



PISCATAWAY TOWNSHIP SCHOOLS

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US History I

Content Area: Social Studies

Grade Span: 10th Grade

Revised by: Colleen Ingato & Joy Kelly

Title

Approval Date: August 2022

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COURSE OVERVIEW

Description		
<p>United States History 1 is a 5-credit course designed to fulfill five credits of the United States History 1 graduation requirement for the state of New Jersey. The course will engage students in the study of United States History from early colonial times through the turn of the twentieth century.</p>		
Goals		
<p>Students will explore U. S. History using a variety of skills and activities that will prepare them for the challenges of today’s world and workplace.</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Period 1 & Period 2: [1491-1607 & 1608-1754] Three Worlds Meet, Colonization, & Settlement	16-20 days
Unit 2	Period 3a: [1754-1800] The Road to Independence	7 days
Unit 3	Period 3b: [1754-1800] Constitution and Origins of American Politics	5-7 days
Unit 4	Period 3c: [1754-1800] The New Republic & Shaping a New Nation	5 days
Unit 5	Period 4a: [1800-1848] Balancing Nationalism and Sectionalism	11-12 days
Unit 6	Period 4b: [1800-1848] Reforming American Society	5-8 days
Unit 7	Period 5a: [1844-1877] Antebellum	7-9 days
Unit 8	Period 5b: [1844-1877] Civil War & Reconstruction	8 days
Unit 9	Period 6: [1865-1898] Westward Expansion and the “New South”	4-6 days
Resources		
<p>Text:</p> <ul style="list-style-type: none"> ● Classroom set of AMSCO United States History [Chapter 1-17] ● American Yawp https://www.americanyawp.com/ <p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Digital Content resources are in United States History 1 department resource file in Schoology ● <i>Bill of Rights Institute</i>. (2001, September 20). Bill of Rights Institute; billofrightsinstitute.org. https://billofrightsinstitute.org. ● <i>Classroom Materials at the Library of Congress</i>. (n.d.). The Library of Congress; www.loc.gov. Retrieved 		

July 5, 2022, from <https://www.loc.gov/classroom-materials/>.

- Digital Public Library of America. (n.d.). Primary Source Sets. Primary Source Sets | DPLA; dp.la. from <https://dp.la/primary-source-sets>
- EDSITEment, <https://edsitement.neh.gov/lesson-plans>
- Gilder Lehrman Institute of American History
- GLSEN Curriculum/Resources
- "Home." *ICivics*, https://www.icivics.org/?gclid=Cj0KCQjw8O-VBhCpARIsACMvVLMJLXi3Ht40nVihpJbWAGiAySrBs_CO0Y2C5g_hxegCNgzg5ql1OBf8aAvK3EALw_wcB.
- Library of Congress. (n.d.). Search results from classroom materials at the Library of Congress, available online, primary+source+set. The Library of Congress. Retrieved June 24, 2022, from https://www.loc.gov/classroom-materials/?fa=partof_type%3Aprimary%2Bsource%2Bset
- National Archives. (n.d.). *DocsTeach*. DocsTeach; docsteach.org. Retrieved July 5, 2022, from <https://docsteach.org>.
- Oyez, www.oyez.org
- *ReadWorks*, <https://www.readworks.org/>.
- Stanford History Education Group (SHEG), <https://sheg.stanford.edu/>
- US History, <https://www.ushistory.org/>

UNIT 1: Period 1 & Period 2: [1491-1607 & 1608-1754]

Three Worlds Meet, Colonization, & Settlement

Summary and Rationale	
<p>1491 marks one year prior to the arrival of <u>Columbus</u> and <u>Europeans</u> in large numbers to the Americas. Additionally, 1607 is the year that the first permanent English settlement was established in Jamestown, Virginia. Period 1 focuses significantly on Native American life <u>PRIOR</u> to the arrival of Europeans. Furthermore, impacts of the <u>Columbian Exchange</u> on <u>Africans</u>, <u>Native Americans</u>, and <u>Europeans</u> are important to know</p> <p>1607 marks the beginning of the establishment of permanent English colonies with Jamestown, Virginia in 1607. England became a significant colonizer during this time period and competed with other European countries. Furthermore, 1754 marks the beginning of the 7 Years War (French and Indian) predominantly between the English and the French.</p>	
Recommended Pacing	
<p>16-20 days Please see Curriculum Pacing guide submitted summer 2021 for a more detailed breakdown of the unit.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World. ● As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments. ● The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in 	

extensive demographic, economic, and social changes

- In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.
- European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.
- Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.
- Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society.
- French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.
- English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.
- Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies
- The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—a labor intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.
- The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce. The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.
- The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy
- Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies
- Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.
- British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.
- All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the

West Indies.

- As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity
- Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintain their family and gender systems, culture, and religion.
- The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.
- The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self rule, and trade
- Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

Unit Essential Questions

- What is the best source of information?
- What is the best way to present the information?
- Is conflict inevitable?
- Is change progress?
- Does interaction have positive or negative results?

Objectives

Students will know:

- European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity
- The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.
- Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in America
- European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining
- English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately

Students will be able to:

- Explain how and why various native populations in the period before European contact interacted with the natural environment in North America
- Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

- Explain how Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.
- Explain how The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.
- Explain how In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.
- Explain how and why various European colonies developed and expanded from 1607 to 1754
- Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754
- Explain how and why interactions between various European nations and American Indians changed over time.
- Explain the causes and effects of slavery in the various British colonial regions.
- Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.

Resources

Core Text:

- AMSCO [Chapters 1-3]
- www.americanyawp.com
- <https://www.ushistory.org/>

Suggested Resources:

- Digital Content resources are in United States History 1 department resource file in Schoology
- Stanford History Education Group: Reading Like a Historian
- Readworks.org

UNIT 2: Period 3a: [1754-1800]

The Road to Independence

Summary and Rationale

The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

1754 marked the beginning of the 7 Years War (French and Indian) which the British would win and end its longstanding policy of salutary neglect. 1800 marked the election of Thomas Jefferson, which some historians have called The Revolution of 1800.

Recommended Pacing

7 days Please see Curriculum Pacing guide submitted summer 2021 for a more detailed breakdown of the unit.

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
6.1.12.EconEM.2.c	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

Instructional Focus

Unit Enduring Understandings

- Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.
- Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.

- After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.
- The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.
- Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.
- The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.
- In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.
- Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.
- The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's Common Sense and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.
- Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.
- During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.
- In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of "republican motherhood" gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.
- The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.

Unit Essential Questions

- What is the best source of information?
- What is the best way to present the information?
- Is conflict inevitable?
- Is change progress?
- Does interaction have positive or negative results?

Objectives

Students will know:

- Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.
- Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.
- In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.
- The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements
- As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.

Students will be able to:

- Explain the causes and effects of the Seven Years’ War (the French and Indian War).
- Explain how British colonial policies regarding North America led to the Revolutionary War.
- Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.
- Explain how various factors contributed to the American victory in the Revolution.
- Explain the various ways the American Revolution affected society and the global impact of it

Resources

Core Text:

- AMSCO {Chapters 4-6}
- www.americanyawp.com
- <https://www.ushistory.org/>

Suggested Resources:

- Digital Content resources are in United States History 1 department resource file in Schoology
- Stanford History Education Group: Reading Like a Historian
- Readworks.org
- iCivics.org
- Timeline of British Acts on the Colonies

UNIT 3: Period 3b: [1754-1800]

Constitution and Origins of American Politics

Summary and Rationale	
<p>The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.</p> <p>1754 marked the beginning of the 7 Years War (French and Indian) which the British would win and end its longstanding policy of salutary neglect. 1800 marked the election of Thomas Jefferson, which some historians have called The Revolution of 1800.</p>	
Recommended Pacing	
<p>5-7 days Please see Curriculum Pacing guide submitted summer 2021 for a more detailed breakdown of the unit.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship. ● The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government. ● As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory. 	

- The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.
- In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government
- Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches

Unit Essential Questions

- What is the best source of information?
- What is the best way to present the information?
- Is conflict inevitable?
- Is change progress?
- Does interaction have positive or negative results?

Objectives

Students will know:

- Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.
- Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.
- In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.
- The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements
- As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.

Students will be able to:

- Explain how different forms of government developed and changed as a result of the Revolutionary Period.
- Explain the differing ideological positions on the structure and function of the federal government.
- Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.

Resources

Core Text:

- AMSCO {Chapters 4-6}
- www.americanyawp.com

- <https://www.ushistory.org/>

Suggested Resources:

- Digital Content resources are in United States History 1 department resource file in Schoology
- Stanford History Education Group
- Readworks.org
- iCivics.org
- The Declaration of Independence
- The Articles of Confederation
- The Northwest Ordinances

UNIT 4: Period 3c: [1754-1800]

The New Republic & Shaping a New Nation

Summary and Rationale	
<p>The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.</p> <p>1754 marked the beginning of the 7 Years War (French and Indian) which the British would win and end its longstanding policy of salutary neglect. 1800 marked the election of Thomas Jefferson, which some historians have called The Revolution of 1800.</p>	
Recommended Pacing	
<p>5 days Please see Curriculum Pacing guide submitted summer 2021 for a more detailed breakdown of the unit.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The U.S. government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River. ● An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands. ● Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties— most significantly the Federalists, led by Alexander Hamilton, and the DemocraticRepublican Party, led by Thomas Jefferson and James Madison. 	

- George Washington’s Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances
- Ideas about national identity increasingly found expression in works of art, literature, and architecture.
- Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the United States and Britain.
- As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions
- The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward slavery

Unit Essential Questions

- What is the best source of information?
- What is the best way to present the information?
- Is conflict inevitable?
- Is change progress?
- Does interaction have positive or negative results?

Objectives

Students will know:

- Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.
- Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.
- In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.
- The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements
- As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.

Students will be able to:

- Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800, as well as how and why political ideas, institutions, and party systems developed and changed in the new republic
- Explain the continuities and changes in American culture from 1754 to 1800
- Explain how and why migration and immigration to and within North America caused competition and conflict over time and explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800

Resources

Core Text:

- AMSCO {Chapters 4-6}
- www.americanyawp.com
- <https://www.ushistory.org/>

Suggested Resources:

- Digital Content resources are in United States History 1 department resource file in Schoology
- Stanford History Education Group
- Readworks.org
- iCivics.org

UNIT 5: Period 4a [1800-1848]

Balancing Nationalism and Sectionalism

Summary and Rationale	
<p>Debated about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.</p> <p>1800 marked the election of Thomas Jefferson, which some historians have called The Revolution of 1800. 1848 is the year the Seneca Falls Convention occurred and was also the year the Mexican-American War ended.</p>	
Recommended Pacing	
<p>11 - 12 Days total. Please see Curriculum Pacing guide submitted summer 2021 for a more detailed breakdown of the unit.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers. ● Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws. 	

- Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.
- Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.
- Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.
- Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.
- Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
- The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.
- Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.
- Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.
- Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South.
- Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.
- Large numbers of international migrants moved to industrializing Northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers
- Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.
- The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.
- By the 1820s and 1830s, new political parties arose—the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay— that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.
- Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

Unit Essential Questions

- What is the best source of information?
- What is the best way to present the information?

- Is conflict inevitable?
- Is change progress?
- Does interaction have positive or negative results?

Objectives

Students will know:

- Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.
- Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts
- Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.
- Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
- The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

Students will be able to:

- Explain how different regional interests affected debates about the role of the federal government in the early republic
- Explain the causes and effects of the innovations in technology, agriculture, and commerce over time
- Explain how and why American foreign policy developed and expanded over time
- Summarize the concept of manifest destiny;
- Outline the causes of friction between American settlers in Texas and the Mexican government during the mid nineteenth century;
- Assess the war for independence in Texas, its implications for the slavery issue, and the events leading to the Mexican war;
- Describe the sufferings of Native Americans and Spanish-speaking Americans (Tejanos) as a result of westward expansion;

Resources

Core Text:

- AMSCO [Chapters 7-10]
- www.americanyawp.com
- <https://www.ushistory.org/>

Suggested Resources:

- Digital Content resources are in United States History 1 department resource file in Schoology
- Stanford History Education Group
- iCivics.org
- Readworks.org
- Monroe Doctrine
- Star Spangled Banner
- The Declaration of Sentiments

- The Compromise of 1850
- The Indian Removal Act

UNIT 6: Period 4b [1800-1848]

Reforming American Society

Summary and Rationale	
<p>Debated about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.</p> <p>1800 marked the election of Thomas Jefferson, which some historians have called The Revolution of 1800. 1848 is the year the Seneca Falls Convention occurred and was also the year the Mexican-American War ended.</p>	
Recommended Pacing	
<p>5 - 8 Days total. Please see Curriculum Pacing guide submitted summer 2021 for a more detailed breakdown of the unit.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12. CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none">• A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.• Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture• The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.	

- The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to moral and social reforms and inspired utopian and other religious movements.
- Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.
- Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans’ rights.
- Antislavery movements increased in the North.
- A women’s rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.
- Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.
- Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.
- In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.
- Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.
- As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.

Unit Essential Questions

- What is the best source of information?
- What is the best way to present the information?
- Is conflict inevitable?
- Is change progress?
- Does interaction have positive or negative results?

Objectives

Students will know:

- Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.
- Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts
- Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.
- Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
- The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

Students will be able to:

- Explain how different regional interests affected debates about the role of the federal government in the early republic
- Explain the causes and effects of the innovations in technology, agriculture, and commerce over time
- Explain how and why American foreign policy developed and expanded over time
- Summarize the concept of manifest destiny;
- Outline the causes of friction between American settlers in Texas and the Mexican government during the mid nineteenth century;
- Assess the war for independence in Texas, its implications for the slavery issue, and the events leading to the Mexican war;
- Describe the sufferings of Native Americans and Spanish-speaking Americans (Tejanos) as a result of westward expansion;

Resources**Core Text:**

- AMSCO [Chapter 11]
- www.americanyawp.com
- <https://www.ushistory.org/>

Suggested Resources:

- Digital Content resources are in United States History 1 department resource file in Schoology
- Stanford History Education Group
- iCivics.org
- Readworks.org
- Monroe Doctrine
- Star Spangled Banner
- The Declaration of Sentiments
- The Compromise of 1850
- The Indian Removal Act

UNIT 7: Period 5a: [1844-1877]

Antebellum

Summary and Rationale	
<p>1844 marked the election of James K. Polk. Shortly after his election, Manifest Destiny was in full thrust as well as the Mexican-American War. Many have argued that this war was a Turning Point. After the Civil War ended, the U.S. entered a time period known as Reconstruction, which ended in 1877.</p>	
Recommended Pacing	
<p>7 - 9 Days total. Please see Curriculum Pacing guide submitted summer 2021 for a more detailed breakdown of the unit.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries
6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none">• Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.• Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.• The United States added large territories in the West through victory in the Mexican– American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.	

- U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures
- The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850
- Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.
- A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.
- The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.
- African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals.
- Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.
- The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.
- Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.

Unit Essential Questions

- What is the best source of information?
- What is the best way to present the information?
- Is conflict inevitable?
- Is change progress?
- Does interaction have positive or negative results?

Objectives

Students will know:

- The United States added large territories in the West through victory in the Mexican– American War and

diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.

- U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures
- The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850
- Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.
- In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.
- Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.
- Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status
- The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to moral and social reforms and inspired utopian and other religious movements.
- Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.
- Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights.
- Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.
- U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.
- Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.
- Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
- The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.
- Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.
- Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.

Students will be able to:

- Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848
- Explain the causes of the Second Great Awakening
- Explain how and why various reform movements developed and expanded from 1800 to 1848
- Explain the causes and effects of westward expansion from 1844 to 1877.

Resources

Core Text:

- AMSCO [Chapters 12-13]
- www.americanyawp.com
- <https://www.ushistory.org/>

Suggested Resources:

- Digital Content resources are in United States History 1 department resource file in Schoology
- Stanford History Education Group
- iCivics.org
- Readworks.org
- The Kansas-Nebraska Act
- The Gettysburg Address
- Lincoln's 2nd Inaugural Address
- Emancipation Proclamation
- Amendments 13, 14 and 15

UNIT 8: Period 5b: [1844-1877]

Civil War & Reconstruction

Summary and Rationale	
<p>1844 marked the election of James K. Polk. Shortly after his election, Manifest Destiny was in full thrust as well as the Mexican-American War. Many have argued that this war was a Turning Point. After the Civil War ended, the U.S. entered a time period known as Reconstruction, which ended in 1877.</p>	
Recommended Pacing	
<p>8 Days total. Please see Curriculum Pacing guide submitted summer 2021 for a more detailed breakdown of the unit.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.GeoSV.4.a	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies.
6.1.12.HistoryCA.4.c	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition. ● Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure. ● Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the 	

Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.

- Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America’s founding democratic idea.
- Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
- The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.
- The women’s rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.
- Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North’s waning resolve.
- Southern plantation owners continued to own the majority of the region’s land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks’ and poor whites’ access to land in the South.
- Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.

Unit Essential Questions

- What is the best source of information?
- What is the best way to present the information?
- Is conflict inevitable?
- Is change progress?
- Does interaction have positive or negative results?

Objectives

Students will know:

- The United States added large territories in the West through victory in the Mexican– American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.
- U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups’ economic self-sufficiency and cultures
- The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850
- Advocates of annexing western lands argued that Manifest Destiny and the superiority of American

institutions compelled the United States to expand its borders westward to the Pacific Ocean.

- In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.
- Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.
- Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status
- The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to moral and social reforms and inspired utopian and other religious movements.
- Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.
- Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights.
- Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.
- U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self sufficiency and cultures.
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.
- Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.
- Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
- The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.
- Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.
- Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.

Students will be able to:

- Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848
- Explain the causes of the Second Great Awakening
- Explain how and why various reform movements developed and expanded from 1800 to 1848
- Explain the causes and effects of westward expansion from 1844 to 1877.

Resources

Core Text:

- AMSCO [Chapters 14-15]
- www.americanyawp.com
- <https://www.ushistory.org/>

Suggested Resources:

- Digital Content resources are in United States History 1 department resource file in Schoology
- Stanford History Education Group
- iCivics.org
- Readworks.org
- The Kansas-Nebraska Act
- The Gettysburg Address
- Lincoln's 2nd Inaugural Address
- Emancipation Proclamation
- Amendments 13, 14 and 15

UNIT 9: Period 6: [1865-1898]

Westward Expansion and the “New South”

Summary and Rationale	
<p>1865 marked the end of the Civil War. Americans began to expand westward at increasingly high rates. The federal government provided incentives to railroad companies to build transcontinental railroads. Native Americans, farmers, and the industrial workforce make up a large portion of this time period. 1890 also marked the census and the closing of the Frontier.</p>	
Recommended Pacing	
<p>4 - 6 Days total. Please see Curriculum Pacing guide submitted summer 2021 for a more detailed breakdown of the unit.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.GeoPP.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.HistoryNM.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices. ● Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations. ● Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America. ● The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity. ● In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching. 	

- As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.
- The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.
- Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.
- Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a “New South”—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.
- The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality

Unit Essential Questions

- What is the best source of information?
- What is the best way to present the information?
- Is conflict inevitable?
- Is change progress?
- Does interaction have positive or negative results?

Objectives

Students will know:

- The importance of transportation improvements and the concentration of industry and manufacturing in the northeast;
- How cash crops affected the development of the southern economy and society;
- The contributions of immigrants that led to the nation’s growth;

Students will be able to:

- Explain the causes and effects of the settlement of the West from 1877 to 1898
- Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898
- Discuss the concentration of industry and manufacturing in northeastern towns and cities;
- Discuss the conditions that led to large-scale European immigration to the United States;
- Explain contributions of immigrants to the growth of the American nation during the late-nineteenth century;

Resources

Core Text:

- AMSCO [Chapters 16-17]

- www.americanyawp.com
- <https://www.ushistory.org/>

Suggested Resources:

- Digital Content resources are in United States History 1 department resource file in Schoology
- Stanford History Education Group
- iCivics.org
- Readworks.org
- The Dawes Severalty Act
- The Homestead Act
- *Plessy v Ferguson* Decision (excerpt)