by forty-eight representatives from all the colonies except Georgia, its author is considered John Dickinson who revised it after Thomas Jefferson had already written it, his draft however was a bit too offensive. King George III turned down the colonists' final offer.

**Quartering Act**, made in 1765, required the colonists to house soldiers in barracks, taverns, and vacant buildings. Also, they were required to provide the army with firewood, candles, beer, and many other things.

**The Sons of Liberty** were a group of patriotic extremists centered in Boston and led by Samuel Adams. They led the boycott against British goods after Britain passed the Stamp Act and they created the Committees of Correspondence. Most people also believe that they were responsible for the Boston Tea Party.

**Sugar Act 1764** was passed by George Grenville and increased colonial revenue on sugar. This Act had no effect on the general American public, but rather on the merchants and the Colonial Assemblies.

**Tea Act 1773-** was passed, allowing the East India Company to sell tea at low prices in the American colonies.

**Townshend Acts** were a series of laws passed in 1767 by the British Parliament, which put taxes on certain items being imported into America such as paper, glass, and tea. Britain used this as a way to decrease her national debt.

**Committees of Correspondence:** The first Committee of Correspondence was a 21 member committee established by Boston selectmen, including Samuel Adams, which provided colonial leadership and aided cooperation between the colonies. Later, many more committees were created in the colonies. They were a big part in colonial unity.

**Unit Student Learning Outcomes:**

After completing this unit, the student will be able to:

1. Explain how the experience of Valley Forge helped build a greater sense of being American.
2. Outline the basic events of the War for Independence and the negotiation for peace.
3. Summarize the contributions of various groups (Indians, African Americans, Women) in the Revolution, as well as the Revolution's effects on these groups.
4. Describe the structure of the government under the Articles of Confederation and list its successes.
5. List the various rights and reforms enacted in the states in the revolutionary era.
6. Discuss the major economic problems and the resulting dislocations and rebellions that took place.
7. Trace the continued development of Americans as a united people as opposed to individual colonies from 1763 to 1786.

**Unit Student Performance Tasks:**

Document Based Question: "Loyalists and Patriots." Summative Assessment

Students will be given the following prompt: What would lead an American colonist to remain a Loyalist in the face of the rebellion against Great Britain after 1776? Students will be charged with arriving at a thesis and defending that thesis using the sources provided as well as their texts.

Debate: "We Hold These Truths:" The Meaning of the Declaration Summative Assessment Resolved: The Declaration of Independence is no more than high sounding words used to justify a flawed society. Students will be assigned "PRO" or "CON" positions and then are to undertake research using mainly primary sources to argue their position.

Declaration of the Injured Frontier Inhabitants of Pennsylvania (1774) On-Line Formative Assessment Students will read document and then to answer questions in paragraph form.

[http://wps.prenhall.com/hss\\_faragher\\_outofmany\\_4/2/684/175199.cw/index.html](http://wps.prenhall.com/hss_faragher_outofmany_4/2/684/175199.cw/index.html)

Benjamin Franklin, Testimony Against the Stamp Act (1766) On-Line Formative Assessment Students will read document and then to answer questions in paragraph form.

[http://wps.prenhall.com/hss\\_faragher\\_outofmany\\_4/2/684/175199.cw/index.html](http://wps.prenhall.com/hss_faragher_outofmany_4/2/684/175199.cw/index.html)

**Unit Standards:**

APSS US 4 B-4 E

**Unit Materials:**

Texts: Faragher, John Mack and Mari Jo Buel. *Out of Many*, 5th Edition. Prentice Hall/Pearson. Upper Saddle River, NJ. 2008. Chapters 6 and 7

*Debating the Documents*. Mind Sparks. Culver City CA. 2010.

Films: *Social Class in Revolutionary America* (18 minutes) Just the Facts Learning Series: *The Enlightenment* (50

**Unit Assignments:** Chapters 6 and 7 in *Out of Many*

**Unit Notes:**

Gay, Peter. *The Enlightenment: An Interpretation*. Vintage Books. New York. 1967. Hampson, Norman. *The Enlightenment*. Pelican Books. London. 1968.

Hartigan-O'Connor, Ellen. *The Ties that Buy: Women and Commerce in Revolutionary America*. University of Pennsylvania Press. 2009.

Maier, Pauline. *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765-1776*. Norton. New York. 1991.

Marty, Martin. *Righteous Empire: The Protestant Experience in America*. Dial Press. New York. 1970.

Wood, Gordon S. *The Radicalism of the American Revolution*. Vintage Books. New York. 1991.

**STANDARDS**

**NATIONAL: AP - Advanced Placement Standards (2006-2009)**

- [APSS-US.4.B \(Advanced\)](#) The Imperial Crisis and resistance to Britain
- [APSS-US.4.C \(Advanced\)](#) The War for Independence
- [APSS-US.4.D \(Advanced\)](#) State constitutions and the Articles of Confederation
- [APSS-US.4.E \(Advanced\)](#) The federal Constitution

**Unit: Unit 4 The New Nation**

Timeline: 3 Weeks

**Unit Description:** This unit covers the challenge of blending local community sentiments with national ones once the unifying factor of a common enemy is eliminated by victory in the Revolution. A new Constitution was developed that was stronger than the old Confederation Articles. Washington as the first president set many precedents for the government of the new nation. Thomas Jefferson and Alexander Hamilton debated the future of the nation in their efforts at interpreting the real meaning of the new Constitution. Under pressure of external events such as the French Revolution and the Napoleonic Wars, political factions developed into the Federalist and Democratic-Republican parties. Writers and artists helped to develop a national culture.

**Unit Big Ideas:**

1. Are people ever justified to evade taxes?
2. What measures should be permitted in the defense of liberty?
3. Should there be a strong central government?

**Unit Essential Questions:**

1. What were the tensions and conflicts between local and national authorities in the decades after the American Revolution?
2. How did Americans differ in their views of the new Constitution, and how were those differences reflected in the struggle to achieve ratification?
3. What were the essential structures of the national government under the Constitution?
4. How did American political parties first begin?
5. What were the first stirrings of an authentic American national culture?

**Unit Key Terminology & Definitions :**

**Federalist Papers** were 85 essays about the proposed government under the Constitution. Published in 1787-1788 to persuade voters in NY to ratify the Constitution. The authors were anonymous but some included Alexander Hamilton, John Jay, and James Madison.

**Natural rights** are rights that every man or woman has that the government cannot violate

**Antifederalists** were poorer, less urban, and less well educated people who not agree with the federation of the states.

**Federalists** were people who stood for the creation of supreme national authority.

**Virginia Plan** was drafted by James Madison while he waited for a quorum to assemble at the Constitutional Convention of 1787. The Virginia Plan was notable for its role in setting the overall agenda for debate in the convention and, for setting forth the idea of population-weighted representation in the proposed national legislature.

**Three-fifths Compromise** was an agreement between Northern and Southern states in which 3/5 of the slave population would be counted regarding tax distribution and the appointment of members to the House of Representatives.

**Strict constructionism** means abiding by the laws and Articles of the Constitution to a precise point. A strict constructionist follow laws in a specific manner.

**Shay's Rebellion** was a rebellion of poor farmers in Massachusetts who were angry at the government for not recognising their needs. It was led by Daniel Shay who said that there was no way for the farmers to ever get out of debt. The rebellion was stopped by a group of wealthy people from Boston who gathered up a small army.

**Northwest Ordinance** was the Northwest Territory's charter government which was adopted in 1787. It listed the rights the people in territory had and how new states formed from the territory would be admitted into the Union.

**New Jersey Plan** was a plan for the structure of the U.S. government proposed by William Paterson. It gave each state one vote in the Senate regardless of population.

**Connecticut (Great) Compromise** refers to the agreement between large and small states that was reached during the constitutional convention of 1787. This agreement allowed each state to have equal number of representatives in one house while having representatives proportional to each state's population in another house. Developed by Roger Sherman and Oliver Ellsworth.

**Bill of Rights** are known as the first ten amendments in the United States Constitution which limit the power of the government. The limitations protect the natural/individual rights of the citizens.

**Unit Student Learning Outcomes:**

After completing this unit, the student will be able to:

1. Explain how the experience of Valley Forge helped build a greater sense of being American.
2. Outline the basic events of the War for Independence and the negotiation for peace.
3. Summarize the contributions of various groups (Indians, African Americans, Women) in the Revolution, as well as the Revolution's effects on these groups.
4. Describe the structure of the government under the Articles of Confederation and list its successes.
5. List the various rights and reforms enacted in the states in the revolutionary era.
6. Discuss the major economic problems and the resulting dislocations and rebellions that took place.
7. Trace the continued development of Americans as a united people as opposed to individual colonies from 1763 to 1786.

**Unit Student Performance Tasks:**

1. Formative: on-going quizzes
2. Summative: Exam
3. Formative: Small group work

**Unit Materials:**

*Out of Many* Chapter Chapter 8  
Edsitement Launch Pad (Chromebooks or Ipads needed for access)  
Films: *Ten Days that Unexpectedly Changed America: Shays's Rebellion*  
*Founding Brothers*

**Unit Assignments:** Chapter 8 in *Out of Many*.

**Unit Notes:** Horn, James. *The Revolution of 1800: Democracy, Race, and the New Republic*. (2002.)

Wood, Gordon S. *The Creation of the American Republic*. (1969.)

**STANDARDS**

NATIONAL: AP - Advanced Placement Standards (2006-2009)

<a href="#">APSS-US.4.E (Advanced)</a>	The federal Constitution
<a href="#">APSS-US.5.A (Advanced)</a>	Washington, Hamilton, and shaping of the national government
<a href="#">APSS-US.5.B (Advanced)</a>	Emergence of political parties: Federalists and Republicans
<a href="#">APSS-US.5.C (Advanced)</a>	Republican Motherhood and education for women
<a href="#">APSS-US.5.D (Advanced)</a>	Beginnings of the Second Great Awakening
<a href="#">APSS-US.5.E (Advanced)</a>	Significance of Jefferson's presidency
<a href="#">APSS-US.5.F (Advanced)</a>	Expansion into the trans-Appalachian West; American Indian resistance
<a href="#">APSS-US.5.G (Advanced)</a>	Growth of slavery and free Black communities

**Unit: Unit 5 National History Day**

Timeline: 9 Weeks

**Unit Description:** National History Day (NHD) is a year-long curriculum program for students in grades 6-12. Its methodology includes extensive primary and secondary research into a topic of choice related to an annual theme. Teachers guide students through a project-based learning experience, which pulls together Common Core State Standards for English Language Arts, especially the appendix outlined as Literacy in History/Social Studies, Science, and Technical Subjects, in a meaningful and coherent fashion. National History Day is unique in the sense that it requires both informative and argumentative writing of students who conduct research based on their own questions and interests as they relate to the NHD theme. Annually, students may enter their research project into a national competition that begins at the regional or state level. In addition to recent research findings (<http://www.nhd.org/NHDworks.htm>), which indicate that History Day students outperform their non-History Day peers in all subject areas, History Day is an instructional methodology which meets the highest levels of required social studies standards.

**STANDARDS**

NATIONAL: US Common Core State Standards (2010)

<a href="#">LST.9-10.R.2 (Advanced)</a>	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
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- [LST.9-10.R.8 \(Advanced\)](#) Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- [LST.9-10.R.9 \(Advanced\)](#) Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- [LST.9-10.W.1 \(Advanced\)](#) Write arguments focused on discipline-specific content.
- [LST.9-10.W.1.A \(Advanced\)](#) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- [LST.9-10.W.1.B \(Advanced\)](#) Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge
- [LST.9-10.W.2 \(Advanced\)](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- [LST.9-10.W.2.B \(Advanced\)](#) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

## Unit: Unit 5 The Transformation of the Economy and Society in Antebellum America

Timeline: 3 Weeks

**Unit Description:** This unit covers the development and continued entrenchment of the slave labor system in the South. As cotton became "king," the slavery system became even more rigid and encouraged an economic and social system quite different from that of the rest of the country. While the slave culture was intertwined with the white plantation and yeoman culture, slaves built and maintained a supportive culture of their own. This unit also addresses the way in which the North was affected by the commercialization and industrialization that defined the Market Revolution. The preindustrial ways of work and trade gave way to industrial and commercial methods. The Market Revolution transformed the North into an urbanized, industrializing society of workers connected to expanded commercial markets. As new social classes emerged in urban areas, an equally new social order developed to cope with the deep-rooted, substantial changes in patterns of work and daily living.

**Unit Big Ideas:**

1. Slavery existed in a "free" nation.
2. Women's sphere was the home.

**Unit Essential Questions:**

1. What is a "slave society?"
2. What was life like for slaves in the American South?
3. Why was the South increasingly defensive after 1830?
4. What were the effects of the transportation revolution?
5. What was the market revolution?
6. What were the values of the new middle class?

### Unit Key Terminology & Definitions :

**Cotton gin**-Invented by Eli Whitney in 1793. It removed seeds from cotton fibers. Now cotton could be processed quickly and cheaply. -Results: more cotton is grown and more slaves are needed for more acres of cotton fields.

**Samuel Slater** was a British mechanic who memorized the way that the British made textile machines and he brought the idea with him when he moved to America- in 1791 invented the first American machine for spinning cotton. -He is known as "the Father of the Factory System" and he started the idea of child labor in America's factories.

**Waltham System**:was a labor and production model employed in the United States, particularly in New England, during the early years of the American textile industry in the early 19th Century.Made possible by inventions such as the spinning jenny, spinning mule, and water frame in England around the time of the American Revolution, the textile industry was among the earliest mechanized industries, and models of production and labor sources were first explored here.

**Erie Canal**:A canal between the New York cities of Albany and Buffalo, completed in 1825. The canal, considered a marvel of the modern world at the time, allowed western farmers to ship surplus crops to sell in the North and allowed northern manufacturers to ship finished goods to sell in the West. The Canal resulted in a massive population surge in western New York, and opened regions further west to increased settlement.

**The American System**, originally called "The American Way", was a mercantilist economic plan that played a prominent role in American policy during the first half of the 19th century. Rooted in the "American School" ideas of Alexander Hamilton, the plan "consisted of three mutually reinforcing parts:1. A tariff to protect and promote American industry; 2. A national bank to foster commerce; and 3. Federal subsidies for roads, canals, and other 'internal improvements' to develop profitable markets for agriculture." Congressman Henry Clay was the plan's foremost proponent and the first to refer to it as the "American System".

**Era of Good Feelings**:The period after the end of the War of 1812 in which partisan animosity nearly vanished.

**Unit Student Learning Outcomes:**

- By the conclusion of this unit, students will be able to:
1. Explain the changes in the social order due to the Market Revolution.
  2. Describe the changes in values and attitudes in people as they experienced the Market Revolution.
  3. Discuss how evangelical religion, sentimentalism and transcendentalism, helped the new middle class adjust to change.
  4. Discuss how the North and South developed different types of regional cultures due to the changes in their economic systems.
  5. Trace the development of anti-slavery sentiment and summarize the pro-slavery arguments in response to it.
  6. Explain the economic and social significance of the King Cotton economy.
  7. Compare the planter and yeoman cultures, including how they were connected to slavery.
  8. Outline the diversity of the American slave system and describe how the black community, both slave and free, mitigated its effects.

**Unit Student Performance Tasks:**

Summative Assessment: Document Based Question  
Prompt: How did changes in the American economic system lay the foundation for the increasing regional differences between the Northeast, the West, and the South?  
Formative Assessments: Students will be assigned the review sheet "The Changing American Economy 1815-1860" in five sections.

**Unit Materials:**

Films:  
*Africans in America* Episode 2  
*Rediscovering America: Railroads, Robbers, and Rebels*

**Unit Assignments:** Chapters 9 and 10 in *Out of Many*.

**Unit Notes:**

Calvert, Karen. *Children in the House: The Material Culture of Early Childhood, 1600-1900*. 1992.  
Genovese, Eugene. *Singing the Master: The World the Slaves Made*. 1978.  
Johnson, Paul. *A Shopkeeper's Millennium: Society and Revivals in Rochester, N.Y., 1815-1837*. 1978.  
Rich, Norman. *The Age of Nationalism and Reform, 1850-1890*. 1970.  
Ryan, Mary P. *Cradle of the Middle Class: The Family in Oneida County, New York, 1790-1865*. 1981.  
Stamp, Kenneth. *The Peculiar Institution*. 1956.  
Stokes, Melvyn and Stephen Conway, eds., *The Market Revolution in America: Social, Political, and Religious Expressions, 1800-1880*. 1996.

**STANDARDS**

NATIONAL: AP - Advanced Placement Standards (2006-2009)

- [APSS-US.5.H \(Advanced\)](#) The War of 1812 and its consequences  
[APSS-US.6.A \(Advanced\)](#) The transportation revolution and creation of a national market economy  
[APSS-US.6.B \(Advanced\)](#) Beginnings of industrialization and changes in social and class structures  
[APSS-US.6.C \(Advanced\)](#) Immigration and nativist reaction  
[APSS-US.6.D \(Advanced\)](#) Planters, yeoman farmers, and slaves in the cotton South

**Unit: Unit 6 The Transformation of Politics in Antebellum America**

Timeline: 3 Weeks

**Unit Description:**

This unit covers the development of a number of factors that helped build national unity. A strong national party system and mass participation in politics developed. As president, Andrew Jackson advanced the powers of the presidency through national appeals. Economic growth, especially in transportation, created unifying forces. Writers, artists, and builders all promoted national themes in their works. Sectional differences, however, did not disappear as a force.

**Unit Big Ideas:**

1. In a "democratic" majority rules political system, how can the rights of a minority be safe?
2. Was the United States' treatment of the Cherokee "ethnic cleansing?"

**Unit Essential Questions:**

1. Does an increase in the number of voters make a country more democratic?
2. Should the United States have allowed American Indians to retain their tribal identities?
3. Does a geographic minority have the right to ignore the laws of a national majority?
4. Did Andrew Jackson advance or retard the cause of democracy? (autocrat v. democrat)
5. Was the age of Jackson an age of democracy?
6. Should the states have the right to ignore the laws of the national government?
7. Does the United States have a mission to expand freedom and democracy?

**Unit Key Terminology & Definitions :**

**Tariff of 1816:** This protective tariff helped American industry by raising the prices of British manufactured goods, which were often cheaper and of higher quality than those produced in the U.S.  
**The Tariff of 1828** was a protective tariff passed by the Congress of the United States on May 19, 1828, designed

to protect industry in the northern United States. It was labeled the Tariff of Abominations by its southern detractors because of the effects it had on the antebellum Southern economy.

**Kitchen Cabinet:** Jackson's group of unofficial advisors consisting of newspaper editors and Democratic leaders that met to discuss current issues. Jackson used the Kitchen Cabinet more than his official Cabinet

**National Bank:** Had more money than anyone else, it loaned money to other banks, paper money was backed by specie which limited loans, it had a tight money policy (leads to resentment from other bankers) and it was resented because it had foreign investors. Jackson believed that it was unconstitutional, he wanted to kill the bank. Republicans wanted to expand the bank -> make Jackson veto it -> which they thought would make him hated by the public.

**"pet banks:"** State banks where Andrew Jackson placed deposits removed from the federal National Bank in an effort to destroy the bank.

**Trail of Tears:** The Cherokee Indians were forced to leave their lands. They traveled from North Carolina and Georgia through Tennessee, Kentucky, Illinois, Missouri, and Arkansas-more than 800 miles (1,287 km)-to the Indian Territory. More than 4, 000 Cherokees died of cold, disease, and lack of food during the 116-day journey.

**John C. Calhoun:** The 7th Vice President of the United States and a leading Southern politician from South Carolina during the first half of the 19th century. He was an advocate of slavery, states' rights, limited government, and nullification.

**Worcester v. Georgia, 1832,** was a case in which the United States Supreme Court vacated the conviction of Samuel Worcester and held that the Georgia criminal statute that prohibited non-Indians from being present on Indian lands without a license from the state was unconstitutional. The opinion is most famous for its dicta, which lay out the relationship between tribes and the state and federal governments, building the foundations of the doctrine of tribal sovereignty in the United States.

**Indian Removal Act 1830:** Passed by Congress under the Jackson administration, this act removed all Indians east of the Mississippi to an "Indian Territory" where they would be "permanently" housed.

**Whigs:** Conservatives and popular with pro-Bank people and plantation owners. They mainly came from the National Republican Party, which was once largely Federalists. They took their name from the British political party that had opposed King George during the American Revolution. Their policies included support of industry, protective tariffs, and Clay's American System. They were generally upper class in origin. Included Clay and Webster.

**Election of 1824:** No one won a majority of electoral votes, so the House of Representatives had to decide among Adams, Jackson, and Clay. Clay dropped out and urged his supporters in the House to throw their votes behind Adams. Jackson and his followers were furious and accused Adams and Clay of a "**corrupt bargain.**"

**Elections of 1828:** The election of 1824 convinced Van Buren of the need for a renewed two-party competition. In the election of 1828, a new party formed & gradually became known as the Democratic Party which made Jackson president & Calhoun VP. Opponents called themselves the National Republicans.

**Panic of 1819:** Economic panic caused by extensive speculation and a decline of European demand for American goods along with mismanagement within the Second Bank of the United States. Often cited as the end of the Era of Good Feelings.

**2nd Great Awakening:** Series of religious revivals starting in 1801, based on Methodism and baptism, stressed philosophy of salvation through good deeds and tolerance. Attracted women, African Americans, and Native Americans.

**Spoils System:** the system of employing and promoting civil servants who are friends and supporters of the group in power.

**Force Bill:** Enacted in 1833, It allowed whoever held the office of President to send military troops to enforce tariffs. It was intended to suppress South Carolina's refusal to collect tariffs during the Nullification Crisis. Opponents of the bill referred to it as Jackson's Bloody Bill or War Bill. The bill was a work of political mastery on Jackson's part as it gave the President the authority to close ports or harbors at his will. This in turn would require opponents to the tariff to travel a distance to carry out any threats or insurrection against federal facilities. Hostile acts against government facilities or personnel would then be considered pre-meditated and blatant.

**The Nullification Crisis** arose in the early 1830s when leaders of South Carolina advanced the idea that a state did not have to follow a federal law and could, in effect, "nullify" the law.

### Unit Student Learning Outcomes:

After completing this unit, students will be able to:

1. Discuss the political trends that dominated this era: the development of the two party system, mass participation in politics, and growth in presidential powers.
2. Summarize Andrew Jackson's political views and effect on national government.
3. List the changes in transportation, communication, and commerce that helped unify the nation.
4. Summarize the changes in American arts and letters that helped promote national political unity.
5. Summarize the issues that worked toward sectionalism and against national economic growth and national political unity.
6. Trace the development of the concept of political parties from the Federalists and Jeffersonians to the Democrats and Whigs.

### Unit Student Performance Tasks:

In Class Essay Exam Summative  
Multiple Choice Exams Formative

**Unit Materials:** Films: PBS: *Andrew Jackson* (50 Minutes)  
*500 Hundred Nations: The Trail of Tears* (50 Minutes)

**Unit Assignments:** Chapter 11 in *Out of Many*

**Unit Notes:** Howe, Daniel Walker. *The Political Culture of the American Whigs*. 1989.  
Maddox, Lucy. *Removals: 19th Century American Literature and the Politics of Indian Affairs*. 1991.  
Remini, Robert V. *The Life of Andrew Jackson*. 1988.  
Schlesinger, Arthur. *The Age of Jackson*. 1971.

## STANDARDS

NATIONAL: AP - Advanced Placement Standards (2006-2009)

<a href="#">APSS-US.6.D (Advanced)</a>	Planters, yeoman farmers, and slaves in the cotton South
<a href="#">APSS-US.7.A (Advanced)</a>	Emergence of the second party system
<a href="#">APSS-US.7.B (Advanced)</a>	Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and states' rights debates
<a href="#">APSS-US.7.C (Advanced)</a>	Jacksonian democracy and its successes and limitations
<a href="#">APSS-US.9.A (Advanced)</a>	Forced removal of American Indians to the trans-Mississippi West

## Unit: Unit 7 Religion, Reform, and Renaissance in Antebellum America

Timeline: 3 Weeks

**Unit Description:** This unit covers the effects the "market revolution" had on American urban society, as well as the responses of people to the process. The most fundamental effects were in immigration and the changes it caused in the nation's ethnic makeup, in the growth of cities, social and political troubles, and in changing working conditions that brought labor unrest. Responses to all of these changes were particularly manifested in new types of community groups: labor unions, big-city machines, social reform organizations, utopian settlements, antislavery societies, and the women's rights movement. In this energetic search for continuity, social connection, and social order, Americans tried to come to terms with what was clearly a new age.

**Unit Big Ideas:**

1. Is human perfection possible?
2. Can criminals be "reformed?"
3. What is the best way to organize society so that injustice and inequality are eliminated?

**Unit Essential Questions:**

1. Is perfectionism a worthwhile goal?
2. Does the United States have a mission to expand freedom and democracy?
3. Have reformers had a significant impact on the problems of American society?
4. Does militancy advance or retard the goals of a protest movement? (abolitionists) Or: Were the abolitionists responsible reformers or irresponsible agitators?

## Unit Key Terminology & Definitions :

**The Seneca Falls Convention** was organized by local New York women for the visit of Lucretia Mott from Philadelphia ( a Quaker famous for her orating ability, a skill rarely cultivated by American women at the time.) This was an early and influential women's rights convention held in Seneca Falls, New York, July 19-20, 1848. The women in favor of the convention saw this as the first step towards gaining for themselves a greater proportion of social, civil and moral rights. Those opposed to the convention viewed it as a revolutionary beginning to the struggle by women for complete equality with men. The Convention resulted in the Declaration of Sentiments a foundational document in the American woman's suffrage movement and the first time that women and men gathered together to demand the right for women to vote.

**Timothy Dwight** was a minister and President of Yale College, who helped initiate the Second Great Awakening. His campus revivals inspired many young men to become evangelical preachers.

**The Cult of Domesticity** (or Cult of True Womanhood) was a prevailing value system among the upper and middle classes during the nineteenth century in the United States and Great Britain. This value system emphasized new ideas of femininity, the woman's role within the home and the dynamics of work and family. "True women" were supposed to possess four cardinal virtues: piety, purity, domesticity, and submissiveness. The women and men who most actively promoted these standards were generally white, Protestant, and lived in New England and the Northeastern United States

**The Second Great Awakening** was a second religious fervor that swept the nation. It converted more people than the first. It also had an effect on moral movements such as prison reform, the temperance movement, and moral reasoning against slavery.

**American Temperance Society** was the first national organization to protest the abuse of alcohol. They demanded the "total" abstinence and pressured churches to expel members who condoned alcohol.

**William Lloyd Garrison** was a prominent American abolitionist, journalist and social reformer. Editor of radical abolitionist newspaper "The Liberator", and one of the founders of the American Anti-Slavery Society.

**Harriet Tubman** was an American abolitionist. Born a slave on a Maryland plantation, she escaped to the North in 1849 and became the most renowned conductor on the Underground Railroad, leading more than 300 slaves to

freedom.

**Frederick Douglass** wrote *Narrative of the Life of Frederick Douglass*, and was the editor of 'The North Star,' abolitionist, was self-educated slave.

Joseph Smith was the creator of the Mormon religion (Church of Jesus Christ of Latter-Day Saints). He ran into much opposition and was murdered with his brothers in 1844 by a mob.

**Transcendentalists** were a small influential group of intellectuals who believed truth was found in intuition, beyond senses

**Robert Owen** was Scottish industrialist who founded a new experimental community in Indiana in 1825, a "village of cooperation" but it was an economic failure.

**American Colonization Society** promoted the effort to encourage the resettlement of blacks in Africa or the Caribbean.

**Unit Student Learning Outcomes:**

After completing this unit, students will be able to:

1. List the changing patterns of immigration and the ethnic composition that resulted from these changes in the American economy.
2. Outline the changes in American cities and the resulting effects on living patterns, class structure, politics and popular culture.
3. Trace the development of labor unions and the development of big-city political machines.
4. Explain the connection between religion, reform, and social control and illustrate how these were manifested in different reform organizations.
5. Explain the connections between reform and utopianism and illustrate how these were manifested in a variety of utopian communities.
6. Trace the development of antislavery sentiments and abolitionism, and illustrate how these were manifested in numerous groups.
7. Demonstrate how reform ideas and groups helped to encourage the women's rights movement, using specific examples such as the Seneca Falls convention.
8. Connect the wider social changes and responses to them in this chapter with the "Market Revolution" covered in earlier units.

**Unit Student Performance Tasks:**

Document Based Question

Prompt: "Reform Movements in the United States sought to expand democratic ideals." Assess the validity of this statement with specific reference to the years 1825-1850.

The DBQ includes nine documents.

Summative Assessment

On-going objective quizzes

Formative Assessment

**Unit Materials:**

Films: *Susan B. Anthony*, A and E Biography  
*Brigham Young*, PBS American Experience

**Unit Assignments:** Chapters 12 and 13 in *Out of Many*.

**Unit Notes:**

Cross, Whitney. *The Burned Over District: The Social and Intellectual History of Enthusiastic Religion in Western New York, 1800-1850*. 1950.

Epstein, Barbara. *The Politics of Domesticity: Women, Evangelism, and Temperance in 19th Century America*. 1990.  
Hinks, Peter. *To Awaken My Afflicted Brethren: David Walker and the Problem of Antebellum Slave Resistance*. 1997.

Rothman, David. *The Discovery of the Asylum: Social Order and Disorder in the New Republic*. 1971.

**STANDARDS**

NATIONAL: AP - Advanced Placement Standards (2006-2009)

[APSS-US.8.A \(Advanced\)](#) Evangelical Protestant revivalism

[APSS-US.8.B \(Advanced\)](#) Social reforms

[APSS-US.8.C \(Advanced\)](#) Ideals of domesticity

[APSS-US.8.D \(Advanced\)](#) Transcendentalism and utopian communities

[APSS-US.8.E \(Advanced\)](#) American Renaissance: literary and artistic expressions

**Unit: Unit 9 Territorial Expansion and Manifest Destiny**

Timeline: 3 Weeks

**Unit Description:** This unit covers the territorial growth of the United States. Supported by the ideology of "Manifest Destiny,"

Americans added Oregon, Texas, California, and the Southwest to the nation's territory. Through diplomacy and war, the U.S. became a continental nation. Settlers repeated the old pattern of initial friendliness to natives and earlier settlers, followed by hostility and domination. Adding new territory also caused intensification of sectional hostility over extending slavery into new territory.

- Unit Big Ideas:**
1. Is "democracy" inherently better than other systems of government?
  2. Is one nationality or race superior to another?
  3. Is God on "our" side?

- Unit Essential Questions:**
1. What was Manifest Destiny?
  2. What were the major differences between the Oregon, Texas, and California frontiers?
  3. What were the most important consequences of the Mexican-American War?
  4. What was the link between expansionism and slavery?
  5. What were the issues in the election of 1848?

**Unit Key Terminology & Definitions :**

**"Empire of Liberty"**The ideal American empire that would expand to include Canada, Mexico, Caribbean, and Pacific Islands.

**Manifest Destiny:** a policy of imperialism rationalized as inevitable (as if granted by God)

**Sam Houston:** United States politician and military leader who fought to gain independence for Texas from Mexico and to make it a part of the United States (1793-1863)

**Santa Fe Trail:** an important trade route going between Independence, Missouri and Santa Fe, New Mexico used from about 1821 to 1880.

**General Antonio Lopez de Santa Anna:** President of Mexico., Commanded the Mexican army at Gonzales, in 1853 sold territory to the United States including that area known as the Gadsden Purchase.

**The Alamo:** Santa Anna's army succeeded in late 1836. His force of 4000 men laid siege to San Antonio, whose 200 Texan defenders retreated into an abandoned mission, the Alamo. After repeated attacks, the remaining 187 Texans including Davy Crockett were wiped out and a few weeks later Mexican troops massacred some 350 Texas prisoners.

**Oregon Trail:** a route from Independence, Missouri, to Oregon City, Oregon, used by pioneers traveling to the Oregon Territory.

**Treaty of Guadalupe Hidalgo:** Treaty that ended the Mexican War, granting the U.S. control of Texas, New Mexico, and California in exchange for \$15 million.

**Wilmot Proviso:** Bill that would ban slavery in the territories acquired after the War with Mexico.

**Popular Sovereignty:**people hold the final authority in all matters of government.

**Free Soil Party:**Formed in 1847 - 1848, dedicated to opposing slavery in newly acquired territories such as Oregon and ceded Mexican territory.

**Compromise of 1820:**admitted Missouri to the Union as a slave state and Maine as a free state; imaginary line divided the country and where slaves were allowed.

**Compromise of 1850:**Included California admitted as a free state, the Fugitive Slave Act, Made popular sovereignty in most other states from Mexican- American War

Plains Indians:Posed a serious threat to western settlers because, unlike the Eastern Indians from early colonial days, the Plains Indians possessed rifles and horses.

**Unit Student Learning Outcomes:**

- After completing this unit, students will be able to:
1. Use the Texan and Tejano community groups to illustrate recurring patterns in American frontier expansion and occupation.
  2. Trace the patterns and causes of continental exploration, including its effects on the Indians.
  3. Explain the concept of "Manifest Destiny," and its effects on Oregon and Texas settlement.
  4. Outline the causes and results of the Mexican War, including its connection with "Manifest Destiny."
  5. Discuss American involvement in California and the effects of the Gold Rush.
  6. Connect the issues of frontier expansion and "Manifest Destiny" to party politics, including the election of 1848.
  7. Trace the territorial expansion of the U.S. A. from the Louisiana Purchase territory to the Pacific coast.

**Unit Student Performance Tasks:**

Document Based Question  
Prompt: To what extent was the Mexican War a "justifiable" war and not simply an excuse perpetrated upon both the American and Mexican people in order to seize land from a weak neighbor?The assignment includes 10 documents  
Summative Assessment  
Objective On-Going Assessments  
Formative Assessment

**Unit Materials:** Film *Ten Days that Unexpectedly Changed America: Gold Rush*  
Powerpoint

**Unit Assignments:** Chapter 14 in *Out of Many*.

**Unit Notes:** Foner, Eric. *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War*. 1996.  
Morrison, Chaplain. *Democratic Politics and Sectionalism: The Wilmot Proviso Controversy*. 1967.

## STANDARDS

NATIONAL: AP - Advanced Placement Standards (2006-2009)

<a href="#">APSS-US.9.A (Advanced)</a>	Forced removal of American Indians to the trans-Mississippi West
<a href="#">APSS-US.9.B (Advanced)</a>	Western migration and cultural interactions
<a href="#">APSS-US.9.C (Advanced)</a>	Territorial acquisitions
<a href="#">APSS-US.9.D (Advanced)</a>	Early U.S. imperialism: the Mexican War
<a href="#">APSS-US.10.A (Advanced)</a>	Pro- and antislavery arguments and conflicts

### Unit: Unit 10 The Crisis of the Union

Timeline: 3 Weeks

**Unit Description:** This unit covers the sectional split between North and South that had been slowly developing since the Missouri Compromise. Thomas Jefferson had called the question of slavery extension "a firebell in the night," and after the Mexican-American War the philosopher Ralph Waldo Emerson expressed the fear that "Mexico will poison us." Their deep concerns were realized as people in the North and South took ever more rigid and determined positions on slavery's extension or elimination. Many Americans in the 1850s, perhaps a majority, felt the issue of slavery had to be permanently settled and expected their political parties to reflect their will. A compromise over territorial gains in 1850 failed to hold and after the Kansas-Nebraska Act of 1854 was passed, a miniature civil war broke out in Kansas. When Lincoln was elected in 1860, many southerners saw him as a purely northern president and several southern states responded by seceding from the union.

**Unit Big Ideas:**

1. Could the Union been saved without war?
2. Can compromises ever be effective?
3. Is there ever justification for violence in a good cause?

**Unit Essential Questions:**

1. Does militancy advance or retard the goals of a protest movement? (abolitionists) Or: Were the abolitionists responsible reformers or irresponsible agitators?
2. Was slavery a benign or evil institution? Can legislative compromises solve moral issues?
3. Can the Supreme Court settle moral issues? (Dred Scott decision)
4. Was slavery the primary cause of the Civil War?
5. Was the Civil War inevitable?

### Unit Key Terminology & Definitions :

**Lincoln-Douglas debates:** The 1858 series of slavery debates between Stephen A. Douglas and Abraham Lincoln preceding the election of 1860, which they staked out their differing opinions on the issue of slavery.

**Popular sovereignty:** A solution to the slavery crisis suggested by Michigan senator Lewis Cass by which territorial residents, not Congress, would decide slavery's fate.

**Fugitive Slave Law:** A rule that was written in the Compromise of 1850 that stated: If a slave goes from the South to the North, they are a fugitive slave and can be returned to the South. It also included the deputization of ordinary citizens so that they were unable to refuse to help.

**Kansas-Nebraska Act 1854:** Created Nebraska and Kansas as states and gave the people in those territories the right to choose to be a free or slave state through popular sovereignty, repealing the Missouri Compromise.

**Know-Nothings:** political party made up of nativists who answered questions about the society by answering "I know nothing." Supported only white, native born, protestant candidates. Anti-immigrant party.

**Republican Party:** political party formed in 1854 in response to the Kansas-Nebraska Act; it combined remnants of Whig, Free Soil, and Know-Nothing Parties as well as disgruntled Democrats. Although not abolitionist, it sought to block the spread of slavery in the territories. It also favored tariffs, homesteads, and a transcontinental railroad.

**Bleeding Kansas, Bloody Kansas or the Border War,** was a series of violent political confrontations involving anti-slavery Free-Staters and pro-slavery "Border Ruffian" elements, that took place in the Kansas Territory and the neighboring towns of Missouri between 1854 and 1861. At the heart of the conflict was the question of whether Kansas would enter the Union as a free state or slave state. As such, Bleeding Kansas was a proxy war between Northerners and Southerners over the issue of slavery in the United States.

**Dred Scott Decision (1857)** Supreme Court ruling that African Americans were not US citizens, that the Missouri Compromise's restriction on slavery was unconstitutional and that Congress did not have the right to ban slavery in any federal territory.

**Lecompton Constitution:** The pro-slavery constitution suggested for Kansas' admission to the union supporting the existence of slavery in the proposed state and protected rights of slaveholders. It was rejected by Kansas, making Kansas an eventual free state.

**Panic of 1857:** Economic downturn caused by over-speculation of western lands, railroads, gold in California, grain. Mostly affected northerners, who called for higher tariffs and free homesteads.

**Constitutional Union Party:** National party formed in 1860, mainly by former Whigs, that emphasized allegiance to the Union and strict enforcement of all national legislation.

**John Brown's raid:** An attempt by abolitionist John Brown to cause a slave rebellion by seizing a weapons arsenal; however, it failed since no slaver knew about it. Caused south to believe northern abolitionists were all

radical and militant in 1859.

**Confederate States of America:** A republic formed in February of 1861 and composed of the eleven Southern states that seceded from the United States

**Unit Student Learning Outcomes:**

After completing this unit, students will be able to:

1. Explain how the North and South developed two different political perspectives that no one seemed able or willing to reconcile.
2. Illustrate how social issues were reflected by writers of the "American Renaissance."
3. List the provisions of the Compromise of 1850 and explain how some of them, such as the Fugitive Slave Act, actually caused more problems than they solved.
4. Discuss the failure of the national party system to find a solution to the deepening crisis.
5. Trace how a series of events from "Bleeding Kansas" to "John Brown's Raid" made the differences between North and South even greater after 1855.
6. Explain the impact of the election of 1860 on American unity.
7. Outline the process by which southern states seceded from the Union and formed the Confederacy.
8. Trace the development of the "states' rights" doctrine from the Nullification Crisis to Calhoun's reply to the Wilmot Proviso.

**Unit Instructional Procedures, Activities & Labs:**

These are contained within each core lesson.

**Unit Student Performance Tasks:**

Document Based Question  
Prompt: Students are asked the classic question-what started the Civil War?  
There are 14 documents in this DBQ  
Summative Assessment  
Objective on-going assessments.  
Formative Assessment

**Unit Materials:**

Film: *To Do Battle in the Land: John Brown*  
Powerpoint

**Unit Assignments:** Chapter 15 in *Out of Many*.

**Unit Notes:**

Arbinder, Tyler. *Nativism and Slavery: The Northern Know-Nothings and the Politics of the 1850s*. 1992  
Rossbach, J. *Ambivalent Conspirators: John Brown, the Secret Six and the Theory of Black Political Violence*. 1982.

**STANDARDS**

NATIONAL: AP - Advanced Placement Standards (2006-2009)

- [APSS-US.10.A \(Advanced\)](#) Pro- and antislavery arguments and conflicts  
[APSS-US.10.B \(Advanced\)](#) Compromise of 1850 and popular sovereignty  
[APSS-US.10.C \(Advanced\)](#) The Kansas-Nebraska Act and the emergence of the Republican Party  
[APSS-US.10.D \(Advanced\)](#) Abraham Lincoln, the election of 1860, and secession

**Unit: Unit 11 The Civil War**

Timeline: 3 Weeks

**Unit Description:**

This unit covers the deadliest challenge to community and identity -- a civil war. Both sides began the war underestimating its seriousness, scope, and duration. Northern generals such as Grant and Sherman recognized the arrival of a more modern style warfare and fought accordingly. The entire American community went to war, except ironically the southern planter elite who had the largest stake in the outcome. As American men and women served in the military, helped out in many community support organizations, or fled to the Union lines, their lives changed dramatically. The North's advantage in population and industry finally proved too much for the South to withstand, although victory hung in the balance until nearly the very end of the conflict. Lincoln prepared a generous reconstruction plan that he hoped would rebuild a sense of unity and loyalty. Lee's surrender in April of 1865 was marred by the assassination of Lincoln later that same month.

**Unit Big Ideas:**

1. How do you attempt to resolve a conflict?
2. How can regional differences lead to conflict and violence?
3. How did people, places, and things affect the outcome of the Civil War?
4. How was the Civil War a political, economic, and social turning point? Is war ever justified?
5. What is a civil war?

**Unit Essential**

1. Was slavery the primary cause of the Civil War?



**Questions:**

2. Was the Civil War inevitable?
3. Does Abraham Lincoln deserve to be called the "Great Emancipator"?
4. Was the Civil War worth its costs?

**Unit Key Terminology & Definitions :**

**Anaconda Plan:** Union war plan by Winfield Scott, called for blockade of southern coast, capture of Richmond, capture Mississippi River, and to take an army through heart of south.

**Trent Affair:** In 1861 the Confederacy sent emissaries James Mason to Britain and John Slidell to France to lobby for recognition. A Union ship captured both men and took them to Boston as prisoners. The British were angry and Lincoln ordered their release.

**Confiscation Acts:** series of laws passed by federal government designed to liberate slaves in seceded states; authorized Union seizure of rebel property, and stated that all slaves who fought with Confederate military services were freed of further obligations to their masters; virtually emancipation act of all slaves in Confederacy.

**Peninsula Campaign:** a major Union operation launched in southeastern Virginia from March through July 1862, the first large-scale offensive in the Eastern Theater. The operation, commanded by Maj. Gen. George B. McClellan, was an amphibious turning movement intended to capture the Confederate capital of Richmond by circumventing the Confederate States' Army in northern Virginia. McClellan was initially successful against the equally cautious General Joseph E. Johnston, but the emergence of General Robert E. Lee changed the character of the campaign and turned it into a humiliating Union defeat.

**Antietam:** was a major Union victory over the South. It removed all hopes in the South of getting foreign support. Lincoln used this for the basis of issuing the Emancipation Proclamation

**Sherman's March:** General Sherman lead a force from Chattanooga, Tennessee to South Carolina destroying everything the Confederates could use to survive. He set fire to South Carolina's capital, Columbia.

**Election of 1864:** Lincoln vs. McClellan, Lincoln wants to unite North and South, McClellan wants war to end if he's elected, citizens of North are sick of war so many vote for McClellan, Lincoln wins.

**Appomattox:** Lee surrenders here, but Grant offers the Confederacy good surrender terms to try to reunify the country.

**Copperheads:** a group of northern Democrats who opposed abolition and sympathized with the South during the Civil War.

**Conscription Act:** Enacted in April of 1862, it subjected all white males between the ages of eighteen and thirty-five to military service for three years. It was repealed in 1863.

**Green Backs:** in 1862 the government issued a new paper currency known as greenbacks helped northern economy by ensuring that people had money to spend.

**National Banking System:** financial arrangement set up by the federal government to sell government bonds and stabilize the currency.

**Morrill Tariff Act (1861):** Raised tariff rates to increase revenue and protect American manufacturers; high protective tariffs to protect industrialists.

**Homestead Act (1862):** Any citizen could occupy 160 acres of land; if lived on for 5 years and improved, a citizen could own that land.

**Morrill Land Grant Act (1862):** another one of the Government's acts worked to encourage more settlers into the Great Plains (passed along with the Homestead Act of 1862). the Act set aside land and provided money for agricultural colleges, eventually, agricultural science became a huge industry.

**Pacific Railway Act (1862):** Authorized the building of a transcontinental railroad over a northern route in order to link the economies of California and the western territories to the Eastern states.

**Emancipation Proclamation** was an order issued to all segments of the Executive branch of the United States by President Abraham Lincoln on January 1, 1863, during the American Civil War. It was based on the president's constitutional authority as commander in chief of the armed forces; it was not a law passed by Congress. It proclaimed all those enslaved in Confederate territory to be forever free, and ordered the Army (and all segments of the Executive branch) to treat as free all those enslaved in ten states that were still in rebellion, thus applying to 3.1 million of the 4 million slaves in the U.S.

**Unit Student Learning Outcomes:**

After completing this unit, students will be able to:

1. Describe how each community, North and South, connected to its soldiers at war, including a comparison of the two communities.
2. Outline the immediate outbreak of the war from Ft. Sumter to Bull Run, including initial strategies and the relative strengths of both sides.
3. Summarize the actions of Lincoln and the Republicans in conducting and financing the war.
4. Summarize the actions of Jefferson Davis and various Confederate leaders in conducting the war, including the problems associated with southern nationalism and state's rights.
5. Discuss the major strategies, battles, and outcomes from 1862 to 1865.
6. Explain what the war and various Union legislative acts and reconstruction plans meant to African Americans, particularly slaves and former slaves.
7. Describe the difficulties the South had combining the "state's rights" doctrine, the Southern social structure, and antagonism toward the North into a coherent and workable southern nationalism.

**Unit Student Performance Tasks:**

Summative: Multiple choice exam

Formative: Three essays

**Unit Materials:** Powerpoints: *Backward Planning Unit: The Civil War*  
Film: *The Civil War Episode 1.*

**Unit Assignments:** Chapter 16 in *Out of Many.*

**Unit Notes:** Ayers, Edward. *In the Presence of Mine Enemies: War in the Heart of America.* 2003. Clinton, Catherine. *Southern Families at War: Loyalty and Conflict in the Civil War South.* 2000.  
Faust, Drew Gilpin. *This Republic of Suffering: Death in the Civil War.* 2009.  
Oates, Stephen. *With Malice toward None: A Life of Abraham Lincoln.* 1994.

## **STANDARDS**

NATIONAL: AP - Advanced Placement Standards (2006-2009)

[APSS-US.10.D \(Advanced\)](#) Abraham Lincoln, the election of 1860, and secession  
[APSS-US.11.A \(Advanced\)](#) Two societies at war: mobilization, resources, and internal dissent  
[APSS-US.11.B \(Advanced\)](#) Military strategies and foreign diplomacy  
[APSS-US.11.C \(Advanced\)](#) Emancipation and the role of African Americans in the war  
[APSS-US.11.D \(Advanced\)](#) Social, political, and economic effects of war in the North, South, and West

**Unit:**