Course Title: U.S. I
Massachusetts History and Social Studies Curriculum Learning Standards: U.S.I.1-U.S.I.5

Unit: The American Revolution

Essential Questions:
1. What were the colonists fighting for prior to declaring independence?
2. What were the events that convinced the colonists to declare independence?
3. What were the Enlightenment ideas about government that inspired Thomas Jefferson?
4. How were the Americans able to overcome the odds fighting against the most powerful empire in the world?

<table>
<thead>
<tr>
<th>Detailed Curriculum Standard</th>
<th>Skills/Objectives</th>
<th>Resources</th>
<th>Instructional Strategies</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. I.1 Explain the political and economic factors that contributed to the American Revolution</td>
<td>Show the connection between the period of salutary neglect and the development of self-government in the colonies. Describe the cause and effect connection amongst the events leading to the American revolution from the French and Indian War through the Battles of Lexington and Concord. Explain how Americans were divided over the issue of separation from Britain. Describe what methods of protest were used by the colonists to resist British taxes.</td>
<td>Textbook: Prentice Hall America: Pathways to the Present, Freedom: A History of U.S. webisode 1, Instructor created handouts, Film: Johnny Tremain, Film: The American Revolution, Liberty Kids series</td>
<td>Lecture, Note taking, Reading comprehension, Class discussion and debates, Maps</td>
<td>Scrapbook project, Causes of the Revolution quiz/exam, Reading quiz, Graphic organizers, Type 2 open response, Homework</td>
</tr>
<tr>
<td>U.S. I.3</td>
<td>Explain the influence and ideas of <em>The Declaration of Independence</em> and the political philosophy of Thomas Jefferson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td>Analyze ideas expressed in <em>The Declaration of Independence.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Textbook</strong></td>
<td>Textbook: Prentice Hall <em>America: Pathways to the Present</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Document</strong></td>
<td>Document: <em>The Declaration of Independence</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructor Created Handouts</strong></td>
<td>Instructor created handouts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class Discussion and Debates</strong></td>
<td>Reading comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graphic Organizers</strong></td>
<td>Reading quiz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Internet Based Data Sources</strong></td>
<td>Graphic organizers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td>Homework</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U.S. I.4</th>
<th>Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td>Establish a cause and effect relationship for all events leading up to the Revolution</td>
</tr>
<tr>
<td><strong>Textbook</strong></td>
<td>Textbook: Prentice Hall <em>America: Pathways to the Present</em></td>
</tr>
<tr>
<td><strong>Instructor Created Handouts</strong></td>
<td>Instructor created handouts</td>
</tr>
<tr>
<td><strong>Class Discussion and Debates</strong></td>
<td>Reading comprehension</td>
</tr>
<tr>
<td><strong>Graphic Organizers</strong></td>
<td>Reading quiz</td>
</tr>
<tr>
<td><strong>Internet Based Data Sources</strong></td>
<td>The American Revolution test</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td>Graphic organizers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U.S. I.5</th>
<th>Explain the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td>(Refer to previous strands US1.1-1.4) Describe the significance of Boston at the start of the war. Identify and explain the significance of revolutionary battles fought in Massachusetts.</td>
</tr>
<tr>
<td><strong>Textbook</strong></td>
<td>Textbook: Prentice Hall <em>America: Pathways to the Present</em></td>
</tr>
<tr>
<td><strong>Instructor Created Handouts</strong></td>
<td>Instructor created handouts</td>
</tr>
<tr>
<td><strong>Class Discussion and Debates</strong></td>
<td>Reading comprehension</td>
</tr>
<tr>
<td><strong>Graphic Organizers</strong></td>
<td>Reading quiz</td>
</tr>
<tr>
<td><strong>Internet Based Data Sources</strong></td>
<td>The American Revolution test</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td>Graphic organizers</td>
</tr>
</tbody>
</table>

**Common Core Literacy Standards:** 1,2,3,4,5,6,8,9,10

- Analyze primary source documents. Identify and explain topic-specific vocabulary. Identify cause and effect.
- Primary source analysis worksheet Key terms note taking Scrapbook project Reading quiz Tests/quotzes Reading rubric
| Common Core Writing Standards: 1,2,4,7,9 | Develop organized and coherent writing that shows comprehensive knowledge of topic. | See primary source documents above  
Instructor created essay questions | Debates  
Essay questions | Type 2 opinion defense on  
Lexington and Concord  
Scrapbook project  
Exam essay questions |

### Essential Questions:

1. Why did framers purposefully design a system lacking a strong central government?
2. What were the principles of government that guided the writing of the United States Constitution?
3. Why does this system continue to work today?
4. Why were the anti-federalists opposed to the Constitution?
5. How did the Federalists convince the anti-Federalists to ratify the Constitution?

### Detailed Curriculum Standard

<table>
<thead>
<tr>
<th>Detailed Curriculum Standard</th>
<th>Skills/Objectives</th>
<th>Resources</th>
<th>Instructional Strategies</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>USI.6 Explain the reason for the adoption of the Articles of Confederation, including why its drafters created a weak central government; analyze the weaknesses of the national government under the Articles; and describe crucial events leading to the Constitutional Convention. (H, C)</td>
<td>Compare and Contrast the weaknesses and accomplishments of the Articles of Confederation, including the transition from the Annapolis Convention to the Constitutional Convention. Describe how Shays’ Rebellion demonstrated weaknesses of the Articles of Confederation.</td>
<td>Textbook – <em>Pathways to the Present</em>&lt;br&gt;Handouts&lt;br&gt;Glue&lt;br&gt;Scissors</td>
<td>Type I Why is government necessary?&lt;br&gt;Lecture&lt;br&gt;Note taking&lt;br&gt;Guided reading assignments</td>
<td>Reading quizzes&lt;br&gt;Art project accuracy&lt;br&gt;Type II “If men were angels (<em>Federalist #51</em>)”&lt;br&gt;Unit test</td>
</tr>
<tr>
<td>USI.7 Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the compromises that were reached. (H,C)</td>
<td>List the major figures present at the Constitutional Convention and describe the role each played at the convention. Identify the issues that needed to be resolved at the Constitutional Convention. Explain how compromise was used to resolve the debate over representation, and the federal government’s power to tax.</td>
<td>Textbook – <em>Pathways to the Present</em>&lt;br&gt;Document: <em>Articles of Confederation</em>&lt;br&gt;Document: <em>The Northwest Ordinance</em>&lt;br&gt;Handouts&lt;br&gt;Film: <em>This is America Charlie Brown</em>&lt;br&gt;Film: <em>School House Rock</em></td>
<td>Lecture&lt;br&gt;Note taking&lt;br&gt;Guided reading assignments&lt;br&gt;Class discussion and debate</td>
<td>Reading quizzes&lt;br&gt;Type II Constitutional Convention&lt;br&gt;Unit test</td>
</tr>
</tbody>
</table>
| USI.14 Explain the characteristics of American democracy, including concepts of popular sovereignty, federalism, separation of powers, checks and balances, individual rights, representative institutions, and constitutional government. (H, C) | Identify and describe the five principles that guided the writing of the Constitution. | Textbook – *Pathways to the Present*  
Workbook - *Pathways to the Present (Constitution)*  
Handouts  
Newspaper articles  
Scissors | Lecture  
Note taking  
Fill in the hand | Reading quizzes  
Type II 5 principles  
5 principles project  
Unit test |
| USI.11 Describe the purpose and function of government (H, C) | Articulate the goals set for the government by the preamble to the Constitution. | Textbook – *Pathways to the Present*  
Document: *The US Constitution*  
Handouts  
Notes | Lecture  
Note taking  
Worksheet  
Class discussion and debate | Reading quizzes  
Reading rubric  
Preamble  
Unit test |
| USI.21 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C) | Read and outline articles 1-3 to describe the powers granted to the legislative, executive, and judicial branches.  
Explain the process of how a bill becomes a law.  
Distinguish between direct and indirect democracy i.e. electoral college / amendments / republicanism | Textbook – *Pathways to the Present*  
Film: *School House Rock*  
Document: *The US Constitution* | Lecture  
Note taking  
Cooperative learning  
Class discussion and debate | Type II 3 branches  
Constitutional Outline  
Unit test |
| USI.15 Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C) | Define federalism.  
Provide examples of federalism in practice. | Handouts  
Graphic Organizer  
Notes  
Document: *The US Constitution* | Lecture  
Note taking  
Fill in federalism venn diagram  
Class discussion and debate | Accuracy of venn diagram  
Unit test |
USI.16 Describe the evolution of the role of the federal government, including public services, taxation, economic policies, foreign policies, and common defense. (H, C)

Explain the roles and powers of the Supreme Court by analyzing landmark decisions.

Textbook – *Pathways to the Present*

Document: *The US Constitution*

Handouts

Landmark decision summaries

Lecture

Note taking

Class discussion and debate

Unit test

USI.17 Explain the major components of local government in Massachusetts, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)

Create a diagram of how the state government is set up and include the duties of the major political figures.

Handout

Fill in diagram of how the state government is set up.

Note taking

Accurate completion of the diagram

USI.18 Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils. (H, C)

Create a diagram of a town or city government in Massachusetts and include the roles and responsibilities of the local political infrastructure.

Handout

Town map

Fill in diagram of how the town government is set up.

Note taking

Accurate completion of the diagram

USI.8 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)

Analyze the arguments on both sides of the debate between the Federalists and Anti-federalists.

Compare and contrast the ratification debates to current discourse surrounding the size of the federal government.

Define the *Federalist Papers*.

Analyze *Federalist #10*

Describe how the Anti-federalists came to be convinced to ratify the Constitution.

Handouts

Film: *Empire of Reason*

Copy of *Federalist Paper #10*

Faction activity

Fill in note sheet on the ratification

Note taking

Read aloud *Federalist #10*

Debate the two viewpoints

Debate

Speech for support of side you are assigned

Unit test
| USI.9 Explain the reasons for the passage of the Bill of Rights. (H, C) | Summarize the first ten amendments to the Constitution and analyze historical and contemporary applications of each. | Textbook – *Pathways to the Present*  
Document: *The Bill of Rights*  
Handouts | Chart the Bill of Rights  
Define appropriate vocab  
Illustrate the Bill of Rights  
Class discussion and debate | Bill of Rights Chart  
Bill of Rights Quiz  
Type II Order of importance of rights  
Unit test |
| USI.19 Explain the rights and responsibilities of citizenship and describe how opportunities are provided for citizens to participate in the political process. (H,C) | Brainstorm ways citizens have control over the government.  
List the responsibilities each citizen has to the rest of society. | Handouts  
Document: *The Constitution*  
Citizenship exam | Lecture  
Class discussion | “Everyone speaks” |
| **Common Core Literacy Standards:**  
1, 2, 3, 4, 8, 9, & 10 | Analyze primary and secondary sources to extract factual information.  
Utilize sources to identify cause and effect  
Define key vocabulary using context | See primary source documents above  
Textbook – *Pathways to the Present*  
Newspaper articles | Handouts  
Note taking  
Lecture  
Procuring appropriate news article to illustrate the proper principle | Reading quizzes  
5 principles project  
Unit test |
| **Common Core Writing Standards:**  
1, 2, 4, 7, 8, 9 &10 | Research given topics to explain, illustrate, and debate specified topic  
Write a clear and coherent argument on a given debate topic. Provide evidence to support viewpoint.  
Provide supporting details when answering, analyzing, and reflecting on a given topic. | See primary source documents above  
Textbook – *Pathways to the Present*  
Handouts  
Newspaper articles  
Film: *Empire of Reason* | Modeling examples  
Handouts | 5 principles project  
Speech for support of side you are assigned  
Order of importance of rights  
Unit test exam |
Course Title: US History I
Massachusetts History and Social Studies Curriculum Learning Standards: USI.20, USI.22, USI.25, USI.26

Unit: 4-The New Republic

Essential Questions:
1. What were the key events that occurred during the first five U.S. presidents?
2. What is George Washington’s Greatest Legacy?
3. Did John Adams undo the Bill of Rights?
4. How does Thomas Jefferson resolve his Constitutional dilemma?
5. Why was James Madison unable to avoid a war?
6. Did Monroe uphold, or discount, Washington’s view of foreign policy?

<table>
<thead>
<tr>
<th>Detailed Curriculum Standard</th>
<th>Skills/Objectives</th>
<th>Resources</th>
<th>Instructional Strategies</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>USI.20</td>
<td>Explain the evolution and functions of political parties, including their role in federal, state, and local elections.</td>
<td>Describe how the first political parties emerged.</td>
<td>Textbook: Prentice Hall America Pathways to the present</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Show how nationalism influenced the growth of political parties.</td>
<td>Handouts</td>
<td>Guided reading assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare and contrast the different ideas of the Federalists and the Democratic-Republicans.</td>
<td>Lecture notes</td>
<td>Type I Political parties</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Power point: First five presidents</td>
<td>Group discussion and debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Power point: First five presidents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USI.22</td>
<td>Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809).(H,C)</td>
<td>Identify and describe important domestic and foreign policy issues during the president’s terms.</td>
<td>Textbook: Prentice Hall America Pathways to the present</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the key events that took place in each president’s time in office.</td>
<td>Document: Washington’s Farewell/ Jefferson’s 1st Inaugural</td>
<td>Guided reading assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Power point: First five presidents</td>
<td>Group discussion and debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture notes</td>
<td>Power point: First five presidents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Handouts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internet/Newspaper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maps</td>
<td></td>
</tr>
</tbody>
</table>
| USI.25 Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison*. (H, C) | Define the concept of judicial review.  
Describe the effects of increased nationalism in Supreme Court rulings and formation of federal policies. | Textbook: Prentice Hall *America Pathways to the present*  
*Marbury v. Madison* play  
Power point: First five presidents  
Lecture notes  
Handouts | Lecture  
Guided reading assignments  
Group discussion and debate  
Power point: First five presidents | Presidents project  
Quizzes  
Unit test  
Reading quizzes  
Worksheets  
Homework |
| USI.26 Describe the causes, courses, and consequences of America’s westward expansion and its growing diplomatic assertiveness. (H) | Describe the causes and effects of the War of 1812.  
Show how increased nationalism encouraged industrialization and expansion.  
Compare and contrast the ideas expressed in *Washington’s Farewell Address* to those in the *Monroe Doctrine* and describe the impact of those ideas on the formation of US foreign policy. | Textbook: Prentice Hall *America Pathways to the present*  
Documents: *Washington’s Farewell Address*, *Monroe Doctrine*, *Star Spangled Banner*  
Power point: First five presidents  
Lecture notes  
Handouts  
Internet/Newspaper  
Maps | Lecture  
Guided reading assignments  
Group discussion and debate  
Power point: First five presidents | Presidents project  
Quizzes  
Tests  
Reading quizzes  
Questions  
Worksheets  
Homework |
| *Common Core Literacy Standards*: 1,2,3,4,6,9,10 | Analyze primary sources and secondary sources.  
Define key words throughout text. | Textbook: Prentice Hall *America Pathways to the present*  
See primary source documents above  
Handouts | Guided reading assignments  
Power point: First five presidents | Quizzes  
Tests  
Reading quizzes  
Questions  
Worksheets  
Homework |
| Common Core Writing Standards: 1,2,4,8,9 | Draws evidence from text to support analysis. | Textbook: Prentice Hall *America Pathways to the present* | Guided reading assignments | Presidents project  
Quizzes  
Tests  
Questions  
Worksheets  
Homework |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce clear and coherent writing for a specific purpose.</td>
<td>See primary source documents above</td>
<td>Group discussion and debate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and contrast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Essential Questions:

1) How did the “Age of Jackson” bring about a vast expansion of democracy while at the same time expand the powers of the executive branch?
2) What was the rationale for and the consequences of territorial expansion?
3) How did the Industrial Revolution begin and what was its impact on American Society
4) What were the economic and social costs of rapid industrialization?

<table>
<thead>
<tr>
<th>Detailed Curriculum Standard</th>
<th>Skills/Objectives</th>
<th>Resources</th>
<th>Instructional Strategies</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| USI.23 Analyze the rising levels of political participation and the expansion of suffrage in antebellum America. (C, H) | Describe the paradox of nationalism giving way to sectionalism in the expanding nation  
Compare and contrast the description of Jackson as the President of the “Common Man” to “King Andrew”. | Textbook: Prentice Hall America: Pathways to the Present  
Instructor created handouts  
PBS documentary- Andrew Jackson: the Good & Evil Presidency  
Political cartoon “King Andrew”  
Map: Universal Male Suffrage | Reading comprehension  
Note taking  
Recall; dates, events, places, major ideas  
Generalize from given facts  
Establish cause and effect relationships  
Predict consequences | Reading quizzes  
Map Assignment  
Political cartoon |
| USI.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson’s actions as President. (H) | Describe the disagreements over the protective tariff and the National Bank and explain how they became sectionalist issues.  
Show how the Nullification Crisis was a prelude to civil war  
Describe the connection between the Indian Removal Act and the Trail of Tears | Power point: King Andrew or the Man of the People  
Document: Nullification Proclamation 1832, Indian Removal Act 1830, Georgia v Worcester, Webster-Hayne Debate  
Map- Trail of Tears | Reading comprehension  
Note taking  
Recall; dates, events, places, major ideas  
Generalize from given facts  
Establish cause and effect relationships | Reading quizzes  
DBQ Jacksonian Presidency |
| USI.26 Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness | Show how expansion became a sectionalist issue.  
Define and explain the etymology of the phrase “manifest destiny”  
Describe the causes and effects of the War with Mexico  
Describe the role of gold and religion in westward expansion  
Describe the consequences of the Compromise of 1850 | Textbook: Prentice Hall  
*America: Pathways to the Present*  
Document: John L. O'Sullivan on *Manifest Destiny, 1839*  
Freedom: A History of US  
*webisode 3*  
US Map: *Expansion 1783-1853*  
*James K. Polk – lyrics They Might Be Giants*  
Instructor created handouts | Reading comprehension  
Graphic organizer  
Establish cause and effect relationships  
Predict consequences | Reading quizzes  
Type 2 Open Response  
Jigsaw Westward Expansion map |
|---|---|---|---|---|
| USI.30 Summarize the growth of the American education system and Horace Mann’s campaign for free compulsory public education. (H) | Explain how Andrew Jackson, and the Industrial Revolution led to various reform movements in America in the 1830's-40's  
Describe where the reform movements overlap and intersect | Textbook: Prentice Hall  
*America: Pathways to the Present*  
Freedom: A History of US  
*webisode 4*  
Power point: *Era of Reform*  
Instructor created handouts | Reading comprehension  
Note taking  
Recall; dates, events, places, major ideas  
Generalize from given facts  
Compare and discriminate between ideas  
Establish cause and effect relationships  
Predict consequences | Reading quizzes  
Reformers research assignment  
Then and Now research assignment |
| USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H) | Distinguish between the abolitionists and the supporters of gradual emancipation.  
Describe the impact of the Fugitive Slave Act and the | Textbook: Prentice Hall  
*America: Pathways to the Present*  
Freedom: A History of US  
*webisode 4* | Reading comprehension  
Note taking  
Generalize from given facts | Reading quizzes  
Reformers research assignment  
Then and Now |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Resource</th>
<th>Method</th>
<th>Additional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>USI.33 Analyze the goals and effect of the antebellum women's suffrage</td>
<td>Show how the Women’s Rights movement evolved out of the temperance and abolitionist movements.</td>
<td>Textbook: Prentice Hall America: Pathways to the Present Freedom: A History of US webisode 4 Document: Declaration of Sentiments (1848) Power point: Era of Reform Instructor created handouts</td>
<td>Primary source analysis Cooperative learning Redress of grievances data analysis</td>
<td>Reading quizzes Reformers research assignment Then and Now research assignment</td>
</tr>
<tr>
<td>Common Core Reading Standards 1,2,3,4,5,6,8,9,&amp;10</td>
<td>Primary source analysis Compare and contrast Cause and effect</td>
<td>See primary source documents above Textbook: Prentice Hall America: Pathways to the Present</td>
<td>Dissect primary sources Reading comprehension</td>
<td>Position paper (DBQ) Type 2s</td>
</tr>
<tr>
<td>Common Core Writing Standards 1,2,3,7,8,9</td>
<td>Compile a notes page on a reform</td>
<td>See primary source documents above</td>
<td>Modeling note page project</td>
<td>Reformer research project</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>---------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Cite sources</td>
<td>Internet</td>
<td></td>
<td></td>
<td>Type 2 quizzes</td>
</tr>
<tr>
<td>Support opinion with applicable facts</td>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Essential Terms/People/Events: Jacksonian Democracy, Jeffersonian Republican Party, judicial review, nullification, state’s rights, secession, protective tariff, nativism, spoils system, Common Man, Indian Removal Act, Trail of Tears, Nicholas Biddle, National Bank, pet banks, wildcat banks, manifest destiny, Oregon Trail, Daniel Webster, Robert Hayne, John C. Calhoun, Henry Clay, Mormons, Texas Revolution, California Gold Rush, Battle of the Alamo, Lone Star Republic, Steven Austin, Samuel Houston, Santa Anna, Pee Wee Herman, James L. Polk, Treaty of Guadalupe Hidalgo, Mexican Cession, transcendentalism, civil disobedience, Second Great Awakening, temperance, labor union, Utopian Societies, Horace Mann, Dorothea Dix, abolition, women’s rights, suffrage, Seneca Falls Convention, John Tyler, John Quincy Adams, Andrew Jackson, Martin Van Buren, William Henry Harrison, Peggy Eaton, Zachary Taylor, Gadsden Purchase
### Unit 6: Long Term Causes of the Civil War

#### Essential Questions:
1. What were the sectional issues that were continuing to divide the country in the 1840s & 50s?
2. How did slavery become the most divisive of the sectional issues?
3. Was the Civil War inevitable given cultural and economic differences between the North & the South?

<table>
<thead>
<tr>
<th>Detailed Curriculum Standard</th>
<th>Skills/Objectives</th>
<th>Resources</th>
<th>Instructional Strategies</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>USI.35 Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)</td>
<td>Describe the paradox of nationalism giving way to sectionalism in the expanding nation. Show how the economic differences between the North and the South led to the development of two distinct cultures.</td>
<td>Textbook: Prentice Hall America: Pathways to the Present Instructor created handouts Crossword puzzles: Industrial North and Agrarian South</td>
<td>Reading comprehension Note taking Recall; dates, events, places, major ideas Generalize from given facts Establish cause and effect relationships</td>
<td>Reading quizzes Position paper Unit test</td>
</tr>
</tbody>
</table>

| USI.36 Summarize the critical developments leading to the Civil War. (H) | Distinguish between the long term and immediate causes of the war. Establish a cause and effect relationship amongst all of the events leading to the Civil War. | Textbook: Prentice Hall America: Pathways to the Present Instructor created handouts Document: Wilmot Proviso, | Reading comprehension Note taking Recall; dates, events, places, major ideas | Reading quizzes Cause & effect chart Unit test |

A. the Missouri Compromise (1820)  
B. the South Carolina Nullification Crisis (1832-1833)  
C. the Wilmot Proviso (1846)
|   | D. the Compromise of 1850  
E. the publication of Harriet Beecher Stowe’s Uncle Tom’s Cabinet (1851-1852)  
F. the Kansas-Nebraska Act (1854)  
G. the Dred Scott Supreme Court case (1857)  
H. the Lincoln-Douglas debates (1858)  
I. John Brown’s raid on Harper’s Ferry (1859)  
J. the election of Abraham Lincoln (1860)  
|   | Excerpt from Lincoln- Douglass debates, Lincoln’s 1st Inaugural Address, Excerpt on Dred Scott Decision, Excerpt from the Nullification Debates  
|   | Support generalizations with details and illustrations  
| Common Core Reading Standards 1, 2, 3, 4, 5, 6, 9, 10 | Primary source analysis  
Determining significance of events  
Extracting important details  
Textbook: Prentice Hall America: Pathways to the Present  
See primary sources above  
Establish cause and effect relationships  
Predict consequences  
Reading quizzes  
Position paper  
| Common Core Writing Standards 1, 2, 4, 7, 8, 9 | Development of thesis  
Provide supporting details  
Outline  
Textbook: Prentice Hall America: Pathways to the Present  
Modeling reflection on slavery  
Type 2 open response  
Position Paper  
Open Response on Slavery issue  

Course Title: US History I
Massachusetts History and Social Studies Curriculum Learning Standards: USI.37, USI.38, USI.39, USI.40

Unit: 7-Civil War 1861-1865

Essential Questions:
1. Which states are free states, border states, or slave states?
2. What were the Northern strategies/goals and the Southern strategies/goals during the war?
3. Why did the Union Army perform so poorly in the first months of the war?
4. Why was the Civil War marked by such staggering casualties?
5. Why were both sides unprepared for war?
6. Why did Lincoln only free the slaves in the Confederate States?
7. How does Gettysburg turn the tide of the war?
8. Why was Ulysses S. Grant determined to allow Robert E. Lee to surrender with honor?

<table>
<thead>
<tr>
<th>Detailed Curriculum Standard</th>
<th>Skills/Objectives</th>
<th>Resources</th>
<th>Instructional Strategies</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>USI.37 On a map of North America, identify Union and Confederate States at the outbreak of the war.</td>
<td>Identify the immediate cause of secession. Identify the first states to secede from the union. Locate Confederate, Free, and Border states on map.</td>
<td>Textbook: Prentice Hall America: Pathways to the Present Map of the US Handouts</td>
<td>Lecture Guided reading assignments Group discussion and debate</td>
<td>Quizzes Tests Reading quizzes Questions Worksheets Homework</td>
</tr>
<tr>
<td>USI.38 Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H,C)</td>
<td>Identify the obstacles that Lincoln faced when he took office and describe his view on slavery in 1860. Identify the steps that led to the Emancipation Proclamation. Explain the meaning of the Emancipation Proclamation For Union, Confederacy, and Boarder States. Interpret Lincoln’s Gettysburg Address, Lincoln’s second Inaugural, Lincoln’s House Divided Speech.</td>
<td>Textbook: Prentice Hall America: Pathways to the Present Document: Lincoln’s “House Divided” speech (1858), Lincoln’s Gettysburg Address (1863), and Lincoln’s second inaugural address (1865)</td>
<td>Lecture Guided reading assignments Group discussion and debate</td>
<td>Presidents project Quizzes Tests Reading quizzes Questions Worksheets Homework</td>
</tr>
<tr>
<td>USI.39 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H) Leaders A. Jefferson Davis B. Ulysses S. Grant C. Robert E. Lee Battles A. The Massachusetts 54th Regiment and the Battle at Fort Wagner B. Antietam C. Vicksburg D. Gettysburg</td>
<td>Identity the goals of each side in the conflict. Compare and Contrast the strengths and weaknesses of each side. Describe the Southern strategy for winning the war. List the parts of the Anaconda Plan and translate the analogy. Create a biographical sketch of Ulysses S. Grant, Abraham Lincoln, Jefferson Davis, and Robert E. Lee. Outline the major battles of the Civil War and rank their order of importance based on their impact on the war.</td>
<td>Textbook: Prentice Hall America: Pathways to the Present Film: Glory Leaders packet</td>
<td>Lecture Guided reading assignments Group discussion and debate Battles chart/map</td>
<td>Quizzes Tests Reading quizzes Questions Worksheets Homework Leaders round robin</td>
</tr>
<tr>
<td>USI.40 Provide examples of the various effects of the Civil War. (H, E) A. Physical and economic destruction B. The increased role of the federal government C. The greatest loss of life on a per capita basis of any U.S. war before or since</td>
<td>Determine the long term and short term effects of the Civil War on each region, on the country, and as a whole. Identify significant “firsts” of the Civil War period including technology, warfare, and medical advancements.</td>
<td>Textbook: Prentice Hall America: Pathways to the Present Film: The Civil War Photos by Mathew Brady</td>
<td>Lecture Guided reading assignments Group discussion and debate Presentations</td>
<td>Quizzes Tests Reading quizzes Questions Worksheets Homework Research project on significant firsts on the Civil War period</td>
</tr>
</tbody>
</table>

**Common Core Literacy Standards:** 1,2,3,4,5,6,8,9,&10

- Analyze primary sources and secondary sources.
- Define key words throughout.
<table>
<thead>
<tr>
<th>Common Core Writing Standards: 1,2,4,6,7,8,9</th>
<th>Draws evidence from text to support analysis.</th>
<th>Textbook: Prentice Hall <em>America Pathways to the present</em></th>
<th>Lecture</th>
<th>Reading project on significant firsts on the Civil War period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce clear and coherent writing for a specific purpose.</td>
<td>Primary source documents</td>
<td>Guided reading assignments</td>
<td>Quizzes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group discussion and debate</td>
<td>Questions</td>
<td>Reading quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Worksheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading quizzes
Questions
Worksheets
Homework