

US History I(Master)

Teacher: Master Map



| Month  | Content-Essential Question/Concepts   | Skills/Performance Objectives   | Assessment  | Suggested Activities/Technology   | Resources  |
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| August | <p><b>Weeks 1 and 2</b></p> <p>A. American Beginnings</p> <p><b>A. "Three Worlds Meet"</b></p> <ul style="list-style-type: none"> <li>• Peopling of America</li> <li>• Native American Cultures -1492</li> <li>• West African Societies -1492</li> <li>• European Societies - 1492</li> <li>• Transatlantic Encounters</li> </ul> <p>What ideas have united people over time?</p> <p><b>B. "American Colonies Emerge"</b></p> <ul style="list-style-type: none"> <li>• Spain's Empire in the Americas</li> <li>• An English Settlement at Jamestown</li> <li>• Puritan New England</li> <li>• Settlement of the Middle Colonies</li> </ul> <p>How has diversity impacted the concept of change over time?</p> | <p>A1. Demonstrate knowledge of the Bering Strait Theory</p> <p>A2. Identify traits of indigenous societies</p> <p>A3. Apply an understanding of European circumstances that led to the Age of Exploration.</p> <p>Analyze the complexity of events in world history.</p> <p>B1. Distinguish the similarities and differences between the early Spanish and English settlements and colonies.</p> <p>B2. Differentiate between the types of British settlements and colonies.</p> <p>Evaluate continuity and change over the course of world history.</p> | <p>A - B Suggested Unit 1 Assessments:</p> <ul style="list-style-type: none"> <li>Essays</li> <li>Reports</li> <li>Presentations</li> <li>Illustrations</li> <li>Class Discussion</li> <li>Socratic Seminars</li> <li>Class Debates</li> <li>Class Projects</li> <li>Individual projects</li> <li>Writing Assignments</li> <li>Vocabulary</li> <li>Objective Exams</li> <li>Teacher-generated assessments</li> </ul> <p>Write a colonization tale. Many books have been written about people who start new colonies--in outer space, on imaginary desert islands, and in real history. Write your own colonization tale of the present day or past history. It can be a short story or in comic book form. The story or comic should relate some of the experiences you had. As</p> | <p>A - B Suggested:</p> <p>This chapter introduces a few of the many groups of people whose cultures had an impact on America. Choose one group to learn more about-- a Native American society, a West African society, or a European society. Collect materials for a visual presentation of the location and culture of that people through a map and examples of artwork or artifacts of the population. Write captions to point out what you have learned about the people from what they have left behind. Then, in a report, draw conclusions about the group's culture and technological knowledge.</p> | <p>A-B Suggested</p> <p><i>The Americans</i></p> <p>applicable web sites</p> <p>Teacher-guided supplemental material</p> <p>Audio-Visual Materials</p> <p>Guest Speakers/Presentations</p> |

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|                  |   | <p>Investigate causes and effects of significant events in world history.</p>   | <p>you tell the tale, be sure to explain the reasons you left, who and what you took with you, where you went, how you got there, and the problems you faced both on the journey and at the arrival.</p>   |   |  |
| <p>September</p> | <p><b><u>Weeks 3, 4, 5, 6:</u></b></p> <p><b>A. "The Colonies Come of Age"</b></p> <ul style="list-style-type: none"> <li>• England and Its Colonies</li> <li>• The Agricultural South</li> <li>• The Commercial North</li> <li>• The French and Indian War</li> </ul> <p>How has culture defined civilization?</p> | <p>A1. Compare and contrast the different economic and social differences of the 13 original colonies.</p> <p>A2. Distinguish and summarize the differences that developed between the Northern and Southern colonies.</p> <p>A3. Evaluate the causes, events and effects of the French and Indian War upon the Colonies.</p> <p>Analyze the complexity of events in United States History.</p> | <p>A - B Suggested <b>Unit 1</b> Assessments:</p> <ul style="list-style-type: none"> <li>Essays</li> <li>Reports</li> <li>Presentations</li> <li>Researching a Region-- This chapter describes changing ways of life in the colonies and regional differences between the Northern and Southern colonies. Regional differences still exist in the United States today. Choose a region of the United States that you find interesting. Research aspects of politics, economics, and culture that are unique or developed in that area and either write a one page report or give an oral presentation on your findings.</li> </ul> | <p>A - B Suggested:</p> <ul style="list-style-type: none"> <li>Virtual Tours</li> <li>Web site research</li> <li>Videos and other multi-media</li> <li>Maps, charts, timelines</li> </ul> <p>Using a Venn Diagram compare the 'Agricultural South' and the 'Commercial North'</p> <p>Groups of students will work together to create annotated maps of the battles and territorial gains of the French and Indian War. Students should include brief descriptions of events as well as boundaries and labels. These should include critical information about battles, including number of people involved, dates, and results. To illustrate the changing nature of the situation, students might create two or three maps, or perhaps a single map with overlays.</p> | <p><i>The Americans</i> applicable web sites<br/>Teacher-guided supplemental materials<br/>Audio-Visual Materials<br/>Guest Speakers/Presentations</p> |

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|       | <p><b>B. "The War for Independence"</b></p> <ul style="list-style-type: none"> <li>• The Stirrings of Rebellion</li> <li>• Ideas Help to Start a Revolution</li> <li>• The Declaration of Independence</li> <li>• Struggling toward Saratoga</li> <li>• Winning the War</li> </ul> <p>What impact has change had on history?</p> | <p>B1. Relate the different points of view held by the Colonists in regard to British rule.</p> <p>B2. Recognize the various schools of thought regarding the role of government and individual and societal rights.</p> <p>B3. Identify philosophers and plilosophies of the time and recognize their implementation into the Colonists' perspective.</p> <ul style="list-style-type: none"> <li>• List and explain the sequence of events leading to the Revolutionary War.</li> <li>• Sequentially reconstruct the major events of the Revolutionary War.</li> <li>• Explore the impact of the Declaration of Independence.</li> <li>• Summarize the outcome of the Revolutionary War.</li> <li>• Evaluate the impact of the War on America and the</li> </ul> | <p>Conducting a survey.</p> <p>Select short excerpts from the Declaration of Independence. Then, without identifying the source, read the passages aloud to individuals to get their response. Ask your listeners if they agree or disagree with the ideas expressed and why. Write down their remarks and organize the results of your survey in a visual display. Consider a graphic device or a poster to organize your results.</p> |                                 |           |

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|                       |  | <p>world.</p> <p>Analyze continuity and change in eras over the course of United States History.</p>  |  |   |  |
| <p><b>October</b></p> | <p><b><u>Weeks 7 and 8</u></b></p> <p>Unit 2: "A New Nation" - 1781-1850</p> <p><b>A. Shaping the New Nation</b></p> <ul style="list-style-type: none"> <li>Experimenting with a New Nation</li> <li>Drafting the Constitution</li> <li>Ratifying the Constitution</li> </ul> <p>How does the point of view of the historian impact how history is interpreted?</p> <p><b>B. The Living Constitution</b></p> <ul style="list-style-type: none"> <li>Structure</li> <li>Contents</li> <li>Components of Government</li> </ul> | <p>A. 1. Distinguish between the failures and successes of the Articles of Confederation as an operational government.</p> <p>2. Give examples of States' Rights versus the federal Government.</p> <p>3. Show why it was necessary to revamp the new government.</p> <p>4. Explain the events leading to the new Constitution.</p> <p>5. Explain how the Constitution was ratified.</p> <p>Construct and defend a written historical argument using relevant primary and secondary sources of evidence.</p> <p>B. 1. <b>Review</b> The</p> | <p>A - E Suggested <b>Unit 2</b> Assessments:</p> <p>Create a Constitution. Create a constitution by supposing that you are a delegate to a constitutional convention. Work with a small group of students to create a constitution for your classroom or school. Be sure your constitution answers such questions as the following:</p> <ul style="list-style-type: none"> <li>How will laws be passed?</li> <li>How will laws be enforced?</li> <li>How can laws be changed?</li> </ul> <p>Teacher-generated </p> | <p>A - E Suggested:</p> <ul style="list-style-type: none"> <li>Virtual Tours</li> <li>Web site research</li> <li>Videos and other multi-media</li> <li>Maps, charts, timelines</li> </ul> | <p><i>The Americans</i></p> <p>applicable web sites</p> <p>Teacher-guided supplemental materials</p> <p>Audio-Visual Materials</p> <p>Guest Speakers/Presentations</p> |

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|       | <p><a href="#">Why are historical questions important?</a></p> <p><b>Weeks 9-10</b></p> <p><b>C. Launching the New Nation</b></p> <ul style="list-style-type: none"> <li>• Washington Heads the New Nation</li> <li>• Foreign Affairs Trouble the Nation</li> <li>• Jefferson Alters the Nation's Course</li> <li>• The War of 1812 Erupts</li> </ul> <p><a href="#">How does society decide what is important in history?</a></p> | <p>Preamble.</p> <ol style="list-style-type: none"> <li>2. Interpret the different Articles of the Constitution.</li> <li>3. Analyze the contents of the Constitution.</li> <li>4. Explain the functions and powers of government as outlined in the Constitution.</li> </ol> <p><a href="#">Gather and analyze historical information. Include contradictory data, from primary and secondary sources.</a></p> <p>C. 1. Summarize the early precedents established by Pres. Washington and Congress to stabilize the government and set policy.</p> <ol style="list-style-type: none"> <li>2. Interpret the battle over Federalism and States' rights.</li> <li>3. Give examples of division of political philosophies and thought.</li> <li>4. Analyze the events regarding the national bank.</li> <li>5. Explain the evolution of political parties in the US.</li> <li>6. Recognize the political and economic dealings with European powers after the revolutionary period.</li> </ol> | <p>Preparing a Television Newscast. The Lewis and Clark expedition explored much of the North American continent that had been acquired by the United States in the Louisiana Purchase. The expedition provided useful information about the West--its topography and animal life, as well as about the Native Americans who lived in the territory explored by the expedition. As you read about the Louisiana Purchase and the Lewis and Clark expedition, compile a list of information that you can use to write a script for a television news broadcast about the expedition. Make a list of what visual images you will use to illustrate your report.</p> |                                 |           |

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|       | <p>D. Balancing Nationalism and Sectionalism</p> <ul style="list-style-type: none"> <li>• Regional Economies Create Differences</li> <li>• Nationalism at Center Stage</li> <li>• The Age of Jackson</li> <li>• Jackson, States' Rights, and the National Bank</li> </ul> <p>Which idea provides the greatest insight to understanding a culture or nation's history?</p> | <p>7. Describe the impact European powers had via their territorial occupation in the US and the frontier.</p> <p>8. Explore the rise of sectionalism and its role in American and foreign policies.</p> <p>9. Define Jeffersonian Democracy.</p> <p>10. Survey the impact of the Marshall Court.</p> <p>11. Relate the Louisiana Purchase to its impact upon America.</p> <p>12. Analyze the causes and results of the War of 1812.</p> <p>Investigate causes and effects of significant events in United States History.</p> <p>D. 1. Understand the Industrial Revolution.</p> <p>2. Appraise the role of the Industrial Revolution in America, particularly in the Northeast.</p> <p>3. Analyze how the regions/sections of America developed economic differences.</p> <p>4. Interrelate slavery and the Southern agrarian</p> | <p>Create a political advertisement. As you will read, Andrew Jackson was the first presidential candidate to really develop a political "image" as a campaign strategy. He was followed by Martin Van Buren and William H. Harrison. This image making is a large part of politics today---as you will see when you watch political advertisements on t.v. and notice how the candidate is portrayed.</p> <ul style="list-style-type: none"> <li>• Study pictures and words that help creae a candidates image.</li> <li>• Then pick a political candidate from today and create</li> </ul> |                                 |           |

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|                 |  | <p>economy.</p> <p>5. Give examples of how sectionalism and nationalism conflicted and compromised American political and economic policy.</p> <p>6. Compare and contrast the positive and negative impact of Jacksonian Democracy.</p> <p>Evaluate historical development and impact of historical political thought, theory and actions.</p>  | <p>your own political advertisement, in the form of a poster, for that candidate</p> <ul style="list-style-type: none"> <li>aim for a particular look or impression you want the public to get-- positive or negative</li> <li>choose pictures and words that help convey that image</li> </ul> |  |  |
| <p>November</p> | <p><b>Week 11</b></p> <p><b>E. Reforming American Society</b></p> <ul style="list-style-type: none"> <li>Religion Sparks Reform</li> <li>Slavery and Abolition</li> <li>Women and Reform</li> <li>The Changing Workplace</li> </ul> <p>How have philosophical and religious traditions affected the development of political institutions?</p> | <p>E. 1. Define the role each of the following played in social and political reform:</p> <ul style="list-style-type: none"> <li>Religious movements [ex. The Great Awakening]</li> <li>Abolitionists</li> <li>Women activists</li> </ul> <p>2. Identify the problems faced by workers in the changing workplaces.</p> <p>Analyze ideas critiical to the understanding of American History.</p> | <p>A - E Suggested <b>Unit 2</b> Assessments:</p> <p>Essays<br/>Objective Exams<br/>Teacher-generated assessments</p>   | <p>A - E Suggested:<br/>Reforming through Visuals.<br/>The reformers in this chapter fight against injustices in society by speaking, writing, and taking action. Use the following steps to help you explore an injustice today.</p> <ul style="list-style-type: none"> <li>Document what you feel is an injustice in your community or in society through pictures--either photographs, cutouts from magazines, or printouts form the internet.</li> <li>Compile a pictorial essay that shows different</li> </ul> | <p><i>The Americans</i><br/>applicable web sites<br/>Teacher-guided supplemental materials<br/>Audio-Visual Materials<br/>Guest<br/>Speakers/Presentations</p> |

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|       | <p><b><u>Week 12</u></b></p> <p>Unit 3: An Era of Growth and Disunion - 1825-1877</p> <p><b>A. Expanding Markets and Moving West</b></p> <ul style="list-style-type: none"> <li>• The Market Revolution</li> <li>• Manifest Destiny</li> <li>• Expansion in Texas</li> <li>• The War with Mexico</li> </ul> <p>What if the history of a war was told be the losing side?</p> | <p>A. 1. Recognize the impact that specialization had on America's market economy, at home and abroad.</p> <p>2. Define the role of American businessmen, known as "entrepreneurs."</p> <p>3. Relate the accomplishments of modern inventions to changes in American households, workplaces and society in general.</p> <p>4. Interpret ideologies that justified "Manifest Destiny."</p> <p>5. Recognize the political, social and economic ramifications of Manifest Destiny.</p> <p>6. Relate the difficulties faced by the US and Mexico over control of Texas.</p> <p>7. Analyze the results of the War for Texas Independence.</p> <p>8. Survey the events that generated a war with Mexico.</p> <p>9. Appraise the impact of the results of the war with</p> | <p>Suggested <b>Unit 3</b> Assessments:</p> <ul style="list-style-type: none"> <li>Essays</li> <li>Reports</li> <li>Presentations</li> <li>Illustrations</li> <li>Class Discussion</li> <li>Socratic Seminars</li> <li>Class Debates</li> <li>Class Projects</li> <li>Individual projects</li> <li>Writing Assignments</li> <li>Vocabulary</li> <li>Objective Exams</li> <li>Teacher-generated assessments</li> </ul> <p>Many of the events in this chapter deal with the problems caused by sectional differences</p> | <p>aspects of the injustice you are publicizing.</p> <p>Suggested:</p> <p>Small groups of students will research and write reports on modern forms of electronic communication. Each student in the group will prepare a report on one form of modern electronic communication: computer, cell phone, fax machine, e-mail, internet, etc.</p> | <p><i>The Americans</i></p> <p>applicable web sites</p> <p>Teacher-guided supplemental materials</p> <p>Audio-Visual Materials</p> <p>Guest Speakers/Presentations</p> |

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|       | <p><b><u>Week 13</u></b></p> <p>B. The Union in Peril</p> <ul style="list-style-type: none"> <li>• The Divisive Politics of Slavery</li> <li>• Protest, Resistance, and Violence</li> <li>• The Birth of the Republican Party</li> <li>• Slavery and Secession</li> </ul> <p>What if the belief "all men created equal" did not exist?</p> | <p>Mexico on both countries and on the southwestern United States.</p> <p>Evaluate a historical source for point of view and historical context.</p> <p>B. 1. Explore the growing political, social and economic differences between the North and South.<br/>                 2. Consider actions taken by state and federal governments to decide the issue of slavery in territories and new states.<br/>                 3. Distinguish between the different anti-slavery, abolitionist efforts.<br/>                 4. Appraise how the US government resolved the issue of territorial slavery.<br/>                 5. Explore the widening political, social and economic gulf between the North and South.<br/>                 6. Illustrate the rise and growth of the Republican Party to national prominence.</p> | <p>between the North and South. Take an informal survey in which you ask people to identify ways in which various sections of the country differ today. Some questions to ask include:</p> <ul style="list-style-type: none"> <li>• what differences in speech, lifestyle, and customs can you think of?</li> <li>• what images come to mind when you think of different parts of the country?</li> <li>• what t.v. newspaper, or magazine slogans or ads seem to you to be aimed at specific regions?</li> </ul> |                                 |           |

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|                        |   | <p>7. List and summarize the events that led to the secession of the South from the United States.</p> <p>Analyze the origions of fundamental political debates and how conflict, compromise and cooperation have shaped national unity and diversity.</p>  |  |   |   |
| <p><b>December</b></p> | <p><b><u>Weeks 14-16</u></b></p> <p><b>C. The Civil War</b></p> <ul style="list-style-type: none"> <li>• The Civil War Begins</li> <li>• The Politics of War</li> <li>• Life During Wartime</li> <li>• The North Takes Charge</li> <li>• The Legacy of the War</li> </ul> <p>What qualifies an event as historically significant rather than simply noteworthy?</p> | <p>C. 1. Express how the secession of the Southern States causes the US Government to take military action.</p> <p>2. Analyze how slavery becomes the focus of the war.</p> <p>3. Describe the ramifications of the Emancipation Proclamation.</p> <p>4. Amplify the social and economic struggles faced by the governments and citizens on both sides of the war.</p> <p>5. Chronicle the military and political directions of the War.</p> <p>6. Demonstrate an understanding of how the Civil War puts an end to the question of States' Rights versus Federalism and allows the US to move forward.</p> <p>7. Discuss the lasting legacy of the</p> | <p><b>Suggested Unit 3</b></p> <p>Assessments:</p> <ul style="list-style-type: none"> <li>Essays</li> <li>Reports</li> <li>Presentations</li> <li>Illustrations</li> <li>Class Discussion</li> <li>Socratic Seminars</li> <li>Class Debates</li> <li>Class Projects</li> <li>Individual projects</li> <li>Writing Assignments</li> <li>Vocabulary</li> <li>Objective Exams</li> <li>Teacher-generated assessments</li> </ul> | <p>Suggested:</p> <ul style="list-style-type: none"> <li>Civil War Webquest--<br/><a href="http://www.mrslscomputer.com/civilwarwq.html">www.mrslscomputer.com/civilwarwq.html</a></li> <li>Web site research</li> <li>Videos and other multi-media</li> <li>Maps, charts, timelines</li> </ul> | <p><i>The Americans</i></p> <ul style="list-style-type: none"> <li>applicable web sites</li> <li>Teacher-guided supplemental materials</li> <li>Audio-Visual Materials</li> <li>Guest Speakers/Presentations</li> </ul> |

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|                       | <p>D. Reconstruction and Its Effects</p> <ul style="list-style-type: none"> <li>The Politics of Reconstruction</li> </ul> <p>How might historical inquiry be used to make decisions on contemporary issues?</p>  | <p>Civil War.</p> <p>Differentiate between the facts and historical interpretations, recognizing that a historian's narrative reflects his her judgement abthe significance of particular facts.</p> <p>D. 1. Compare and contrast the three plans for reconstruction.<br/>                     2. Define the role of the Freedmen's Bureau in Reconstruction.<br/>                     3. Describe black codes and their role in Reconstruction.<br/>                     4. Outline the provisions of the "Civil War Amendments."</p> <p>Analyze ideas critical to the understanding of American History.</p> |  |  |  |
| <p><b>January</b></p> | <p><b><u>Weeks 17-18</u></b></p> <p>D continued.</p> <ul style="list-style-type: none"> <li>Reconstructing Society</li> <li>The Collapse of Reconstruction</li> </ul> <p>How do historical thinkers use primary and secondary sources to formulate</p> | <p>D. 5. Identify physical and economic conditions in post-Civil War America.<br/>                     6. Evaluate the political climate of post-Civil War America.<br/>                     7. Summarize changes for African-Americans in post-Civil War</p>   | <p><b>Suggested Unit 3 Assessments:</b><br/>                     Essays<br/>                     Reports<br/>                     Presentations<br/>                     Illustrations<br/>                     Class Discussion<br/>                     Socratic Seminars<br/>                     Class Debates</p> | <p>Suggested:<br/>                     Virtual Tours<br/>                     Web site research<br/>                     Videos and other multi-media<br/>                     Maps, charts, timelines,<br/>                     Debate-- students will stage a debate between the two presidential candidates in the 1870</p> | <p><i>The Americans</i><br/>                     applicable web sites<br/>                     Teacher-guided supplemental materials<br/>                     Audio-Visual Materials<br/>                     Guest Speakers/Presentations</p> |

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|       | <p>historical arguments?</p>        | <p>America.<br/>                     8. Generalize the changes to the economy after the Civil War.<br/>                     9. Detail Southern political, social and economic opposition to Reconstruction.<br/>                     10. Evaluate the political role in the decline of Reconstruction efforts.<br/>                     11. Describe the fall of Republican power and the rise of Southern Democrats.</p> <p>Evaluate the historical development of political thought, theory and actions.</p> | <p>Class Projects<br/>                     Individual projects<br/>                     Writing Assignments<br/>                     Vocabulary<br/>                     Objective Exams<br/>                     Teacher-generated assessments</p> | <p>election--incumbent Grant and Horace Greeley. Students will form two teams one supporting Grant, the other supporting Greeley. One student represents the candidate, the others will serve as advisors during their candidates presentation and as questioners of the opposing candidate.</p> |           |