

Course: Foundations of U.S. History (*Colonization –ca 1877*)

Unit: Building a Nation: Colonization and Forging a New Nation (Quality Core Standards: 1A-1E)

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>1. How did culture and social institutions impact the development of colonies in North America?</p> <p>2. How did economic issues impact the development of colonies in North America?</p> <p>3. What role did geography play in the development of colonies in North America?</p> <p>4. How did economic issues both create and solve conflict in the North American colonies?</p> <p>5. In what ways has conflict resulted from the migration and settlement of people</p>	<p>Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compromise and cooperation are possible choices for positive social interaction and resolution of conflict. <input type="checkbox"/> Competition among buyers and sellers impacts the price of goods and services. <input type="checkbox"/> The basic economic issues addresses by producers are production, distribution, and consumption of goods and services. <input type="checkbox"/> Human settlement develops in different ways based on the culture and needs of settlers. <input type="checkbox"/> The physical environment both 	<ul style="list-style-type: none"> <input type="checkbox"/> Use tools to investigate historical events <input type="checkbox"/> Chronological understanding <input type="checkbox"/> Cause and effect relationships <input type="checkbox"/> Impact of significant individuals <input type="checkbox"/> Analyze social, political, and economic characteristics of the Colonial Period. <p>Belief that the purpose of colonies is to benefit the parent country.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Charter <input type="checkbox"/> Importance of monopoly <input type="checkbox"/> Mercantilism <input type="checkbox"/> Effort to maintain a positive balance of 	<ul style="list-style-type: none"> -Map Tests -Vocab Quizzes -Unit Tests -Writing Constructed Responses 	<p>Create an illustrated time line of the Colonial Period that discuss the similarities and differences between the three main colonial sections.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trace the development of economic systems or institutions of the colonial period. They will use visual and written information about economic institutions. To assess their knowledge they will create video info-commercials to describe benefits to 	<ul style="list-style-type: none"> -Textbook -Powerpoints -Maps (books, internet) -Primary Source Documents -Computer access -Infocus projector -Guided Reading activities -Internet Access

<p>in the North American colonies? 6. Why is it important to study the history of colonial life? 7. What are the origins and developments of colonial governments?</p>	<p>promotes and limits human activities. <input type="checkbox"/> History is a series of connected events shaped by multiple cause-and-effect relationships.</p> <p>CONTENT: Belief that the purpose of colonies is to benefit the parent country. <input type="checkbox"/> Charter <input type="checkbox"/> Importance of monopoly <input type="checkbox"/> Mercantilism <input type="checkbox"/> Effort to maintain a positive balance of trade <input type="checkbox"/> Restrictions on colonial trade <input type="checkbox"/> Martin Luther and the Protestant Reformation <input type="checkbox"/> Lost Colony of Roanoke – Sir Walter Raleigh <input type="checkbox"/> Jamestown – John Smith and John Rolfe <input type="checkbox"/> New England, Middle, and Southern Colonies <input type="checkbox"/> Huguenots <input type="checkbox"/> Separatists</p>	<p>trade <input type="checkbox"/> Restrictions on colonial trade <input type="checkbox"/> Martin Luther and the Protestant Reformation <input type="checkbox"/> Lost Colony of Roanoke – Sir Walter Raleigh <input type="checkbox"/> Jamestown – John Smith and John Rolfe <input type="checkbox"/> New England, Middle, and Southern Colonies <input type="checkbox"/> Huguenots <input type="checkbox"/> Separatists <input type="checkbox"/> Mayflower Compact <input type="checkbox"/> Puritans <input type="checkbox"/> Quakers <input type="checkbox"/> Great Awakening <input type="checkbox"/> Development of the original colonies</p>		<p>the people and government. <input type="checkbox"/> View print and visual materials to examine the role that geography had on the colonial period. Utilizing groups the students will then construct posters, collages, or other multi-media presentations that illustrate the role that geography played in colonial development.</p>	
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	<input type="checkbox"/> Mayflower Compact <input type="checkbox"/> Puritans <input type="checkbox"/> Quakers <input type="checkbox"/> Great Awakening <input type="checkbox"/> Development of the original colonies <input type="checkbox"/> Introduction of slavery into the colonies <input type="checkbox"/> Colonial Life <input type="checkbox"/> Colonial Governments <input type="checkbox"/> People of the Colonies <input type="checkbox"/> Colonial Economy <input type="checkbox"/> Trade and Commerce in the colonies <input type="checkbox"/> Salem Witchcraft Trials <input type="checkbox"/> Natural Resources and colonial economies <input type="checkbox"/> House of Burgesses				
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Boone County High School Curriculum Map: Social Studies

Course: Foundations of U.S. History

Unit: Building a Nation: American Revolution (Quality Core Standards 1F-1G)

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>1. What rights did colonists have, or not have, in the thirteen colonies?</p> <p>2. How did culture and social institutions impact the development of the Patriot movement and the American Revolution?</p> <p>3. How did conflict arise in the thirteen colonies, and how was it resolved?</p> <p>4. How did economics both create the American Revolution, and became part of the solution?</p> <p>5. What role did geography play in the development of the American</p>	<p>The US Declaration of Independence guarantees certain rights for all citizens</p> <ul style="list-style-type: none"> <input type="checkbox"/> Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives. <input type="checkbox"/> Conflict and competition may occur as cultures emerge and develop. <input type="checkbox"/> Compromise and cooperation are possible choices for positive social interaction and resolution of conflict. <input type="checkbox"/> History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present <input type="checkbox"/> The ideals if equality and personal liberty as developed during the colonial 	<p>Use tools to investigate historical events</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chronological understanding <input type="checkbox"/> Cause and effect relationships <input type="checkbox"/> Impact of significant individuals <input type="checkbox"/> Analyze social, political, and economic characteristics of the American Revolution 	<p>-Map Tests -Vocab Quizzes -Unit Tests -Writing Constructed Responses</p>	<p>Complete a map exercise that examines the French and Indian War to compare and contrast the ownership of land in North America by European countries before and after this war in order to understand the mindset of colonists in the year 1763. Examine the Declaration of Independence through a group project that analyses the document using a copy of the Declaration so that they understanding the true meaning of</p>	<p>-Textbook -Powerpoints -Maps (books, internet) -Primary Source Documents -Computer access -Infocus projector -Guided Reading activities -Internet Access</p>

<p>Revolution? 6. Why is it important to study the history of the American Revolution?</p>	<p>period, were motivations for the American Revolution and proved instrumental in forging a new nation.</p> <p>CONTENT: French and Indian War</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proclamation of 1763 <input type="checkbox"/> Stamp Act <input type="checkbox"/> Townshend Acts <input type="checkbox"/> Sugar Act <input type="checkbox"/> Boston Massacre <input type="checkbox"/> Boston Tea Party <input type="checkbox"/> Intolerable Acts <input type="checkbox"/> Taxation without Representation <input type="checkbox"/> Sons of Liberty <input type="checkbox"/> Committees of Correspondence <input type="checkbox"/> First Continental Congress <input type="checkbox"/> Second Continental Congress <input type="checkbox"/> Thomas Paine and "Common Sense" <input type="checkbox"/> Declaration of Independence <input type="checkbox"/> Thomas Jefferson <input type="checkbox"/> Natural rights <input type="checkbox"/> Minutemen and colonial militias <input type="checkbox"/> Lexington and Concord 			<p>the words, not just the words.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete a map exercise covering the major military campaigns of the Revolutionary War. Through this exercise students should become familiar with famous battles and leaders on both sides as well as understand the true complexity of a war fought over much of the Thirteen Colonies. <input type="checkbox"/> Read primary source documents from members of the Continental Army who were present at Valley Forge and to assess what they have learned they will write a one page letter describing what conditions were like there during the terrible winter. Create annotated time lines that depict 	
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	<input type="checkbox"/> Patriots and Loyalists <input type="checkbox"/> Famous Patriot leaders <input type="checkbox"/> Famous British leaders <input type="checkbox"/> George Washington <input type="checkbox"/> Continental Army <input type="checkbox"/> Major Battles of the Revolution <input type="checkbox"/> Valley Forge <input type="checkbox"/> Treaty of Paris of 1783			the events that led up to the American Revolution.	
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Boone County High School Curriculum Map: Social Studies

Course: Foundations of U.S. History

Unit: Building a Nation: Constitution (Quality Core Standards 1H-1J)

Essential Questions/ACT Quality Core Standards	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
1. What rights and responsibilities of citizens of the U.S. have as defined in the Constitution of the U.S. and the Bill of Rights? 2. How did culture and social institutions impact the development of the Constitution of the U.S.? 3. During the development of the Constitution of the U.S., what conflicts arose, and how were they resolved? 4. How did economic issues impact the development of the Constitution of the U.S.? 5. What role did	<i>Core Content:</i> <input type="checkbox"/> Governments may take different forms <input type="checkbox"/> Democratic governments function to preserve and protect the rights, liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws <input type="checkbox"/> The Constitution of the US is a flexible document that changes and is interpreted over time to meet the needs of its citizens. <input type="checkbox"/> The US Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and	Use tools to investigate historical events <input type="checkbox"/> Chronological understanding <input type="checkbox"/> Cause and effect relationships <input type="checkbox"/> Impact of significant individuals <input type="checkbox"/> Analyze social, political, and economic characteristics of the era in which the Constitution was created	-Map Tests -Vocab Quizzes -Unit Tests -Writing Constructed Responses	Complete a map exercise that demonstrates the expansion of the United States as a result of the Treaty of Paris of 1783. Examine the importance of having an organized government and written constitution through creating, in groups, a constitution that will provide structure for the class or grade. They will then compare their constitution to the U.S. Constitution to find differences and similarities. Construct a list of	-Textbook -Powerpoints -Maps (books, internet) -Primary Source Documents -Computer access -Infocus projector -Guided Reading activities -Internet Access

<p>geography play in the development of the Constitution of the U.S.?</p> <p>6. Why is it important to study the history of the development of the Constitution of the U.S?</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Constitution and Bill of Rights guarantee certain rights for all citizens. <input type="checkbox"/> In order for the US government to function as a democracy, citizens must assume responsibilities and duties for its functioning 	<p>balances</p> <ul style="list-style-type: none"> <input type="checkbox"/> Federal and state governments have both separate and shared powers <input type="checkbox"/> The Constitution and Bill of Rights guarantee certain rights for all citizens. <input type="checkbox"/> In order for the US government to function as a democracy, citizens must assume responsibilities and duties for its functioning <input type="checkbox"/> Compromise and cooperation are possible choices for positive social interaction and resolution of conflict <p>The ideals of equality and personal liberty, as developed during the colonial period, were instrumental in forging a new nation.</p> <p>CONTENT:</p> <p>The Critical Period</p> <ul style="list-style-type: none"> <input type="checkbox"/> Land Ordinance of 1785 <input type="checkbox"/> Northwest Ordinance of 1787 <input type="checkbox"/> Townships <input type="checkbox"/> Shay's Rebellion 			<p>the groups not represented at the Constitutional Convention in 1787; speculate about how the Constitution might have been different if the groups not represented had been present. They will communicate these differences through a group performance event.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a copy of the U.S. Constitution to complete a crossword puzzle that examines the structure of the document as well as the structure of the government that it creates. <input type="checkbox"/> Use a copy of the U.S. Constitution to answer a series of twenty-five questions that examine the structure of the government created by the Constitution as well as introduce them to the ideas of 	
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	<ul style="list-style-type: none"> <input type="checkbox"/> The Articles of Confederation <input type="checkbox"/> Constitutional Convention <input type="checkbox"/> James Madison <input type="checkbox"/> Virginia Plan <input type="checkbox"/> Great Compromise <input type="checkbox"/> 3/5 Compromise <input type="checkbox"/> Trade Compromises <input type="checkbox"/> Election Compromises <input type="checkbox"/> Ratification of the Constitution <input type="checkbox"/> Federalists <input type="checkbox"/> Anti-federalists <input type="checkbox"/> Bill of Rights <input type="checkbox"/> Protection of individual rights <input type="checkbox"/> Natural Rights <input type="checkbox"/> Government based on the consent of the governed <input type="checkbox"/> Separation of powers into three branches: Legislative, Executive, and Judicial <input type="checkbox"/> Two-house legislature <input type="checkbox"/> Electoral College <input type="checkbox"/> Federal System <input type="checkbox"/> Checks and balances <input type="checkbox"/> Amendments 			<p>“separation of powers” and “checks and balances.”</p>	
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	<input type="checkbox"/> Delegated, Reserved, and Concurrent powers				
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Boone County High School Curriculum Map: Social Studies

Course: Foundations of U.S. History

Unit: Building a Nation: Growth of a Young Nation (Quality Core Standards: 1K)

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>1. How did culture and social institutions impact the development of the early governments of the United States?</p> <p>2. How did conflicts arise during the development of early governments in the U.S. and how were they resolved?</p> <p>3. How did economic issues impact the development of the early governments in the U.S.?</p> <p>4. How did economics both create and resolve conflict during the development of the early governments of the U.S.?</p>	<p><i>Core Content:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Governments may take different forms <input type="checkbox"/> Democratic governments function to preserve and protect the rights, liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws <input type="checkbox"/> The Constitution of the US is a flexible document that changes and is interpreted over time to meet the needs of its citizens. <input type="checkbox"/> The US Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and 	<p>Use tools to investigate historical events</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chronological understanding <input type="checkbox"/> Cause and effect relationships <input type="checkbox"/> Impact of significant individuals <input type="checkbox"/> Analyze social, political, and economic characteristics of the growth of the young nation 	<ul style="list-style-type: none"> -Map Tests -Vocab Quizzes -Unit Tests -Writing Constructed Responses 	<p>Participate in a discussion covering the development of the first “cabinet” in American history and the financial issues they faced as soon as they were in power. This discussion should center on the financial plan proposed by Alexander Hamilton and opposed by Thomas Jefferson. Students will then, in groups, present a performance event that demonstrates their understanding of this conflict and</p>	<ul style="list-style-type: none"> -Textbook -Powerpoints -Maps (books, internet) -Primary Source Documents -Computer access -Infocus projector -Guided Reading activities -Internet Access

<p>5. What role did geography play in the development of the early government of the U.S.?</p>	<p>balances</p> <ul style="list-style-type: none"> <input type="checkbox"/> Federal and state governments have both separate and shared powers <input type="checkbox"/> The Constitution and Bill of Rights guarantee certain rights for all citizens. <input type="checkbox"/> In order for the US government to function as a democracy, citizens must assume responsibilities and duties for its functioning <input type="checkbox"/> Compromise and cooperation are possible choices for positive social interaction and resolution of conflict <input type="checkbox"/> The ideals of equality and personal liberty, as developed during the colonial period, were instrumental in forging a new nation. <p>CONTENT:</p> <p>George Washington becomes President</p> <ul style="list-style-type: none"> <input type="checkbox"/> First Cabinet <input type="checkbox"/> Hamilton's debt and banking policies 			<p>their ideas for resolving it.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a chart or poster that outlines the major events in American history that occurred during the administrations of George Washington, John Adams, and Thomas Jefferson. <input type="checkbox"/> Write a newspaper editorial that either supports or opposes the Alien and Sedition Acts <input type="checkbox"/> Complete a map exercise that outlines the purchase of the Louisiana Territory by Thomas Jefferson and the travels of Lewis and Clark. <input type="checkbox"/> View a video presentation covering the travels of Lewis and Clark and then write an Open Response reacting to the expansion of the United States at the 	
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	<input type="checkbox"/> Adam Smith and capitalism <input type="checkbox"/> National Bank <input type="checkbox"/> XYZ Affair <input type="checkbox"/> Louisiana Purchase <input type="checkbox"/> Lewis and Clark <input type="checkbox"/> British Impressment of American sailors <input type="checkbox"/> Competition and free market <input type="checkbox"/> Formation of Political Parties <input type="checkbox"/> Federalist Era <input type="checkbox"/> Jeffersonian Era <input type="checkbox"/> Alien and Sedition Acts <input type="checkbox"/> Washington, D.C. developed <input type="checkbox"/> Judicial Review			<p>expense of the Native American population.</p> <p>Discuss the XYZ Affair and compare how the United States responded to this “international” situation and how we respond to international situations today.</p>	
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Boone County High School Curriculum Map: Social Studies

Course: Foundations of U.S. History

Unit: Building a Nation: Expansion (Quality Core Standards 1L-1M)

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>How did the rights of U.S. citizens conflict with the rights of the native peoples as the U.S. expanded across the continent?</p> <p>1. How did the culture and social institutions impact the expansion of the U.S.?</p> <p>1. How did economic issues impact the expansion of the U.S.?</p> <p>1. What role did geography play in the expansion of the U.S.?</p> <p>1. In what ways has conflict resulted from the migration and settlement of people as they expanded across the continent, and how were they</p>	<p><i>Core Content:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Conflict and competition may occur as cultures emerge and develop <input type="checkbox"/> Compromise and cooperation are possible choices for positive social interaction and resolution of conflict <input type="checkbox"/> Productive resources are limited and do not satisfy all the wants of individuals, societies, and governments <input type="checkbox"/> Different factors affect where human activities are located and how land is used in urban, rural, and suburban areas <input type="checkbox"/> Human settlement develops in different ways based on the culture and needs of settlers <input type="checkbox"/> Human populations may change and/or 	<p>Use tools to investigate historical events</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chronological understanding <input type="checkbox"/> Cause and effect relationships <input type="checkbox"/> Impact of significant individuals <input type="checkbox"/> Analyze social, political, and economic characteristics of westward expansion and native conflicts 	<ul style="list-style-type: none"> -Map Tests -Vocab Quizzes -Unit Tests -Writing Constructed Responses 	<p>Create a chart or poster that highlights the major events that occurred during the administrations of James Madison, James Monroe, John Quincy Adams, and Andrew Jackson</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete a map exercise that discusses the causes of the War of 1812 and the major battles of the War of 1812 to learn about the events that insured the United States of their continued independence <input type="checkbox"/> Participate in a discussion on the Monroe Doctrine 	<ul style="list-style-type: none"> -Textbook -Powerpoints -Maps (books, internet) -Primary Source Documents -Computer access -Infocus projector -Guided Reading activities -Internet Access

<p>resolved? 1. Why is it important to study the idea of Manifest Destiny?</p>	<p>migrate because of factors such as war, famine, disease, economic opportunity, and technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> The growth of democracy and geographic expansion were significant in American history <p>CONTENT: Louisiana Purchase</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monroe Doctrine <input type="checkbox"/> Texas Independence <input type="checkbox"/> The Alamo <input type="checkbox"/> Mexican War <input type="checkbox"/> Treaty of Guadalupe Hidalgo <input type="checkbox"/> War of 1812 <input type="checkbox"/> Gadsden Purchase <input type="checkbox"/> Oregon Country and the Oregon Trail <input type="checkbox"/> California and the Gold Rush <input type="checkbox"/> Mexican Cession <input type="checkbox"/> Spanish Cession <input type="checkbox"/> Andrew Jackson <input type="checkbox"/> The “Age of Jackson” and the continued development of democracy in the United States <input type="checkbox"/> Manifest Destiny 			<p>that centers on the reasons for the pronouncement and what it meant both then and today for American history. To assess this activity the students will write a reaction piece that centers on the impact the Monroe Doctrine had then and today.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete a map exercise that traces the expansion of the United States from the Mississippi River to the Pacific Ocean. <p>Study the desire for “good land,” indicating its impact on individuals and American society especially in terms of expansion. They will present their findings in different forms that could include written reports, oral</p>	
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	<input type="checkbox"/> Reform Movements			<p>presentations, multimedia presentations, or performance events.</p> <input type="checkbox"/> Review visual and print materials of the period of Manifest Destiny and examine patterns of human movement. They will create bulletin boards, collages, or multimedia presentations that center on the impact of expansion on the Native America tribes.	
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Boone County High School Curriculum Map: Social Studies

Course: Foundations U.S. History

Unit: Building a Nation: Antebellum America (Quality Core Standards 2A-2F)

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>What was the impact of the First Industrial Revolution during the nineteenth century? How did major events and issues in Antebellum America promote sectional differences? How did the reform movements of the nineteenth century impact American society? What were the characteristics of the abolitionist movement?</p>	<p><i>Core Content:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives<input type="checkbox"/> All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives<input type="checkbox"/> Conflict and competition may occur as cultures emerge and develop<input type="checkbox"/> Compromise and cooperation are possible choices for positive social interaction and resolution of conflict<input type="checkbox"/> Productive resources are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).	<p>Use tools to investigate historical events</p> <ul style="list-style-type: none"><input type="checkbox"/> Chronological understanding<input type="checkbox"/> Cause and effect relationships<input type="checkbox"/> Impact of significant individuals<input type="checkbox"/> Analyze social, political, and economic characteristics of the Industrial Age	<p>-Map Tests -Vocab Quizzes -Unit Tests -Writing Constructed Responses</p>	<p>-Primary source documents: temperance, transcendentalism, Abolition, women's rights -Guided Reading activities -Economic map activity- North/South sectionalism</p>	<p>-Textbook -Powerpoints -Maps (books, internet) -Primary Source Documents -Computer access -Infocus projector -Guided Reading activities -Internet Access</p>

<p>What were the economic, social, and cultural differences of the North and South during the Antebellum period?</p>	<p><input type="checkbox"/> The natural resources of a place or region impact its political, social, and economic development.</p> <p><input type="checkbox"/> History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present</p> <p><input type="checkbox"/> Political, social, economic, and cultural differences among sections of the U.S. resulted in the American Civil War.</p> <p>CONTENT: Gradualist v Radicalist W.L. Garrison The Liberator Grimke Sisters L. Mott John Brown Quakers Elijah Lovejoy H. B. Stowe Popular sovereignty Bleeding Kansas Dred Scott Barn burners Seneca Falls Susan B Anthony E.C. Stanton 14th amendment</p>				
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: Building a Nation: Civil War/Reconstruction (Quality Core Standards: 3A-3E)

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>How did the rights of citizens from different sections of the U.S. come into conflict during the period of Sectionalism and Civil War? 2. How did culture and social institutions impact the development of the Civil War and Reconstruction? 3. How did economic issues impact the development of the conflict known as the Civil War and Reconstruction, and how were they resolved? 4. What role did geography play in the development of the</p>	<p><i>Core Content:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives <input type="checkbox"/> All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives <input type="checkbox"/> Conflict and competition may occur as cultures emerge and develop <input type="checkbox"/> Compromise and cooperation are possible choices for positive social interaction and resolution of conflict <input type="checkbox"/> Productive resources are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity). 	<p>Use tools to investigate historical events</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chronological understanding <input type="checkbox"/> Cause and effect relationships <input type="checkbox"/> Impact of significant individuals <input type="checkbox"/> Analyze social, political, and economic characteristics of the Civil War and Reconstruction era 	<ul style="list-style-type: none"> -Map Tests -Vocab Quizzes -Unit Tests -Writing Constructed Responses 	<p>information about slavery in the south during early American history. They should compare the views expressed in these documents with modern attitudes and views about minority groups. They will then write a portfolio piece in the form of a newspaper editorial addressing this issue from a variety of points of view.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create posters, charts, or collages that highlight the social, political, and economic causes of 	<ul style="list-style-type: none"> -Textbook -Powerpoints -Maps (books, internet) -Primary Source Documents -Computer access -Infocus projector -Guided Reading activities -Internet Access

<p>Civil War and Reconstruction? 5. Why is it important to study the history of the Civil War and Reconstruction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The natural resources of a place or region impact its political, social, and economic development. <input type="checkbox"/> History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present <input type="checkbox"/> Political, social, economic, and cultural differences among sections of the U.S. resulted in the American Civil War <p>CONTENT:</p> <p>Economic differences among sections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nullification controversy <input type="checkbox"/> Controversy over slavery <input type="checkbox"/> Clash between national sovereignty and states' rights <input type="checkbox"/> Missouri Compromise <input type="checkbox"/> Compromise of 1850 <input type="checkbox"/> Kansas-Nebraska Act 			<p>the American Civil War.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to musical selections of songs from the Civil War period and discuss the content and meanings of these songs and relate them to music from the contemporary era. <input type="checkbox"/> Complete a map exercise that highlights the major battles of the American Civil War so that they understand the scope and sequence of the fighting of this war. <input type="checkbox"/> Watch a video presentation (Gettysburg, _____) that demonstrates the style of fighting in the Civil War and the conditions that members of both sides operated under throughout the war. View primary source readings pertaining to life in 	
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	<ul style="list-style-type: none"> <input type="checkbox"/> Bleeding Kansas <input type="checkbox"/> John Brown in Kansas and Harper's Ferry <input type="checkbox"/> Denial of slaves' basic rights <input type="checkbox"/> Abolitionist movement <input type="checkbox"/> Northern Industry versus Southern agriculture <input type="checkbox"/> Abraham Lincoln <input type="checkbox"/> Lincoln Douglas debates <input type="checkbox"/> Dred Scott Decision <input type="checkbox"/> <i>Uncle Tom's Cabin</i> <input type="checkbox"/> Lincoln elected <input type="checkbox"/> Secession <input type="checkbox"/> Confederate States of America <input type="checkbox"/> Border States <input type="checkbox"/> Jefferson Davis <input type="checkbox"/> Robert E. Lee <input type="checkbox"/> Ulysses S. Grant <input type="checkbox"/> Fort Sumter <input type="checkbox"/> Major Battles of the Civil War <input type="checkbox"/> Gettysburg Address <input type="checkbox"/> Women in the War <input type="checkbox"/> Naval Warfare <input type="checkbox"/> Emancipation Proclamation <input type="checkbox"/> Reconstruction <input type="checkbox"/> John Wilkes Booth 			<p>prisoner of war camps, such as Andersonville, on both sides of the war. They will then write "letters" home as if they were residing in one of these camps – either Southern or Northern.</p> <p><input type="checkbox"/> Compare and contrast the causes of the American Revolution and the American Civil War. In small groups they should discuss the attitudes, ideas, and positions of the Patriots during the Revolution and the Southerners during the Civil War regarding their reasons for "separation."</p>	
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	<ul style="list-style-type: none"><input type="checkbox"/> Freedman's Bureau<input type="checkbox"/> Civil Rights<input type="checkbox"/> Amendments (13th, 14th, and 15th)<input type="checkbox"/> Ku Klux Klan<input type="checkbox"/> Impeachment<input type="checkbox"/> The New South<input type="checkbox"/> ReconstructionEnds<input type="checkbox"/> Jim Crow Laws<input type="checkbox"/> Plessy versus Ferguson				
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Boone County High School Curriculum Map: Social Studies

Course: Foundations of U.S. History

Unit: Rebuilding a Nation: Industrialization and Urbanization (Quality Core Standards C-1A-1E)

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>How did the transformation from an agrarian based society to an industrial based society transform the life of the American people, government, and society?</p>	<p><i>Core Content:</i></p> <ul style="list-style-type: none"> • Economic systems are evaluated by freedom and growth they give society • Economic institutions include corporations, labor unions etc. • Individuals attempt to maximize profits • Numerous factors influence the supply and demand of products. • Specific financial and non-financial incentives often influence individuals differently. • The level of competition in a market is largely determined by the number of buyers and sellers. • An entrepreneur is a person who organizes and manages a business and/ or enterprise with considerable 	<p>Use tools to investigate historical events</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chronological understanding <input type="checkbox"/> Cause and effect relationships <input type="checkbox"/> Impact of significant individuals <input type="checkbox"/> Analyze social, political, and economic characteristics of the Industrial Age 	<ul style="list-style-type: none"> -Map Tests -Vocab Quizzes -Unit Tests -Writing Constructed Responses 	<p>Participate in a simulation of assembly line and working conditions</p> <ul style="list-style-type: none"> • Research and debate whether the historical lives of the giants of industry should be considered robber barons or captains of industry • Role-play a labor arbitration hearing in groups • Chart advantages and disadvantages for appropriate business practices • Research and present skits, re-enacting major historical labor disputes 	<ul style="list-style-type: none"> -Textbook -Powerpoints -Maps (books, internet) -Primary Source Documents -Computer access -Infocus projector -Guided Reading activities -Internet Access

	<p>initiative and risk.</p> <ul style="list-style-type: none"> • Investments in capital goods and labor can increase productivity but have significant opportunity cost. • The rise of big business, factories, mechanized farming, and the labor movement, transformed the lives of Americans. <p>CONTENT:</p> <p>Understand the basic terms (corporation, free enterprise, laissezfaire, capital, monopoly, antitrust, rebates, pools, holding companies, mergers, etc.)</p> <ul style="list-style-type: none"> • Individuals in industry (Captains of Industry or robber barons) • Theories of capitalism • Causes of American industrialization (social, geographical, political, historical) • Effects of 			<ul style="list-style-type: none"> • Write a description of what benefits and working conditions they would desire in a job today • Create an invention and discuss the potential impact it may have on society • Analyze and determine, given a list of causes and effects of industrialization, whether each item was a cause or effect, and defend their choice. 	
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	<p>American industrialization on politics, society, government role in the lives of the people</p> <ul style="list-style-type: none">• Development of the labor movement and connection to today				
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Boone County High School Curriculum Map: Social Studies