

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Campbell County School District #1

Program Name	Campbell County Virtual School	Content Area	SS
Course ID	SS5V	Grade Level	5
Course Name	American History A	# of Credits	
SCED Code		Curriculum Type	K12 Inc

### COURSE DESCRIPTION

#### AMERICAN HISTORY A

*The first half of a detailed two-year survey of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series A History of US, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) <a href="#">Use the Standards and Benchmarks as Spreadsheets</a>
SS5.1.1	Describe the basic rights and responsibilities of citizenship.
SS5.1.2	Understand the basic local, state, and national political processes (e.g., campaigning and voting).
SS5.1.3	Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).
SS5.1.4	Understand the purpose of the legal system.
SS5.1.5	Understand the purposes of the three branches of government.
SS.5.2.1	Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and
SS.5.2.2	Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music,
SS.5.2.3	Identify and describe characteristics and contributions of local and state cultural groups in Wyoming.
SS5.2.4	Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States
SS5.3.1	Give examples of needs, wants, goods, services, scarcity, and choice.
SS5.3.2	Identify basic economic concepts (e.g., supply, demand, price, and trade).
SS5.3.3	Identify and describe how science and technology have affected production and distribution locally, nationally, and globally
SS5.3.4	Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.
SS5.5.1	Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and
SS5.5.2	Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize
SS5.5.3	Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and
SS5.5.4	Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to
SS5.6.1	Use various media resources in order to address a question or solve a problem.
SS5.6.2	Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).
SS5.6.3	Use digital tools to research, design, and present social studies concepts (e.g. understand how individual responsibility applies in
SS5.6.4	Identify the difference between primary and secondary sources.

### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Unit 1: The Earliest Americans Explain the reason for distortion on maps and the purpose of projections. Identify cardinal and intermediate directions. Identify characteristics and uses of maps and globes. Use maps and globes to locate places. Identify latitude, longitude, absolute location, and hemisphere. Use longitude and latitude to determine absolute location. Describe the reason for migration to the Americas as the need to follow herds for food during the Ice Age.

		<p>Locate the Bering Sea and land bridge on a map or globe.</p> <p>Recognize the role of an archaeologist.</p> <p>Describe and categorize Inuit lands, shelter, food, customs, and beliefs.</p> <p>Trace the migration route of the earliest Americans.</p> <p>Identify Pueblo peoples as the Anasazi's modern descendants.</p> <p>Describe Anasazi shelter, food, customs, and beliefs.</p> <p>Describe the Anasazi as cliff dwellers.</p> <p>Describe the hardships of farming in a desert region.</p> <p>Locate on a map the area where the cliff dwellers lived.</p> <p>Analyze photographs to gather information on Indian life in the Pacific Northwest.</p>
		<p>Locate the area where the Northwest Indians lived on a map.</p> <p>Use maps and graphs to locate and describe major climate regions of the United States.</p> <p>Describe Northwest Indian shelter, food, beliefs, and customs, including totem poles.</p> <p>Identify geographic reasons for diversity among Native American groups.</p> <p>Recognize that there were hundreds of different Indian peoples, tribes, and languages.</p> <p>Transfer written information on the geography of North America to a map.</p>
	<p>SS5.2.1</p> <p>SS5.5.2</p> <p>SS5.5.3</p>	<p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Identify and describe Plains Indians shelter, food, customs, beliefs, and nomadic way of life.</p> <p>Explain that the Plains Indians depended on the buffalo for food, clothing, shelter, and tools.</p> <p>Identify different kinds of regions.</p> <p>Describe three changes that occurred as a result of the Spanish introduction of the horse to North America.</p> <p>Analyze maps to gain information about regions.</p> <p>Explain that mounds were built as burial sites, temple platforms, and religious symbols.</p> <p>Describe the findings of archaeologists and historians studying the Mound Builders, including evidence of trade, cities, and slavery.</p>

<p>The Earliest Americans</p>		<p>Locate the area where the Mound Builders live on a map. Summarize key theories on the disappearance of the Mound Builders, including disease and outside attack. Describe the role of women among the Iroquois as tribal leaders. Explain that the purpose of the Iroquois League was to bring independent nations together for mutual defense and common concerns. Analyze drawings to gather information about some Eastern Woodland Indians. Identify and describe the shelter, food, customs, and beliefs of the Eastern Woodland Indians. Locate the area where the Eastern Woodland Indians lived on a map. Compare and contrast Native American groups in terms of location, food, clothing, shelter, economic activity, and government. Review major characteristics of Native American groups. Describe the reasons for migration to the Americas as the need to follow herds for food during the Ice Age. Describe the format and features of the text, including its theme, structure, use of primary sources, and additional information in the margins.</p>
	<p>SS5.2.1 SS5.5.2 SS5.5.3</p>	<p>Identify at least two reasons Joy Hakim gives for studying American history. Define the following words: Eskimo, Inuit, kayak, and igloo. Locate the regions where Inuit live on a map. Describe and categorize Inuit shelter, food, customs, and beliefs.</p>
	<p>SS5.3.1 SS5.6.4</p>	<p>Lesson 1: Navigating Uncharted Waters Identify the Vikings as the first Europeans to make settlements in North America. Use maps to plot longitude, latitude, and direction. Lesson 2: Discovering New Lands Identify Columbus as the first explorer to attempt to reach East Asia by sailing west from Europe. Recognize Columbus's errors in understanding the distance around the Earth and in thinking he had reached Asia. Explain the reasons for European desire to go to Asia, including an interest in learning and the desire for power, wealth, and goods. Define primary source and analyze a primary source to gain information. Explain the significance of new knowledge and inventions in fifteenth-century Europe, including Gutenberg's press and the compass. Identify the Vikings as the first Europeans to make settlements in North America.</p>

	<p>SS5.3.1 SS5.6.4</p>	<p>Lesson 3: Columbus Journeys On</p> <p>Explain the reason for the introduction of African slavery into the Americas as a way to fill the need for field workers.</p> <p>Use maps to gain information on the Columbian Exchange.</p> <p>Recognize that plants, animals and diseases were exchanged among continents as a result of European exploration.</p> <p>List at least four plants, three animals, and one disease that were part of the Columbian Exchange.</p> <p>Define hemisphere, parallel, and meridian.</p> <p>Recognize Columbus's errors in understanding the distance around the Earth and in thinking he had reached Asia.</p> <p>Define primary source and analyze a primary source to gain information.</p> <p>Identify Columbus as the first explorer to attempt to reach East Asia by sailing west from Europe.</p> <p>Demonstrate knowledge gained in previous lessons.</p>
	<p>SS5.3.1 SS5.6.4</p>	<p>Lesson 4: The Spanish Conquest</p> <p>Describe the Aztec Empire as a complex civilization.</p> <p>Locate the Aztec Empire on a map.</p> <p>Identify Moctezuma as the leader of the Aztecs and Cortés as their Spanish conqueror.</p> <p>Identify Mesoamerica and three Mesoamerican civilizations before the Spanish conquest.</p> <p>Lesson 5: Ponce de León and Coronado</p> <p>Locate Puerto Rico, Florida, and Cuba on a map.</p> <p>Identify Francisco Vasquez de Coronado as a Spanish explorer of the southwestern United States and trace his route on a map.</p> <p>Identify Ponce de León as a Spanish explorer of Florida.</p>
	<p>SS5.3.1 SS5.6.4</p>	<p>Lesson 6: More Conquistadors</p> <p>Describe the behavior of the conquistadors toward the Native Americans.</p> <p>Identify Hernando de Soto as a Spanish explorer of the southeastern United States and trace on a map his route of exploration.</p> <p>Identify one city in the United States that started as a Spanish mission.</p> <p>Locate the Aztec Empire on a map.</p> <p>Identify Francisco Vasquez de Coronado as a Spanish explorer of the southwestern United States and trace his route on a map.</p> <p>Identify Mesoamerica and three Mesoamerican civilizations before the Spanish conquest.</p> <p>Identify Moctezuma as the leader of the Aztecs and Cortés as their Spanish conqueror.</p> <p>Locate Puerto Rico, Florida, and Cuba on a map.</p> <p>Identify Ponce de León as a Spanish explorer of Florida.</p> <p>Describe the Aztec Empire as a complex civilization.</p>

	<p>SS5.3.1 SS5.6.4</p>	<p>Lesson 7: The French Explore America Locate on a map the Mississippi River, Great Lakes, St. Lawrence River, Gulf of Mexico, and the Atlantic and Pacific Oceans. Identify major types of bodies of water. Describe the economic and religious motives for French exploration and colonization in North America. Identify the area of North America claimed by the French and the routes of major explorers.</p>
		<p>Lesson 8: From England to America Identify the area of North America claimed by the French and the routes of major explorers. Summarize the achievements and failures of early English attempts at settlement. Describe the economic and religious motives for French exploration and colonization in North America. Locate on a map the Mississippi River, Great Lakes, St. Lawrence River, Gulf of Mexico, and the Atlantic and Pacific Oceans.</p>
	<p>SS5.3.1 SS5.6.4</p>	<p>Identify Elizabeth I as a queen of England who sponsored exploration. Demonstrate mastery of important knowledge and skills taught in previous lessons. Describe England's motives for exploration and colonization as the desire to gain wealth and form model societies. Identify the area of North America claimed by England.</p>
<p>European Exploration</p>	<p>SS5.3.1 SS5.6.4</p>	<p>Lesson 9: Another Look Identify major geographical features and landforms of North America.</p> <p>Lesson 10: Unit Review Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Lesson 11: Unit Assessment Describe the behavior of the conquistadors toward the Native Americans.</p> <p>Explain the significance of new knowledge and inventions in fifteenth-century Europe, including Gutenberg's press and the compass.</p>

		<p>Lesson 1: A Beginning in Virginia</p> <p>Locate the Chesapeake Bay, the James River, and Jamestown on a map.</p> <p>Assess the needs of a group of settlers in a new place and list the kinds of people and equipment needed for success, including builders, doctors, and farmers.</p> <p>Describe the men and boys who sailed for Jamestown as gentlemen unprepared for hard work, their motivation as their desire for gold, and the difficulties they faced such as disease, starvation, and poor location and leadership.</p> <p>Explain that the Powhatans were able to live well by hunting, fishing, and farming the great resources of Virginia, while the early English settlers suffered because of poor planning and lack of skills.</p> <p>Lesson 2: John Smith and Jamestown</p> <p>Summarize the story of John Smith.</p> <p>Explain how the Jamestown colony was saved from extinction when English ships arrived after a starving time.</p>
	<p>SS5.5.2</p> <p>SS5.6.4</p>	<p>Identify adjectives to describe John Smith, and explain the reasons he was able to save the colony, including his work policy and relationship with the Indians.</p> <p>Identify Pocahontas as the daughter of the chief Powhatan, and compare fictional accounts of her with historical fact.</p>
	<p>SS5.5.2</p> <p>SS5.6.4</p>	<p>Lesson 3: Tobacco and Turning Points</p> <p>Identify the House of Burgesses as the first representative assembly in the European colonies.</p> <p>Explain the beginnings of slavery in Virginia as a way to fill the need for field workers, and the difference between an indentured servant and a slave.</p> <p>Identify the role of tobacco in the economic success of Jamestown.</p> <p>Describe the significance of the Virginia Charter in guaranteeing the rights of Englishmen to all settlers of the Jamestown colony.</p>

	<p>SS5.5.2 SS5.6.4</p>	<p>Lesson 4: Conflict</p> <p>Explain that slavery had existed in Africa long before slavery came to America but that there were major differences. Describe the factors in England that pushed people to come to America, including poverty and a growing population. Explain the reasons for conflict between English settlers and Native Americans as racism and the disagreement over land use and ownership.</p> <p>Identify James I as the king of England at the time Virginia was settled.</p> <p>Explain the beginnings of slavery in Virginia as a way to fill the need for field workers, and the difference between an indentured servant and a slave.</p> <p>Identify the role of tobacco in the economic success of Jamestown.</p> <p>Identify the House of Burgesses as the first representative assembly in the European colonies.</p>
	<p>SS5.5.2 SS5.6.4</p>	<p>Lesson 5: Pilgrims and Promises</p> <p>Describe the goals of the Separatists, or Pilgrims, including religious freedom.</p> <p>Describe the Mayflower Compact as an early form of self-government in Plymouth and William Bradford as the governor.</p> <p>Identify Squanto as an Indian who taught the Pilgrims how to survive in their new home.</p> <p>Describe the hardships faced by the Pilgrims, including starvation and cold.</p> <p>Lesson 6: What's a Puritan?</p> <p>Describe the towns in Massachusetts Bay.</p> <p>Explain the importance of education to the Puritans as the need to read the Bible, and give examples of the kinds of education established in Massachusetts Bay, including town schools and Harvard College.</p> <p>Define Puritan and describe the problems Puritans faced in England, including religious persecution.</p> <p>Describe the Puritan settlement of Massachusetts Bay, including the colony's charter, leadership, and religious policy.</p>
	<p>SS5.5.2 SS5.6.4</p>	<p>Lesson 7: Waterways or Waterwheels</p> <p>Predict economic activity based on the geography of a region.</p> <p>Analyze the geography of the eastern seaboard of the United States.</p> <p>Lesson 8: Thankful for Feasting</p> <p>Explore the history and traditions of Thanksgiving.</p> <p>Lesson 9: Unit Review</p> <p>Review early English settlement in North America.</p>

<p>Thirteen Colonies, Part 1</p>	<p>SS5.5.2 SS5.6.4</p>	<p>Lesson 10: Unit Assessment</p> <p>Locate the Chesapeake Bay, the James River, and Jamestown on a map.</p> <p>Describe the Puritan settlement of Massachusetts Bay, including the colony's charter, leadership, and religious policy.</p> <p>Describe the Mayflower Compact as an early form of self-government in Plymouth and William Bradford as the governor.</p> <p>Describe the Puritan settlement of Massachusetts Bay, including the colony's charter, leadership, and religious policy.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Explain how the Jamestown colony was saved from extinction when English ships arrived after a starving time.</p> <p>Analyze the geography of the eastern seaboard of the United States.</p> <p>Explain the importance of education to the Puritans as the need to read the Bible, and give examples of the kinds of education established in Massachusetts Bay, including town schools and Harvard College.</p> <p>Predict economic activity based on the geography of a region.</p>
	<p>SS5.5.2 SS5.6.4</p>	<p>Lesson 10: Unit Assessment Continued</p> <p>Describe the men and boys who sailed for Jamestown as gentlemen unprepared for hard work, their motivation as their desire for gold, and the difficulties they faced such as disease, starvation, and poor location and leadership.</p> <p>Explain the importance of education to the Puritans as the need to read the Bible, and give examples of the kinds of education established in Massachusetts Bay, including town schools and Harvard College.</p>
		<p>Lesson 1: Breaks with Tradition: Roger Williams</p> <p>Identify Roger Williams as the founder of Rhode Island and a supporter of religious toleration and fair treatment of Native Americans.</p> <p>Explain the advantages of relative location to natural harbors in the settlement of Providence.</p> <p>Locate the colony of Rhode Island on a map and list its founder, his motives, and his accomplishments.</p> <p>Lesson 2: Breaks with Tradition: Anne Hutchinson and Mary Dyer</p> <p>Describe the consequences of Anne Hutchinson's break with</p>



		<p>Puritan tradition.</p> <p>Describe the status of women in Puritan society.</p> <p>Identify Mary Dyer as a Puritan who became a Quaker and was executed for her beliefs.</p> <p>Compare and contrast the views of New England dissenters, including Hutchinson and Dyer.</p> <p>Lesson 3: Visiting Salem</p> <p>Explain the meaning of the phrase "city upon a hill."</p> <p>Explain the origins and results of the witchcraft trials in Salem.</p>
	<p>SS5.6.4</p>	<p>Lesson 4: Elsewhere in New England</p> <p>Chart the founding of Connecticut and New Hampshire.</p> <p>Describe the differences in European and Native American attitudes toward land ownership and land use.</p> <p>Explain the origins and results of the Pequot War and King Philip's War.</p> <p>Explain the reasons for the lack of Indian unity in fighting Europeans.</p> <p>Demonstrate mastery of important knowledge and skills in previous lessons.</p> <p>Explain the origins and results of the witchcraft trials in Salem.</p> <p>Identify Roger Williams as the founder of Rhode Island and a supporter of religious toleration and fair treatment of Native Americans.</p> <p>Identify Mary Dyer as a Puritan who became a Quaker and was executed for her beliefs.</p> <p>Locate the colony of Rhode Island on a map and list its founder, his motives, and his accomplishments.</p> <p>Describe the consequences of Anne Hutchinson's break with Puritan tradition.</p> <p>Explain the meaning of the phrase "city upon a hill."</p> <p>Describe the status of women in Puritan society.</p>

	SS5.6.4	<p>Lesson 5: The Middle Colonies</p> <p>Summarize the transition from New Amsterdam to New York.</p> <p>Complete the chart for New York and New Jersey.</p> <p>Give examples of the ways in which the New Jersey colony was more democratic than many colonies.</p> <p>Locate the middle colonies of New York and New Jersey on a map.</p> <p>Lesson 6: Toleration Triumphs</p> <p>Chart the founding of Pennsylvania, Delaware, and Maryland.</p> <p>Demonstrate mastery of important knowledge and skills in previous lessons.</p> <p>Give examples of toleration and its limits in Pennsylvania and Maryland.</p> <p>Identify Lord Baltimore and the Calverts as the Catholic founders of Maryland as a haven for Catholics.</p> <p>Identify William Penn as the Quaker founder of Pennsylvania and the difficulties he and other Quakers faced in England.</p> <p>Lesson 7: Benjamin Franklin: An American Renaissance Man</p> <p>Read and respond to a brief biography of Benjamin Franklin.</p> <p>Analyze Franklin's most important accomplishments.</p> <p>Analyze the wisdom of Benjamin Franklin and apply it to today.</p>
	SS5.6.4	<p>Lesson 8: Colonization Heads South</p> <p>Locate on a map the southern colonies of Virginia, North Carolina, South Carolina, and Georgia.</p> <p>Describe plantation life for owners, women, slaves, and small farmers.</p> <p>Lesson 9: A Visit to Williamsburg</p> <p>Describe Williamsburg in colonial times.</p> <p>Use the Internet to acquire information on Williamsburg.</p>

	SS5.6.4	<p>Lesson 10: Colonial Life in the South</p> <p>Identify Charleston on a map and describe the social structure there in colonial times as a mixture of aristocracy, poor whites, and slaves.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Chart the founding of North Carolina, South Carolina, and Georgia.</p> <p>Identify James Oglethorpe as the founder of Georgia as a haven for debtors.</p> <p>Give examples of democratic practices in North Carolina, including religious toleration.</p> <p>Locate on a map the southern colonies of Virginia, North Carolina, South Carolina, and Georgia.</p> <p>Identify rice as the major cash crop in South Carolina that made slavery profitable.</p> <p>Identify Blackbeard as a famous pirate who operated off the coast of North Carolina.</p> <p>Identify Gullah as the language developed by African Americans in South Carolina.</p>
Thirteen Colonies, Part 2	SS5.6.4	<p>Lesson 11: Triangles of Trade</p> <p>Analyze a map of colonial trade and trace the major routes and products of the triangular trade.</p> <p>Categorize resources as fossil fuels or animal, plant, or mineral resources.</p> <p>Interpret maps for information about natural resources.</p> <p>Summarize information gained from the diary of Olaudah.</p> <p>Categorize resources as renewable or nonrenewable.</p> <p>Lesson 12: Unit Review</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Lesson 13: Unit Assessment</p> <p>Analyze the geography of the eastern seaboard of the United States.</p> <p>Locate the middle colonies of New York and New Jersey on a map.</p> <p>Locate on a map the southern colonies of Virginia, North Carolina, South Carolina, and Georgia.</p> <p>Locate the colony of Rhode Island on a map and list its founder, his motives, and his accomplishments.</p> <p>Complete the chart for New York and New Jersey.</p> <p>Chart the founding of Connecticut and New Hampshire.</p> <p>Chart the founding of Pennsylvania, Delaware, and Maryland.</p>
		<p>Lesson 1: Peter's Press</p> <p>Summarize the importance of the Peter Zenger Trial</p> <p>Identify Peter Zenger.</p> <p>Define libel.</p> <p>Lesson 2: The French and Indian War</p> <p>Identify George Washington as a soldier in the British Army during the French and Indian War.</p> <p>Analyze Franklin's "Join or Die" to gain understanding of</p>

	<p>political cartoons.</p> <p>Explain the causes of the French and Indian War as competition between France and England for land and power.</p> <p>Lesson 3: Looking West Describe the problems the British government faced after 1763 in trying to limit westward migration and why many Americans wanted to go west.</p> <p>Describe the problems faced by Native Americans in the Ohio River Valley after 1763, including encroachment by white settlers.</p> <p>Summarize the outcome of the French and Indian War as the end of the French presence in most of North America.</p> <p>Locate the Appalachian Mountains on a map and explain that the British did not want migration across them for reasons of economics and security.</p> <p>Lesson 4: Boone Went Over the Mountain Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Analyze primary sources to gain information. Identify Daniel Boone as an early American pioneer.</p> <p>Lesson 5: The Stamp of English Rights Describe the reasons for and results of the Boston Tea Party.</p> <p>Explain the significance of Magna Carta and the "rights of Englishmen."</p> <p>Identify George III as the king of England in the mid-eighteenth century. Identify and describe the Stamp Tax.</p> <p>Lesson 6: Give Us Liberty! Identify Sam Adams and Patrick Henry as opposition leaders. Analyze Patrick Henry's speech.</p> <p>Lesson 7: The Boston Massacre Identify and describe the Stamp Tax.</p> <p>Analyze an artist's representation of the Boston Massacre. Identify Quartering Act and redcoat. Identify George III as the king of England in the mid-eighteenth century. Identify Sam Adams and Patrick Henry as opposition leaders. Analyze Patrick Henry's speech.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Identify John Adams as a Boston lawyer who defended the British soldiers after the Boston Massacre.</p> <p>Lesson 8: The Shot Heard Round the World Summarize the events at Lexington and Concord and explain</p>
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	<p>the phrase "the shot heard round the world."</p> <p>Use a map to understand the battles of Lexington and Concord.</p> <p>Lesson 9: Map Skills  Compare maps and tables to assess change over time.  Define elevation as height above sea level.  Identify major landforms in the United States.  Use landform maps and relief maps to locate physical features.</p> <p>Lesson 10: A Continental Congress  Explain the purpose of the Second Continental Congress and describe the kinds of men who attended the Second Continental Congress as mostly educated, wealthy and prominent.  Explain the reasons for choosing George Washington to command the Continental Army, including his experience and character.</p> <p>Lesson 11: The Fighting Begins  Describe the battle at Breed's Hill and Bunker Hill and explain its significance as demonstrating the colonists' ability to fight.</p> <p>Lesson 12: Will You Sign?  Summarize Thomas Paine's arguments for independence.</p> <p>Explain the purpose of the Second Continental Congress and describe the kinds of men who attended the Second Continental Congress as mostly educated, wealthy and prominent.  Describe the battle at Breed's Hill and Bunker Hill and explain its significance as demonstrating the colonists' ability to fight.</p> <p>Explain the reasons for choosing George Washington to command the Continental Army, including his experience and character.</p> <p>Recognize the Enlightenment ideas Jefferson used in the Declaration of Independence.  Summarize the events at Lexington and Concord and explain the phrase "the shot heard round the world."</p> <p>Explain how Thomas Jefferson was chosen to write the Declaration of Independence.  Demonstrate mastery of important knowledge and skills in previous lessons.</p> <p>Lesson 13: Life, Liberty, and the Pursuit of Happiness  Read and analyze the Declaration of Independence to gain understanding of its meaning.</p> <p>Lesson 14: Unit Review  Summarize the ideas and events leading to the American</p>
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	<p>Summarize the ideas and events leading to the American Revolution.</p> <p>Lesson 15: Unit Assessment</p> <p>Read and analyze the Declaration of Independence to gain understanding of its meaning.</p>
Road to Revolution	<p>Lesson 1: John and Abigail Adams</p> <p>Recognize John Adams's role in declaring independence as one of early and persistent support.</p> <p>Describe the roles of women during the Revolution, including maintaining farms and businesses, assisting in the war effort, fighting, and being politically vocal.</p> <p>Explain the significance of the Declaration of Independence in unifying people for the war effort.</p> <p>Lesson 2: Decisions</p> <p>Describe the roles of blacks on both sides of the conflict.</p> <p>Summarize the dilemma many blacks faced in taking sides during the Revolution.</p> <p>Lesson 3: Best Friends</p> <p>Recognize John Adams's role in declaring independence as one of early and persistent support.</p> <p>Explain the significance of the Declaration of Independence in unifying people for the war effort.</p> <p>Describe the roles of women during the Revolution, including maintaining farms and businesses, assisting in the war effort, fighting, and being politically vocal.</p> <p>Summarize the dilemma many blacks faced in taking sides during the Revolution.</p> <p>Identify individuals who came from Europe to aid the American cause, including the Marquis de Lafayette, Baron Friedrich von Steuben, and Haym Salomon.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Use research skills to gain information on one of the people</p>

	<p>mentioned in this lesson.</p> <p>Lesson 4: Challenges for the Continental Army Explain the significance of the battles of Trenton and Saratoga (one boosted American morale; the other was a turning point in the war). Define Hessian and mercenary. Analyze a painting, Washington Crossing the Delaware, to assess historical accuracy and bias. Describe the difficulties George Washington faced as commander of the Continental Army, including a small, unstable army, lack of supplies, and need to use retreat as a way to save the army. Identify Sir William Howe as the commander in charge of all the British forces in America.</p> <p>Lesson 5: Turning Points Explain the reasons for the warfare on the frontier and the effect of the Revolution on Native Americans. Locate the following places on a map: Saratoga, Philadelphia, Valley Forge, and Vincennes. Identify George Washington as providing example, dignity and determination to his army.</p> <p>Describe conditions at Valley Forge and summarize the significance of the winter there. Identify Martha Washington as providing moral support and Nathaniel Greene and George Rogers Clark as significant military leaders of the Revolution.</p> <p>Lesson 6: Sweet Surrender Locate the following places on a map: Savannah, Charleston, Chesapeake Bay, and Yorktown, and U.S. boundaries in 1783.</p> <p>Analyze art of the Revolution to determine the values it promotes. Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Explain the role of geography and the French in Cornwallis's defeat at Yorktown. Identify Cornwallis as the leader of the British forces and Alexander Hamilton as aide to George Washington. Identify Sir William Howe as the commander in charge of all the British forces in America. Describe conditions at Valley Forge and summarize the significance of the winter there. Describe the difficulties George Washington faced as commander of the Continental Army, including a small, unstable army, lack of supplies, and need to use retreat as a way to save the army. Explain the significance of the battles of Trenton and Saratoga (one boosted American morale; the other was a turning point in the war). Locate the following places on a map: Saratoga, Philadelphia, Valley Forge, and Vincennes. Describe the roles of women during the Revolution, including maintaining farms and businesses, assisting in the war effort, fighting, and being politically vocal. Explain the significance of the Declaration of Independence in unifying people for the war effort. Define Hessian and mercenary. Identify Martha Washington as providing moral support and Nathaniel Greene and George Rogers Clark as significant military leaders of the Revolution.</p>
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<p>The American Revolution</p>		<p>Primary readers of the Revolution</p> <p>Explain the reasons for the warfare on the frontier and the effect of the Revolution on Native Americans.</p> <p>Lesson 7: What Did It All Mean? Summarize the key events and ideas of the Revolution. Analyze the changes that the Revolution brought about.</p> <p>Lesson 8: Unit Review Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Make quilt squares that represent the major events, people, and ideas from the American Revolution.</p> <p>Lesson 9: Unit Assessment Explain the role of geography and the French in Cornwallis's defeat at Yorktown. Identify George Washington as providing example, dignity and determination to his army.</p>
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	<p>Lesson 1: Confederation and Constitutions</p> <p>Define separation of powers as the division of political power among branches of government.</p> <p>Identify traditional English freedoms, such as trial by jury, guaranteed in state constitutions' bills of rights, and identify freedom of religion as a new freedom in state constitutions.</p> <p>Identify the Articles of Confederation as the first government of the United States and describe its weaknesses, including the lack of an executive and of taxing power.</p> <p>Explain the need for and significance of state constitutions during the Revolution.</p> <p>Lesson 2: The Northwest Ordinance</p> <p>Review a map of the new nation and identify the western lands under dispute.</p> <p>Summarize the reasons for and major provisions of the Northwest Ordinance.</p> <p>Explain the importance of the Northwest Ordinance in terms of future territories and the precedents it set for education and slavery.</p> <p>Lesson 3: Thomas Jefferson: A Man for All Time</p> <p>Use the Internet to gain information on Thomas Jefferson.</p> <p>Demonstrate knowledge gained in previous lessons.</p> <p>Describe Thomas Jefferson as accomplished in areas including philosophy, government, arts, and sciences.</p> <p>Review a map of the new nation and identify the western lands under dispute.</p> <p>Explain the need for and significance of state constitutions during the Revolution.</p> <p>Define separation of powers as the division of political power among branches of government.</p> <p>Identify the Articles of Confederation as the first government of the United States and describe its weaknesses, including the lack of an executive and of taxing power.</p> <p>Explain the importance of the Northwest Ordinance in terms of future territories and the precedents it set for education and slavery.</p> <p>Identify traditional English freedoms, such as trial by jury, guaranteed in state constitutions' bills of rights, and identify freedom of religion as a new freedom in state constitutions.</p> <p>Lesson 4: James Madison and a Philadelphia Summer</p> <p>Recognize the arguments for and against keeping the convention debates a secret.</p> <p>Identify James Madison as the man given the title "Father of the Constitution."</p> <p>Explain that the reason for calling the convention in Philadelphia was the need to revise the Articles of Confederation or write a new Constitution.</p> <p>Summarize the background and talent James Madison brought to the Constitutional Convention, including scholarship and willingness to work hard.</p> <p>Lesson 5: An Important Compromise</p> <p>Summarize the issues on which the delegates to the Constitutional Convention were divided, including representation and slavery.</p> <p>Explain the Virginia Plan and the New Jersey Plan in terms of</p>
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	<p>Explain the Virginia Plan and the New Jersey Plan in terms of representation.</p> <p>Analyze a political cartoon to gain information on the positions taken at the convention.</p> <p>Identify Roger Sherman as the delegate who proposed the compromise we use today.</p> <p>Lesson 6: We the People</p> <p>Recognize the importance of compromise in writing the Constitution.</p> <p>State the six purposes of the Constitution found in the Preamble.</p> <p>Distinguish between the Declaration of Independence and the Constitution.</p> <p>Give concrete examples of the Preamble in practice today.</p> <p>Lesson 7: Ratification!</p> <p>List the major supporters and opponents of ratification in 1787.</p> <p>Summarize the arguments for and against the ratification of the Constitution.</p> <p>Recognize the difficulties faced by delegates to the Constitutional Convention.</p> <p>Recognize the arguments for and against keeping the convention debates a secret.</p> <p>Explain the Virginia Plan and the New Jersey Plan in terms of representation.</p> <p>Identify Roger Sherman as the delegate who proposed the compromise we use today.</p> <p>Explain that the reason for calling the convention in Philadelphia was the need to revise the Articles of Confederation or write a new Constitution.</p> <p>State the six purposes of the Constitution found in the Preamble.</p> <p>Distinguish between the Declaration of Independence and the Constitution.</p> <p>Lesson 8: Mason Makes His Mark</p> <p>Use the Internet to gain information on George Mason.</p> <p>Evaluate Mason's contributions to the United States as the chief supporter of the Bill of Rights.</p> <p>Demonstrate knowledge gained in previous lessons.</p> <p>Lesson 9: The Constitution: Branches and Balances</p> <p>Identify the Constitution as the supreme law of the land.</p> <p>Identify the three branches of government and summarize the role of each branch, including the concept of checks and balances.</p> <p>Define amendment and explain the purpose of amendments.</p> <p>Lesson 10: The Constitution: What Does It Say?</p> <p>Analyze the Constitution to gain familiarity with its structure.</p> <p>Lesson 11: The Bill of Rights</p>
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<p>The Constitution</p>	<p>SS5.1.1</p>	<p>Discuss the responsibilities of citizens in maintaining democracy. Demonstrate knowledge gained in previous lessons.</p> <p>Identify the major rights guaranteed by the Bill of Rights. State the six purposes of the Constitution found in the Preamble.</p> <p>Define amendment and explain the purpose of amendments. Identify the Constitution as the supreme law of the land. Identify the three branches of government and summarize the role of each branch, including the concept of checks and balances.</p> <p>Lesson 12: Unit Review Review important knowledge and skills taught in this unit.</p> <p>Lesson 13: Unit Assessment State the six purposes of the Constitution found in the Preamble.</p> <p>Lesson 14: Semester Review Prepare for the assessment by reviewing content and skills presented in this semester.</p> <p>Lesson 15: Semester Review Prepare for the assessment by reviewing content and skills presented in this semester.</p> <p>Lesson 16: Semester Review Prepare for the assessment by reviewing content and skills presented in this semester.</p> <p>Lesson 17: Semester Assessment</p>
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	<p>Lesson 1: The Father of His Country and Ours  Recognize the significance of George Washington's unanimous election.  Summarize the challenges Washington faced, including debt and lack of precedent.  Define precedent.  Identify the advisors Washington chose, including Jefferson and Hamilton.</p> <p>Lesson 2: The Well Resorted Tavern  Use the Internet to gain information about George Washington.  Identify the precedents set by George Washington.</p> <p>Lesson 3: Parties and Change  Compare and contrast the views of Hamilton and Jefferson on the power of government, the power of the people, and the economy of the nation.  Demonstrate knowledge gained in previous lessons.  Define faction, Federalist, and Democratic-Republican.  Define precedent.  Recognize the significance of George Washington's unanimous election.  Identify the precedents set by George Washington.</p> <p>Lesson 4: Capital Ideas  Recognize major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials.  Explain how Washington, D.C., became the nation's capital.  Identify Benjamin Banneker as the surveyor of the nation's capital.</p> <p>Lesson 5: Adams Takes the Helm  Summarize the difficulties Adams faced as president, including the possibility of war and loss of popularity.  Describe the strengths and weaknesses of John Adams as president.  Identify John Adams as the second president.</p> <p>Lesson 6: Who Will Decide?  Assess the possible outcome of the Virginia and Kentucky Resolves as the end of the Union.  Explain the role of John Marshall as the chief justice who established the role of the Supreme Court in judicial review.  Explain the constitutional conflict over the Alien and Sedition Acts, including the concept of constitutionality.  Analyze a quote and describe Jefferson's view of freedom of</p>
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	<p>the press.</p> <p>Lesson 7: The Louisiana Purchase and More  Identify Thomas Jefferson as the third president.  Recognize the significance of the Louisiana Purchase as doubling the size of the country.  Identify John Adams as the second president.  Explain the role of John Marshall as the chief justice who established the role of the Supreme Court in judicial review.  Explain how Washington, D.C., became the nation's capital.  Assess the possible outcome of the Virginia and Kentucky Resolves as the end of the Union.  Summarize the difficulties Adams faced as president, including the possibility of war and loss of popularity.</p> <p>Lesson 8: An Expedition  Identify the states created from the Louisiana Territory.  Identify Lewis and Clark as leaders of the expedition that explored the Louisiana Territory.  Identify major physical features of the Louisiana Territory including the Mississippi and Missouri rivers; Rocky Mountains, and recognize states made from it.</p> <p>Lesson 9: A Powerful Orator and the Great Tekamthi  Identify Sagoyewatha and Tekamthi as American Indian leaders of the early nineteenth century.</p> <p>Lesson 10: Another War!  Describe three reasons for the War of 1812 and identify the sections of the country that supported or opposed the war.  Identify war hawks as congressmen who supported war with England and James Madison as president during the War of 1812.  Summarize the major events of the War of 1812, including the attacks on Washington, D.C., and Baltimore, and the role Dolley Madison played in saving national treasures.</p> <p>Lesson 11: By the Dawn's Early Light  Demonstrate understanding of the meaning of the words of the national anthem.  Describe the significance of the War of 1812.</p> <p>Lesson 12: The Monroe Doctrine  Explain the phrases "last of the Revolutionary farmers" and "era of good feelings."</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Identify the boundary changes that occurred between 1812 and 1821, including the purchase of Florida and the addition of seven states.  Summarize the major message of the Monroe Doctrine as the closing of the Americas to European colonization.  Describe three reasons for the War of 1812 and identify the sections of the country that supported or opposed the war.  Describe the significance of the War of 1812.</p>
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Describe the significance of the War of 1812.

Identify war hawks as congressmen who supported war with England and James Madison as president during the War of 1812.

Lesson 13: Andrew Jackson: An Uncommon Man

Explain the significance of Jackson's election as an example of expansion in the political process.

Identify groups who did not have political power in 1828, including blacks and women.

Describe the ways in which Jackson represented new ideas and people who had not had political power before, including those with little wealth and those in the West.

Identify Andrew Jackson as the first common man elected president.

Lesson 14: Our Early Presidents

Demonstrate an understanding of time and sequence as they apply to the first six U.S. presidents.

Lesson 15: Unit Review

Prepare for the assessment by reviewing content and skills presented in this unit.

Lesson 16: Unit Assessment

	<p>Lesson 1: Revolutionary Inventions Define industrial revolution and factory system. Identify industrial innovators, including Eli Whitney, Francis Lowell, and Samuel Slater, and their accomplishments. Explain why the changes in industry are called a revolution.</p> <p>Lesson 2: Transportation and Travel Describe transportation before 1800 and explain the need for change. Identify four modern innovations in transportation in the early 1800s, including canals, railroads, steamboats, and improved roads. Summarize the impact of canals and roads on life and the economy.</p> <p>Lesson 3: Steaming Describe the advantages of railroads over canals, steamboats, and roads. Identify Robert Fulton as a developer of the steamboat. Demonstrate mastery of important knowledge and skills taught in previous lessons. Describe the advantages and disadvantages of steam power in boats and trains. Analyze maps and graphs for information on early transportation. Identify four modern innovations in transportation in the early 1800s, including canals, railroads, steamboats, and improved roads. Define industrial revolution and factory system. Identify industrial innovators, including Eli Whitney, Francis Lowell, and Samuel Slater, and their accomplishments.</p> <p>Lesson 4: Cities Grow All Around Define urban, suburban, and rural. Use population density maps to compare populations over time. List at least two examples of the positive and negative characteristics of cities in the early to mid-1800s. Locate the cities of New York, Philadelphia, New Orleans, and Boston on a map. Discuss the geographic reasons for the growth of cities on rivers.</p> <p>Lesson 5: Mills and Mines Explain the geographic reasons for the growth of Pittsburgh and Wheeling as mill towns. Explain why so many women and children worked in mills and mines. Demonstrate mastery of important knowledge and skills in previous lessons. Describe some of the problems of workers in the mines and mills of the nineteenth century, such as low pay and dangerous conditions. Demonstrate mastery of important knowledge and skills taught in previous lessons. Use population density maps to compare populations over time. Discuss the geographic reasons for the growth of cities on rivers.</p>
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	<p>LESSONS:</p> <p>Lesson 6: Writing a Document-Based Essay, Part 1 Analyze an essay question to prepare an answer. Brainstorm previous knowledge. Define primary source.</p> <p>Lesson 7: Writing a Document-Based Essay, Part 2 Analyze primary sources. Acquire information related to an essay question. Organize information.</p> <p>Lesson 8: Writing a Document-Based Essay, Part 3 Develop an outline of information.</p> <p>Develop a thesis statement</p> <p>Lesson 9: Writing a Document-Based Essay, Part 4 Lesson 10: Writing a Document-Based Essay, Part 5 Write a document-based essay.</p> <p>Lesson 11: Unit Review Review important knowledge and skills taught in this unit. Lesson 12: Unit Assessment</p>
<p>A New Age and New Industries</p>	<p>Lesson 1: Write On, Sequoyah! Identify Sequoyah as the Cherokee who invented a written form of the Cherokee language.</p> <p>Describe the Indian Removal Act and the economic reasons for it.</p> <p>Describe the ways in which the Cherokee Nation attempted to keep its land, including assimilation and warfare.</p> <p>Lesson 2: Trails of Tears Analyze the sculpture "End of the Trail." Define Trail of Tears.</p> <p>Demonstrate mastery of important knowledge and skills in previous lessons.</p> <p>Locate on a map eastern Indian lands and the land the Indians were moved to.</p> <p>Describe the significance of Worcester v. Georgia and explain why this Supreme Court ruling was not enforced.</p> <p>Describe the ways in which the Cherokee Nation attempted to keep its land, including assimilation and warfare.</p>



	<p>Lesson 3: Movement and Migration</p> <p>Recognize the major ethnic groups that came to the United States.</p> <p>Describe the "push" and "pull" factors that caused people to leave their home countries and migrate to the United States, including social, political, and economic problems at home and opportunities in the United States.</p> <p>Explain why the Santa Fe Trail fell out of use.</p> <p>Recognize the way by which the United States gained control of New Mexico.</p> <p>Lesson 4: Westward Ho!</p> <p>Analyze photographs and written documents to describe the journey west and its difficulties, including disease, lack of water, and fear of attack.</p> <p>Identify the reasons why people chose to go west, including the opportunity to start a new life and to acquire land.</p> <p>Define prairie schooner, pioneer, and wagon train.</p> <p>Lesson 5: Shakers and Movers</p> <p>Explain why the Santa Fe Trail fell out of use.</p> <p>Identify the reasons why people chose to go west, including the opportunity to start a new life and to acquire land.</p> <p>Define prairie schooner, pioneer, and wagon train.</p> <p>Identify Joseph Smith, Brigham Young, and the Mormons. Explain the reasons the Mormons migrated to the West, including persecution and opportunity.</p> <p>Describe the "push" and "pull" factors that caused people to leave their home countries and migrate to the United States, including social, political, and economic problems at home and opportunities in the United States.</p> <p>Use maps to gain familiarity with transportation and migration routes.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Lesson 6: Don't Forget to Write</p> <p>Demonstrate understanding of the pioneer experience, including motivation and experience.</p> <p>Lesson 7: Manifest Destinies</p> <p>Define Manifest Destiny.</p> <p>Explain why President Polk and other Americans wanted to gain control of California, including its fertile farmlands, excellent harbors, and the idea of Manifest Destiny.</p> <p>Describe the population of California in 1840 as Native Americans, Spanish-speaking settlers, missionaries, and <u>rancheros</u>.</p>
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	<p>Lesson 8: Remember More Than the Alamo  Identify Stephen Austin as the leader of American settlers in Texas, Santa Anna as the Mexican dictator, and Sam Houston as the first president of the Republic of Texas.  Explain the causes of the conflicts between Mexicans and anglo settlers, including the settlers' violations of settlement agreements and Santa Anna's violation of the Mexican Constitution.  Explain how Texas became an independent country and then a state in the United States.</p> <p>Lesson 9: More and More States  Describe the expansion of the United States from the 1780s to the present.</p> <p>Practice identifying the fifty states and their capitals.</p> <p>Lesson 10: The Mexican War  Describe the causes of the Mexican War, including border disputes and manifest destiny.  Identify on a map the territory the United States gained as a result of the Mexican War and other territory gained by 1853.</p> <p>Demonstrate knowledge gained in previous lessons.</p> <p>Describe the controversy over the war and list significant Americans who opposed the war, including Henry David Thoreau and Abraham Lincoln.  Define Manifest Destiny.  Describe the population of California in 1840 as Native Americans, Spanish-speaking settlers, missionaries, and rancheros.  Explain why President Polk and other Americans wanted to gain control of California, including its fertile farmlands, excellent harbors, and the idea of Manifest Destiny.  Identify Stephen Austin as the leader of American settlers in Texas, Santa Anna as the Mexican dictator, and Sam Houston as the first president of the Republic of Texas.  Explain how Texas became an independent country and then a state in the United States.  Explain the causes of the conflicts between Mexicans and anglo settlers, including the settlers' violations of settlement agreements and Santa Anna's violation of the Mexican Constitution.</p> <p>Lesson 11: Rushing for Gold  Explain why people wanted to go to California after 1848 and how they could get there and communicate.  Define Gold Rush, forty-niner, Pony Express, and telegraph.  Recognize the law of supply and demand in effect in California in terms of merchants such as Levi Strauss.  Describe the results of immigration to California, including statehood and the rise of nativism.</p> <p>Lesson 12: Unit Review  Review important knowledge and skills taught in this unit.</p> <p>Lesson 13: Unit Assessment</p>
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Americans Take New Land		<p>Lesson 1: Reforming a Nation Identify Sarah and Angelina Grimké as abolitionists and Elizabeth Blackwell as the first woman to attend medical school in the United States. Describe women's lives in the United States in the 1800s.</p> <p>Give examples of early nineteenth-century education reforms, including public schools, women's colleges, and new books, and the reasons for these reforms, including the need for educated voters.</p> <p>Describe the second Great Awakening and its influence on reform movements.</p> <p>Lesson 2: Achieving Their Potential Demonstrate knowledge gained in previous lessons.</p> <p>Define abolition and Seneca Falls Declaration.</p> <p>Describe the accomplishments and reform goals of two of the following: Elizabeth Cady Stanton, Dorothea Dix, Amelia Bloomer, Susan B. Anthony, and Sojourner Truth.</p> <p>Give examples of early nineteenth-century education reforms, including public schools, women's colleges, and new books, and the reasons for these reforms, including the need for educated voters.</p>

	<p>Describe women's lives in the United States in the 1800s.</p> <p>Describe the second Great Awakening and its influence on reform movements.</p> <p>Lesson 3: Writing in America Use the Internet to gain information on one writer. Identify at least two of the following American writers of the early nineteenth century and their contributions to American literature: Emerson, Thoreau, Alcott, and Longfellow.</p> <p>Describe the Puritan values that influenced people in the 1800s. Identify Henry David Thoreau as the author of <i>Civil Disobedience</i>, and Mohandas Gandhi and Martin Luther King, Jr. as political leaders influenced by this work.</p> <p>Lesson 4: Write Every Time Identify at least three of the following American writers of the mid-1800s and their contributions to American literature: Melville, Poe, Irving, Whitman, Emerson. Write a paragraph expressing a reaction to the work of an American author.</p> <p>Lesson 5: Art in America Identify Audubon and Catlin as two prominent American artists of the early and mid-1800s. Describe the contributions of the artists of the early and mid-1800s to American culture. Describe how selected works of American art from 1800 to 1850 express the American experience.</p> <p>Lesson 6: Made in America Explain ways in which the nation expressed its character during the first half of the 19th century. Identify major elements in the development of American culture in the first half of the 19th century, including achievements in reform, literature, and art.</p> <p>Lesson 7: Unit Review Review examples of nationalism in American literature and art of the early 19th century.</p> <p>Identify individuals who helped expand the ideals of democracy.</p> <p>Review the goals, achievements and difficulties of major reform movements before 1860.</p> <p>Lesson 8: Unit Assessment</p>
Reform and Reflection	<p>Lesson 1: Slavery in a Free Country Describe the colonization movement and explain that most blacks did not want to migrate to Africa because they were</p>

	<p>Americans.</p> <p>Give examples of the rights denied to blacks, including personal freedom and political rights.</p> <p>Discuss ways in which individuals experienced slavery and fought slavery, and your reactions to them.</p> <p>Define paradox and explain why slavery was a paradox in the United States, even though slavery had existed for thousands of years in some parts of the world.</p> <p>Lesson 2: Can a Compromise Work? Explain with examples the terms New South and Old South and the role of the cotton gin in transforming them.</p> <p>Identify the Missouri Compromise as the 1820 law that maintained the political balance in the Senate and forbade slavery in most of the Louisiana Purchase territory.</p> <p>Identify William Lloyd Garrison as an abolitionist leader.</p> <p>Give examples of the growing differences between North and South after 1820, including changes in population, economy, and political power.</p> <p>Lesson 3: Frederick Douglass: A Voice Against Slavery Summarize the major hardships the young Frederick Douglass faced and the causes he worked for including abolition, voting rights for blacks and women, fair treatment for Chinese and Indians, and education.</p> <p>Use the Internet to gain information on Frederick Douglass.</p> <p>Lesson 4: Clay, Calhoun, and Webster Speak Out Recognize the position of Clay, Calhoun, and Webster on slavery and on the Union.</p>
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	<p>Define tariff, orator, and states' rights.</p> <p>Identify Henry Clay, John C. Calhoun, and Daniel Webster as representatives of different parts of the country and identify the sections of the country they represented.</p> <p>Lesson 5: Another Compromise Identify Henry Clay, John C. Calhoun, and Daniel Webster as representatives of different parts of the country and identify the sections of the country they represented.</p> <p>Define tariff, orator, and states' rights.</p> <p>Identify the Missouri Compromise as the 1820 law that maintained the political balance in the Senate and forbade slavery in most of the Louisiana Purchase territory.</p> <p>Define paradox and explain why slavery was a paradox in the United States, even though slavery had existed for thousands of years in some parts of the world.</p> <p>Define nullify and secession.</p> <p>Summarize the goals of the Missouri Compromise (Compromise of 1820) and the Compromise of 1850.</p> <p>Give examples of the growing differences between North and South after 1820, including changes in population, economy, and political power.</p> <p>Describe the colonization movement and explain that most blacks did not want to migrate to Africa because they were Americans.</p> <p>Explain why antislavery people such as Daniel Webster were willing to compromise on the issue of slavery.</p> <p>Recognize that there was diversity of opinion on the issue of slavery and secession in 1850.</p> <p>Lesson 6: Where Is Justice? Explain the argument and decision in the Dred Scott case.</p> <p>Lesson 7: Not Really a Railroad Underground Describe the risks some people took to escape slavery or help others do so. Describe the Underground Railroad.</p> <p>Lesson 8: More on the Underground Railroad Describe the risks some people took to escape slavery or help others do so. Describe the Underground Railroad.</p> <p>Lesson 9: Is It Ever Okay? Identify Harriett Tubman as an escaped slave and conductor on the Underground Railroad.</p>
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<p>Slavery, Sectionalism, and the Road to Civil War</p>	<p>SS5.2.4</p>	<p>Identify the reasons, justifications, and consequences of breaking unjust laws.</p> <p>Lesson 10: Against Slavery: Harriet Beecher Stowe Summarize the way in which Harriett Beecher Stowe worked to end slavery. Analyze a primary source to gain understanding of Harriet Beecher Stowe's impact.</p> <p>Lesson 11: Against Slavery: John Brown Compare and contrast the goals and actions of Harriet Beecher Stowe and John Brown. Analyze the quote from Lincoln, "Old John Brown has been executed for treason against a State. We cannot object, even though he agreed with us in thinking slavery wrong. That cannot excuse violence, bloodshed, and treason."</p> <p>Summarize the way in which John Brown worked to end slavery and evaluate the effectiveness of his methods.</p> <p>Lesson 12: Abraham Lincoln: Larger Than Life Describe the pre-presidency life and character of Abraham Lincoln, including his frontier youth, love of learning, and ability to see the moral issues in political questions.</p> <p>Lesson 13: Unit Review Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Lesson 14: Unit Assessment Describe the pre-presidency life and character of Abraham Lincoln, including his frontier youth, love of learning, and ability to see the moral issues in political questions.</p>
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	<p>Lesson 1: An Uncivil War</p> <p>List the advantages of the North (more people, industry, and food) and of the South (skilled fighters, outdoorsmen, Southerners' belief that they were fighting for their land) as the war began.</p> <p>Identify the basic principles that separated North and South in 1861, including differing views on slavery and the right to leave the Union.</p> <p>Identify Richmond as the capital of the Confederacy and Jefferson Davis as its president.</p> <p>Define Yankees and border state.</p> <p>Summarize the challenges that Lincoln faced, including the importance of border states and the dilemma of the slavery issue.</p> <p>Lesson 2: It Begins</p> <p>Summarize the attitude of most soldiers as believing the war would be quick and glorious and the reasons they were incorrect, including new weapons and lack of experience.</p> <p>Identify on a map and explain the significance of Fort Sumter as initiating the war.</p> <p>Identify on a map and explain the significance of the first battle at Bull Run (Manassas) as changing attitudes about war in both the North and the South.</p> <p>Locate on a map the states that seceded and the border states.</p> <p>Lesson 3: North Versus South</p> <p>Identify on a map and explain the significance of the first battle at Bull Run (Manassas) as changing attitudes about war in both the North and the South.</p> <p>List the advantages of the North (more people, industry, and food) and of the South (skilled fighters, outdoorsmen, Southerners' belief that they were fighting for their land) as the war began.</p> <p>Summarize the attitude of most soldiers as believing the war would be quick and glorious and the reasons they were incorrect, including new weapons and lack of experience.</p> <p>Compare and contrast life in the North and the South in 1861, including Northern urbanization versus Southern pastoral life, and different social structures.</p> <p>Explain how the Civil War differed from earlier wars.</p> <p>Define Yankees and border state.</p>
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<p>The Civil War</p>	<p>SS5.2.4</p>	<p>Describe Civil War soldiers and give some reasons so many died, including the use of new weapons and old tactics.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Identify the basic principles that separated North and South in 1861, including differing views on slavery and the right to leave the Union.</p> <p>Locate on a map the states that seceded and the border states.</p> <p>Lesson 4: Generals North and South Identify Ulysses S. Grant as the general who led the Union to victory by outlasting the enemy and winning many battles.</p> <p>Describe the Anaconda Plan as the strategy for Union victory.</p> <p>Identify Robert E. Lee as the leader of Confederate forces and recognize that he chose to leave the Union out of loyalty to his state.</p> <p>Lesson 5: The War Moves Out to Sea Identify Ulysses S. Grant as the general who led the Union to victory by outlasting the enemy and winning many battles.</p> <p>Identify ironclad ships—including the Monitor (Union) and the Merrimack, or Virginia (Confederate)—as one of the reasons the Civil War is considered a modern war.</p> <p>Identify Farragut as the Southerner who commanded Union ships to capture the Mississippi River.</p> <p>Describe the Anaconda Plan as the strategy for Union victory.</p> <p>Describe the innovation of the ironclad ship and its importance in warfare.</p> <p>Lesson 6: Through the Eyes of Mathew Brady Identify Mathew Brady as the major photographer of the Civil War.</p> <p>Recognize the impact of photography on the public's perception of the war.</p> <p>Analyze Brady photos online to gain understanding of the Civil War.</p> <p>Lesson 7: Proclaiming Emancipation Explain the significance of the Battle of Antietam in terms of</p>
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	<p>Lesson 1: Tragedy Define Reconstruction and assassin.</p> <p>Describe Lincoln's assassination and identify John Wilkes Booth as the assassin.</p> <p>Lesson 2: New Era, New President Describe the strengths and weaknesses Andrew Johnson brought to the presidency. Identify the social and economic issues the United States faced at the end of the Civil War.</p> <p>Summarize Lincoln's approach to Reconstruction.</p> <p>Lesson 3: Executive Efforts Identify the Freedmen's Bureau and describe the kind of work it did. List political questions that had to be addressed during Reconstruction. Summarize the ways in which some white Southerners denied justice to blacks.</p> <p>Lesson 4: Legislative Labors Describe the effects of congressional Reconstruction (as opposed to presidential Reconstruction). Explain the impact of the 14th Amendment on the federal balance of power. Identify the ways in which the government attempted to give blacks full citizenship.</p> <p>Lesson 5: Single-Minded Stevens Define impeachment and explain its purpose. Define radical. Identify the leader of the Radical Republicans.</p> <p>Lesson 6: A President on Trial Explain how Andrew Johnson's impeachment affected the balance of power in the U.S. government. Identify Edmund Ross and his view of Johnson's impeachment. Describe the process of impeachment under the U.S. Constitution.</p> <p>Lesson 7: Turning Back Describe the ways many Southern whites denied blacks rights after Reconstruction ended.</p> <p>Define and describe sharecropping and explain why it kept people in poverty.</p> <p>Summarize the problems many Southern whites believed were caused by Reconstruction.</p> <p>Lesson 8: Unit Review Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 9: Unit Assessment Lesson 10: End-of-Year Review: Units 1-4 Demonstrate mastery of important knowledge and skills</p>
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Rebuilding a Nation		<p>Demonstrate mastery of important knowledge and skills taught in the first semester.</p> <p>Lesson 11: End-of-Year Review: Units 5-7 Demonstrate mastery of important knowledge and skills taught in the first semester.</p> <p>Lesson 12: End-of-Year Review: Units 8-11 Demonstrate mastery of important knowledge and skills taught in the second semester.</p> <p>Lesson 13: End-of-Year Review: Units 12-14 Demonstrate mastery of important knowledge and skills taught in the second semester.</p> <p>Lesson 14: End-of-Year Assessment</p>
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