

GRADE 8 U.S. HISTORY 1754-1877

Pacing Calendar 2016-2017

Social Studies Process Skills for Organizing and Analyzing Information	Resources, Websites and Activities
<p>Process Standards: The student will demonstrate process skills in social studies. □</p> <ol style="list-style-type: none"> 1. Identify, analyze, and interpret primary and secondary sources and artifacts. 2. Distinguish between fact and opinion in examining documentary sources 3. Recognize and explain how different points of view have been influenced by social, political, economic, historic and geographic changes. □□ 4. Construct timelines of key events, periods, and historically significant individuals. 5. Explain the relationships between geography and the historical developments by using maps, graphs, charts, visual images, and computer-based technologies. 6. Develop discussion, debate, and persuasive writing and speaking skills, focusing on enduring issues and demonstrating how divergent viewpoints have been and continue to be addressed and reconciled. □□ <p><u>Writing Literacy:</u></p> <p> One Sentence Summary One Sentence Summary Frames One Word Summary Quick Writes Ticket-Out-the-Door Tweet It! RAFT Writing RAFT Form </p>	<p><u>Graphic Organizers</u></p> <p> Interactive Graphic Organizers Graphic Organizers Print Outs </p> <p><u>Organizing and Analyzing Information</u></p> <p> GIST History Frames History Frame Form History Frame Pyramid Mind Maps Mind Maps History Examples Mind Map Examples for Geography Mind Map Forms One Sentence Summary One Word Summary Power Thinking Power Thinking Chart Power Thinking Chart for Geography Prediction with Evidence Problem-Solution Chart Think Pair Share Three Minute Pause Three Minute Pause Chart Analyzing an Historic Event APPARTS APPARTS for The Federalists Papers Five Themes Analysis for Geography H Diagram PERSIA SOAPS Venn Diagram Venn Variation Venn Diagram Alternative Forms Vocabulary Word Map Word Splash Word Walls </p> <p><u>NEW: Social Studies Web Links and Resources</u></p> <p><u>NEW: National Archives—Teaching Documents Lesson Plans</u></p> <p><u>Activities and Resources</u></p> <ol style="list-style-type: none"> 1. <i>Decision Making in U.S. History</i> 2. Use Graphic Novel from Glencoe 3. Chester the Crab Graphic Novel 4. Nystrom United States History Atlas including the district website copy <p><u>Websites:</u></p> <p> Links from Tolland Middle School District U.S. History Power Point Website District Government Power Point Website Power Point Palooza Mr. Nussbaum's Interactive History 100 Milestone Documents History & Social Studies EDSITEment The Founders of the Constitution The Annenberg Learner for History and Social Studies The Online Library of Liberty U.S. Department of State—Office of the Historian </p>

John Irish: *Historical Thinking Skills*

- Turning Points
- HIPP
- Argumentation
- Interpretation

[The American Presidency Project](#)

[The History Place](#)

[Legends of America](#)

[American History by Era | The Gilder Lehrman Institute of American History](#)

[Library of Congress—The American Memory](#)

[Landmark Supreme Court Cases](#)

[Chronology of US Historical Documents -- OU College of Law](#)

[Yale Law -- Documents in Law, History and Diplomacy](#)

[Archiving Early America: Primary Source Material from 18th Century America](#)

[History Wiz: American History](#)

[Historyteacher.net Index](#)

[American History \[ushistory.org\]](#)

[History Animated](#)

[National Constitution Center](#)

[We The People | EDSITEment](#)

[Picturing America Art Gallery | EDSITEment](#)

[wiseGEEK: History and Government](#)

[Cagle Post » Daily Cartoons](#)

H I P P

H: Historical Context – Consider who, what, when, where, why, how

I: Intended Audience

P: Purpose

P: Point of View

Interpret the Document with one complete sentence using H and one of I, P or P

Teacher Flex Time -- August 19-22




(Allows for schedules changes, etc. and time before textbooks can be distributed. Use as needed)

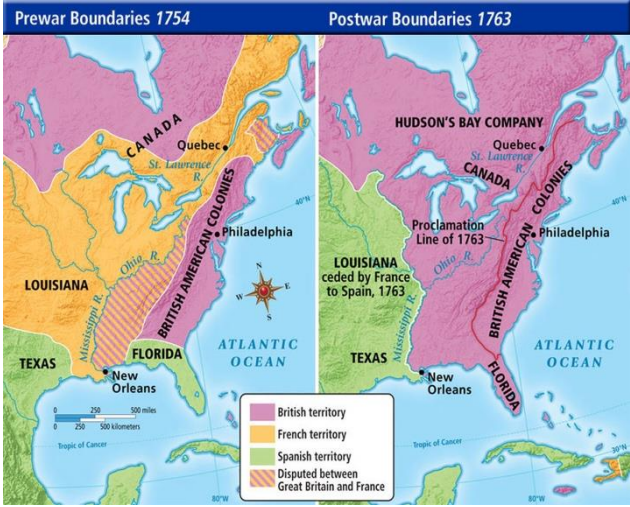
1st Nine Weeks August 19 – October 20	Background: Colonial America Chapters 3 – 4 Summary	Instructional Time: 8 Days	August 23 - 31 <u>Curriculum Map pgs 3-9</u>
OC³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<ol style="list-style-type: none"> 1. Is America a land of opportunity? 2. Did geography greatly affect the development of colonial America? 3. Would you have migrated to Colonial America? When is migration a good move? 4. Was colonial America a democratic society? 5. Was slavery the basis of freedom in colonial America? Explain 6. To what extent was colonial America a land of [<i>choose one</i>: opportunity, liberty, ordeal, and/or oppression]? 	<p>How did the colonists, with strong roots in the past, develop their own way of life?</p> <ol style="list-style-type: none"> 1. Great Introductory Site - US History 2. Colonization of America - the original 13 Colonies 3. Overview of Colonial America 1607-1754 4. The Thirteen Colonies 5. Overview of the Colonial Era 6. Colonial America Overview 7. Town Hall Meetings in New England 	<p>YouTube Colonial America 1497-1763</p> <p>Story Time with Mr. Beat - Native Americans and American Colonists</p> <p>Story Time with Mr. Beat - The Pilgrims</p> <p>Website Mr. Nussbaum's Interactive History</p> <p>PowerPoints Power Points--Interactive Activities Roanoke</p> <p>DBQ - Figure It Out with a Partner: Colonial Representative Government</p>	


Cultural Interaction Between English Explorers/Settlers and American Indians	
English	American Indians
<ul style="list-style-type: none"> • Established settlements and claimed ownership of land • Learned farming techniques from American Indians 	<ul style="list-style-type: none"> • Taught farming techniques to European settlers • Believed that land was to be shared or used but not owned

Geographic Differences Among the Colonies

Many factors shape a region's economy and the way its settlers make a living. One of the most important is its physical geography—the climate, soil, and natural resources of the region. The geography of the American colonies varied from one colony to another. For example, in some areas, farmers could dig into rich, fertile soil. In others, they could not stick their shovels in the ground without hitting rocks.

New England	Middle Colonies (Mid-Atlantic)	Southern Colonies
 <p>New England Colonies</p> <p><u>Climate</u> Moderate summers, cold winters: New England had a short growing season and rocky soil. Colonists took advantage of other opportunities in the region.</p> <p><u>Geographic Features</u> Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastlines</p> <p><u>Regional Exports</u> Dried Fish Whale Oil Shipbuilding industry Wood Products</p> <p><u>Commerce</u> New England was distinguished by its small farming towns and profitable fishing and trade.</p>	<p><u>Climate</u> Mild winters and moderate climate, wide and deep rivers: The longer growing season of the Middle Colonies—the “breadbasket colonies”—allowed farmers to grow cash crops of grain.</p> <p><u>Geographic Features</u> Appalachian Mountains, coastal lowlands, harbors and bays</p> <p><u>Regional Exports</u> Grain Fish Wood Products</p> <p><u>Farms and Cities</u> Middle Colony farms produced large cash crops that fueled trade in its coastal cities.</p>  <p>Middle Colonies</p>	 <p>Southern Colonies</p> <p><u>Climate</u> Humid climate with mild winters and hot summers: The South had a nearly year-round growing season. The use of enslaved Africans allowed Southern planters to produce cash crops of tobacco and rice.</p> <p><u>Geographic Features</u> Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors, and rivers</p> <p><u>Regional Exports</u> Tobacco Cotton Rice Bread, flour, grain (other than rice) Indigo</p> <p><u>Plantations & Slavery</u> The South's plantation economy and large number of enslaved Africans made it different from the other regions.</p>

1 st Nine Weeks August 19 – October 20	The Road to Revolution Chapter 5 – ALL Sections	Instructional Time: 24 Days	Sept. 1 – Oct. 6 Curriculum Map pgs 6-12
OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 1: The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.</p> <ol style="list-style-type: none"> Summarize the political and economic consequences of the French and Indian War on the 13 colonies including the imperial policies of requiring the colonies to pay a share of the costs of defending the British Empire and the precedent of the <i>Albany Plan of Union</i> as an early attempt to unify the colonies. <p>Essential Questions</p> <ol style="list-style-type: none"> What was the Albany Plan of Union and why was it important? What led to the clashes between France and Britain? What methods did the British government use to exercise their power in the new world from 1754-1763. What was the impact of the Treaty of Paris, 1763? Why was the Proclamation of 1763 viewed by the colonist as a “choke hold” on their growth? 	<p>Chapter 5 Section 1, pages 140-146 Chapter 5 Section 2</p> <ol style="list-style-type: none"> Albany Plan of Union as early attempt to unify colonies Empire and Identity in the American Colonies French and Indian War Images French and Indian War - YouTube <ul style="list-style-type: none"> Strengths and weaknesses of each side Result of war – impact of imperial policies of requiring colonies to pay share of cost for defending them Who was involved Why did it occur Treaty of Paris 1763 Images--Treaty of Paris Role of Native Americas Proclamation of 1763 Images -- Proclamation of 1763 	<p>NEW VIDEO SERIES: History and Government Before 1877 Reconstructing the Nation - Simulation National Geography History Collection Moments in History by HippoCampus.org</p> <p>French and Indian War Graphic Organizer</p> <p>DBQ - Figure It Out with a Partner: Franklins Join or Die</p> <p>Colonial Broadside and the American Revolution</p> <p>Writing Prompt: As a member of Parliament, write a speech convincing your colleagues why the colonies should pay their fair share in support of the crown. (RAFT format)</p> <p>Activities</p> <ul style="list-style-type: none"> Create a map of North American and Colon code sections that are controlled by world powers of the time Create a foldable of Facts on the French and Indian War Interactive Graphic Organizers Graphic Organizers Print Outs 	

1 st Nine Weeks August 19 – October 20	The Road to Revolution Cont. Ch. 5 ALL Sections	Instructional Time:	Cont.
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 1.2 Cite textual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures including</p> <p>A. The restriction of colonial rights as British subjects including colonial opposition and protests against taxation without representation, the boycotts of British goods, Patrick Henry's <i>Stamp Act Resolves</i> and the Committees of Correspondence,</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. Why did the British face problems in North America after the French and Indian War? 2. Why did the American colonists object to the new British laws? 3. State two reasons why the relations between the British and the colonists began to deteriorate. 4. Compare and contrast various methods of protest used by the colonists against the King and Parliament. 	 <p><i>The American Revolution</i></p> <p>Chapter 5 Section 2, pages 146-153 Chapter 5 Section 3</p> <ol style="list-style-type: none"> 1. Writs of Assistance 2. Sugar Act 3. Restrictions of colonial rights as British subjects 4. <i>Taxation without representation</i> 5. Boycott of British goods 6. Patrick Henry's Stamp Act Resolves Patrick Henry -- Voice of the American Revolution 7. Virginia Resolves 8. Samuel Adams—Committee of Correspondence 9. Sons of Liberty: purpose and activities – page 155 10. Quartering Act 11. Townshend Acts 12. Declaratory Acts 13. Daughters of Liberty 14. Salutary Neglect – page 146 —description without use of the term under heading: <i>British Rule Leads to Conflict</i> 	<p>United States Atlas pg. 37 Teapots</p> <p>DBQ - Figure It Out with a Partner: Letter to Benjamin Franklin 1769 (Thomson's Vision for the British Empire)</p> <p>DBQ - Figure It Out with a Partner: British Actions and Colonial Reactions</p> <p>DBQ - Figure It Out with a Partner: Stamp Act</p> <p>DBQ - Figure It Out with a Partner: Tarring and Feathering</p> <p>DBQ - Figure It Out with a Partner: The Townshend Acts from a letter by John Hancock 1768</p> <p>Activity: Causes of the American Revolution</p> <p>Activity: The American War for Independence</p> <p>Writing Prompt: Do you think Britain had the right to tax the colonies? Write an essay to defend your position.</p> <p>Teaching With Documents: Images of the American Revolution</p> <p>All Things John Adams</p> <p>AP U.S. History -- EDSITEment</p> <p>We the People - EDSITEment</p> <p>Activities</p>	

With the prospect of war against the French looming, the British employed salutary neglect to maintain the colonists' loyalty.

Salutary Neglect

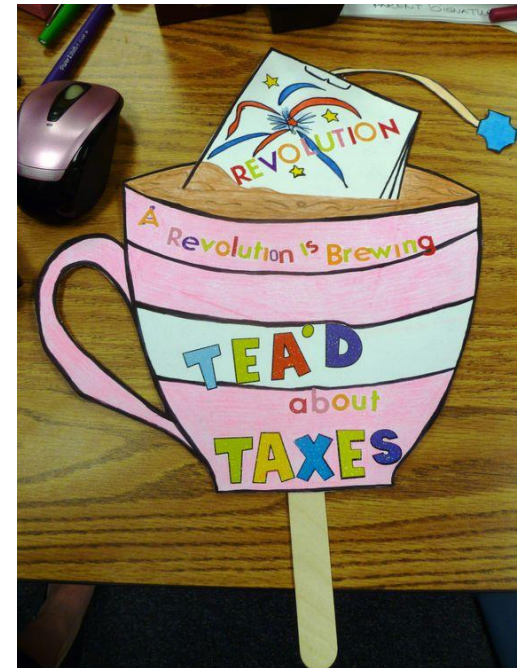
Salutary neglect was Britain's unofficial policy, initiated by Prime Minister Robert Walpole, to relax the enforcement of strict regulations, particularly trade laws, imposed on the American colonies late in the seventeenth and early in the eighteenth centuries. Walpole and other proponents of this approach hoped that Britain, by easing its grip on colonial trade, could focus its attention on European politics and further cement its role as a world power. Because the policy was unwritten, it went unnamed until March 22, 1775, when Edmund Burke, addressing Parliament, cited British officials' "wise and salutary neglect" as the prime factor in the booming commercial success of the country's North American holdings. Indeed, salutary neglect enabled the American colonies to prosper by trading with non-British entities, and then to spend that wealth on British-made goods, while at the same time providing Britain with raw materials for manufacture. But the policy had an unintended side effect: it enabled the colonies to operate independently of Britain, both economically and politically, and to forge an American identity. Some historians argue that this loose hold on the colonies, which George III and his ministers tightened in 1760, gave them the freedom to pull away from Britain and start down the path to revolution.

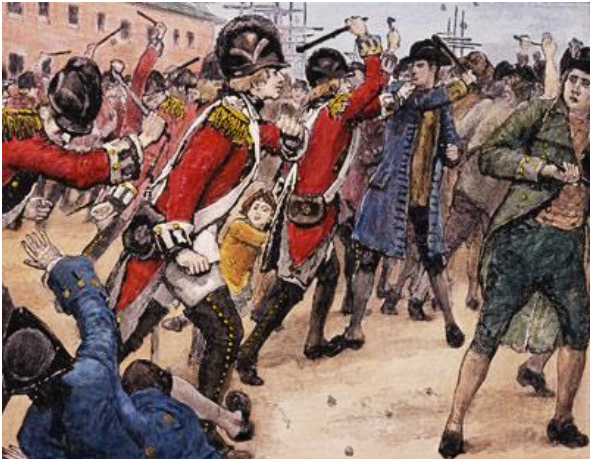
from Encyclopedia of Virginia
contributed by James Henretta

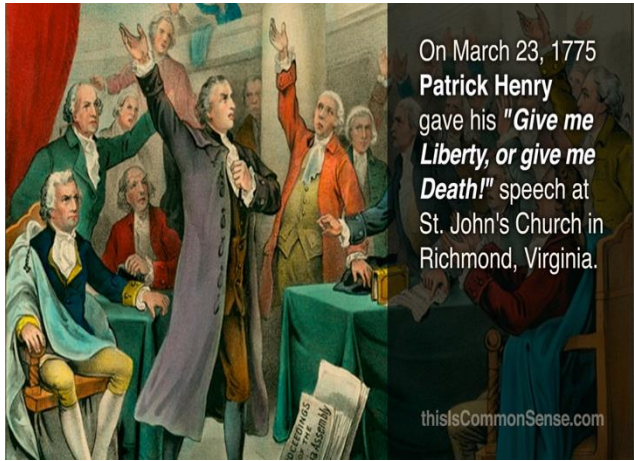
- Create a poster that would simulate a protest against the king
 - From colonial point of view
- Create a chart of the various acts against the colonist and the effect that particular act had on the colonist and their existence.

Activity: Create a Tax Protest Sign

YouTube Video: [How to Create Tax Protest Sign](#)



1 st Nine Weeks August 19 – October 20	The Road to Revolution Cont. Ch. 5 ALL Sections	Instructional Time:	Cont.
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 1.2 Cite textual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures including</p> <p>B. The <i>Coercive Acts of 1774</i> (the Intolerable Acts) as British punishment for the Boston Tea Party and the convening of the First Continental Congress as a colonial response,</p> <p>CS 1.3 Cite textual evidence to analyze the ideological and propaganda war between Great Britain and her North American colonies including the</p> <p>C. Use of Paul Revere's engraving of the Boston Massacre,</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. Why did Boston colonists and British soldiers clash in the Boston Massacre? 2. How did the British government try to maintain its control over the colonies? 3. How did colonist use propaganda to convey information about the Boston Massacre? 4. How did the Boston Tea Party lead to the Intolerable Acts? 5. What was the British intent and colonial reaction to the Coercive Acts? 	<p>Chapter 5 Section 2 Chapter 5 Section 3, pages 145-152</p> <ol style="list-style-type: none"> 1. Boston Massacre 2. Use of Propaganda 3. Crispus Attucks 4. Paul Revere 5. Tea Act 6. Boston Tea Party Revolutionary Tea Parties and the Reasons for Revolution 7. The Boston Tea Party: Costume Optional? 8. King George III 9. Coercive Acts 1774 (Intolerable Acts) 	<p>NEW VIDEO SERIES: History and Government Before 1877 Reconstructing the Nation - Simulation National Geography History Collection Moments in History by HippoCampus.org</p> <p>DBQ - Figure It Out with a Partner: Revere's Boston Massacre Engraving</p> <p>DBQ - Figure It Out with a Partner: Tea Act and Boston Tea Party</p> <p>DBQ - Figure It Out with a Partner: The Boston Party by John Adams 1773</p> <p>DBQ - Figure It Out with a Partner: Prelude to the American Revolution</p> <p>WRITING Activity – Mob Rule</p> <p>American Revolution Animation</p> <p>Activities</p> <ul style="list-style-type: none"> • Interactive Graphic Organizers • Graphic Organizers Print Outs • Create a time-line of events • Create a political cartoon over Boston Massacre Propaganda • Clips from John Adams DVD <ul style="list-style-type: none"> • Boston Massacre scene 	

1 st Nine Weeks August 19 – October 20	The Road to Revolution Cont. Ch. 5 ALL Sections	Instructional Time:	Cont.
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 1.2 Cite textual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures including</p> <p>C. The Battles of Lexington and Concord as a rallying point of armed colonial resistance, and</p> <p>D. Patrick Henry's <i>Give Me Liberty or Give Me Death</i> speech ...</p> <p>CS 1.3 Cite textual evidence to analyze the ideological and propaganda war between Great Britain and her North American colonies including the</p> <p>A. Points of views of the Patriots and the Loyalists about independence,</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What happened at the first continental congress in Philadelphia? 2. Identify the importance of the battles of Lexington/Concord and Breeds Hill/Bunker Hill. 3. What were the Central messages of Thomas Paine's pamphlet <i>Common Sense</i> and Patrick Henry's speech <i>Give Me Liberty or Give Me Death</i>? 	<p>Chapter 5 Section 3 pg. 152-157 Chapter 5 Section 4</p> <ol style="list-style-type: none"> 1. First Continental Congress as a colonial response 2. John Adams 3. Patrick Henry--Give Me Liberty or Give Me Death page 162 and 616 4. Minutemen 5. Lexington/Concord – Read Like an Historian 6. Bunker Hill 7. Loyalists and Patriots pg. 154-155 Loyalists, Fence-sitters, and Patriots 	<p>NEW VIDEO SERIES: History and Government Before 1877 Reconstructing the Nation - Simulation National Geography History Collection Moments in History by HippoCampus.org</p> <p>American Revolution Animation</p> <p>DBQ - Figure It Out with a Partner: Washington Becomes Commander of the Continental Army</p> <p>DBQ - Figure It Out with a Partner: Letter from Abigail Adams to Husband John Adams</p> <p>Activities</p> <ul style="list-style-type: none"> • Interactive Graphic Organizers • Graphic Organizers Print Outs • Student's write a headline article from British point of view over Bunker Hill <p>Colonists Divided: Revolution and a Civil War</p>	

1 st Nine Weeks August 19 – October 20	The Road to Revolution Cont. Ch. 5 ALL Sections	Instructional Time:	Cont.
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 1.3 Cite textual evidence to analyze the ideological and propaganda war between Great Britain and her North American colonies including the</p> <p>B. Writings of Mercy Otis Warren and Phyllis Wheatley,</p> <p>D. Rejection of the <i>Olive Branch Petition</i> by King George III ...</p> <p>CS 2: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.</p> <p>2. Compare and contrast the different motivations and choices confronting various colonial populations regarding the war for independence including</p> <p>B. The choices that free and enslaved African Americans had of escaping to freedom or joining the British or Colonial forces,</p> <p>Essential Questions</p> <p>1. What were the accomplishments of the Second Continental Congress?</p> <p>2. What was the Olive Branch Petition and why was it important?</p> <p>3. Analyze John Locke's Natural Rights Theory; concept of social contract.</p> <p>Essential Questions Relating to the Roots of the Revolution</p> <p>1. Was colonial America a democratic society?</p> <p>2. Were the colonists justified in resisting British policies after the French and Indian War (1754–1763)?</p>	<p>Chapter 5 Section 4</p> <p>1. Second Continental Congress—grievances which led to the DOI</p> <p>2. John Hancock</p> <p>3. <i>Olive Branch Petition</i></p> <p>4. Writings of Mercy Otis Warren (also page 154)</p> <p>5. Writings of Phyllis Wheatley (also page 120)</p> <ul style="list-style-type: none">Letter to Rev Samson Occum (encouragement to Patriots) <div><p>The Olive Branch Petition</p><ul style="list-style-type: none">Many colonist still hoped for peaceWanted King George III to settle the disputeJuly 1775 - Congress sent Olive Branch Petition to England restore "harmony"- Blamed Parliament for the war- George III rejected petition, called the colonists "Rebels"- Ordered naval blockade and hired 10,000 German soldiers "Hessians"</div>	<p>Connecting to the Past—The American Revolution</p> <p>Writing Prompt: Interpret the following phrase in a letter from Abigail Adams to her husband John Adams as Congress considered a declaration of independence. She teasingly—but seriously—wrote:</p> <p><i>I long to hear that you have declared an independency...I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors.</i></p> <p>Writing Prompt: Interpret the following phrase in another letter from Abigail Adams to her husband John. Is the tone different from the previous quote from Chapter 5?</p> <p><i>I cannot say that I think you are very generous to the ladies, for, whilst you are proclaiming peace and good will to men, emancipating all nations, you insist upon retaining an absolute power over wives.</i></p> <p>Activities:</p> <ul style="list-style-type: none">Have students create their own preambleCreate an "Olive Brand Petition" to the current president on a topic of modern day discussionShow video (movie) titled "1776"Common Sense and Persuasive WritingClosure Reading: <i>Why Can't You Make Them Behave George?</i>Clips from <i>John Adams</i> DVD<ul style="list-style-type: none">Debate on the DeclarationToo Late to Apologize: A Declaration - YouTube<ul style="list-style-type: none">Declaration as "Break Up Letter"	

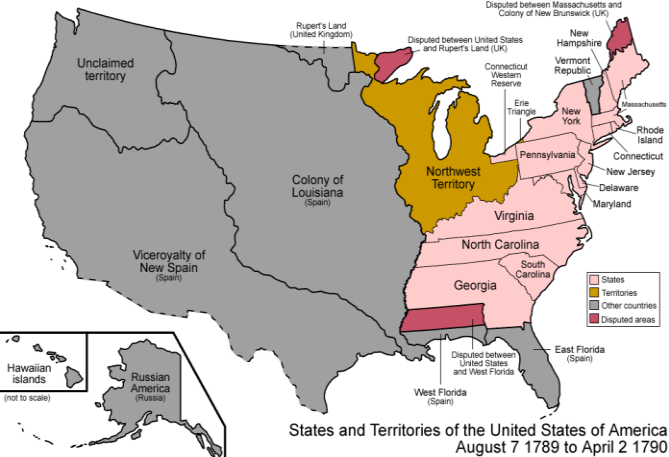
<ol style="list-style-type: none"> 3. Were the colonists' responses to the Stamp Act (1765) justified? 4. How did the Stamp Act Congress pave the road for American independence? 5. Is violence a sound strategy to bring about significant political and social change? <ul style="list-style-type: none"> • Case studies to help examine this question could include: the Stamp Act riots (1765), the Boston Massacre (1770), the Boston Tea Party (1773), and the battles of Lexington and Concord (1775). 		
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1 st Nine Weeks – 2 nd Nine Weeks August 19 – October 28	The American Revolution Chapter 6	Instructional Time: 14 Days	October 10 – 28
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 1.2 Cite textual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures including</p> <p>D. Thomas Paine's pamphlet <i>Common Sense</i> advocating the defense of colonial rights and independence.</p> <p>CS 1.3 Cite textual evidence to analyze the ideological and propaganda war between Great Britain and her North American colonies including the</p> <p>E. Grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain thus creating the United States of America.</p> <p>CS 1.4 Determine the central ideas and grievances expressed in the <i>Declaration of Independence</i> and their intellectual origin including</p> <p>A. John Locke's theory of natural rights,</p> <p>B. The concept of the social contract,</p> <p>C. The ideals established in the American society of equality, inalienable rights, and the consent of the governed; and</p> <p>D. Evaluate the contributions of Thomas Jefferson and the Committee of Five in drafting the <i>Declaration of Independence</i>.</p> <p>CS 2: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.</p> <p>2. Compare and contrast the different motivations and choices confronting various colonial populations regarding the war for</p>	<ol style="list-style-type: none"> Thomas Paine <ul style="list-style-type: none"> Common Sense -- Pamphlet advocating the defense of colonial rights and independence Thomas Jefferson and Committee of Five contributions to drafting Declaration of Independence (DOI) Declaration of Independence – Read Like an Historian <ul style="list-style-type: none"> Thomas Jefferson John Adams Benjamin Franklin Robert Livingston Roger Sherman King George III John Locke's theory of natural rights Concept of social contract Key principles of DOI Abigail Adams <ul style="list-style-type: none"> Letter to her Husband War for Independence Military leadership of George Washington Patriots and Loyalist Role of Women African Americans—whether to escape to escape to freedom, join British or Colonial forces Native Americans—which side to support to protect their culture and property Victories at Trenton and Saratoga Thomas Paine's The Crisis 	<p>DBQ - Figure It Out with a Partner: Reasons for the American Revolution</p> <p>DBQ - Figure It Out with a Partner: View of the Rights of British America by Jefferson 1774</p> <p>DBQ - Figure It Out with a Partner: British and Colonial Advantages</p> <p>DBQ - Figure It Out with a Partner: Two Sides of the Declaration of Independence</p> <p>DBQ - Figure It Out with a Partner: England and Colonies Face Off</p> <p>DBQ - Figure It Out with a Partner: Lockes Social Contract and the Declaration of Independence</p> <p>Writing Prompt: Consider the following four events:</p> <ul style="list-style-type: none"> American victory at Saratoga French entry into the war against Britain British defeat at Yorktown Signing of the Treaty of Paris <p>Explain how each event helped to cause the next event.</p> <p>Animated Battle of Yorktown from Mount Vernon Resources</p> <p>Activities:</p> <ul style="list-style-type: none"> Use Venn Diagram to compare Loyalists and Patriots The Crisis and Persuasive Writing George Washington Reading The Crisis to the Continental Army 	

<p>independence including</p> <ol style="list-style-type: none"> Whether to fight for independence (Patriot), remain loyal to the king (Loyalist), or to be neutral, The choices that free and enslaved African Americans had of escaping to freedom or joining the British or Colonial forces, The decisions Native Americans made as to which side to support in hopes of protecting their traditional cultures and native territories. <p>3. Cite textual evidence to summarize the impact of key military and diplomatic events including the</p> <ol style="list-style-type: none"> Military leadership of George Washington, Victories at Trenton and Saratoga, French Alliance, Publication of Thomas Paine's <i>The Crisis</i>, Valley Forge Encampment, and Defeat of Lord Cornwallis's army at the Siege of Yorktown. <p>Essential Questions</p> <ol style="list-style-type: none"> Why did the delegates draft the Declaration of Independence? What role did Thomas Paine have on the call for independence? Should the British Parliament's response to colonial violence be viewed as "coercive" or "intolerable"? Was the American colonists' movement for independence "common sense"? Would you have been a revolutionary in 1776? How was the Preamble to the Declaration of Independence a reflection of Enlightenment philosophy? How did ideas of John Locke and Thomas Paine influence Jefferson's writings in the Declaration of Independence? Analyze John Locke's Natural Rights Theory; concept of social contract. 	<ol style="list-style-type: none"> Political advantages and disadvantages of each side Economic advantages and disadvantages of each side French Alliance with Americans Valley Forge Encampment Significance of the war in the south Defeat of Lord Cornwallis Siege of Yorktown Treaty of Paris of 1783 	<ul style="list-style-type: none"> George Washington found Paine's <i>The Crisis</i> so empowering that he had it read to his troops. Ask students to work in small groups to identify 8-10 statements by Paine that they think would inspire the Continental soldiers. Students need to explain why they consider each statement inspirational.
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<p>9. Were the origins of the American Revolution primarily economic or ideological?</p> <p>10. Recognize the comparative strengths and weaknesses of the British and Patriot forces during the American Revolution.</p> <p>11. What were the political, economic, geographic and social advantages and disadvantages of both sides in the American Revolution?</p> <p>12. What were the arguments made for and against the separation from Britain?</p> <p>13. Discuss the pros and cons of an alliance with a foreign nation.</p> <p>14. Why was Valley Forge important to eventual patriot success?</p> <p>15. What was the significance of the Battle of Saratoga and the Battle of Yorktown?</p> <p>16. Why was the Treaty of Paris a triumph for the Americans?</p>		
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Writing or Group Activity: Comparing Excerpts from Two Documents	from <i>Two Treatises on Civil Government</i> --John Locke (1690)	from <i>Declaration of Independence</i> ---Thomas Jefferson (1776)
<p>Directions: Read the excerpts listed, and then answer the question below.</p> <p>Question: Cite textual evidence to identify ideas that Thomas Jefferson used from John Locke.</p>	<p>“The reason men enter into society is to protect their property. And the reason they choose a government is to make laws to guard that property. . . . Certainly society does not want to give the government the power to destroy the very property which it was chosen to protect. Therefore, whenever government tries to take away and destroy the property of the people, or reduce the people to slavery, it puts itself in a state of war with the people. The people are freed from any further obedience to that government . . . and have the right to establish a new government.”</p>	<p>“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government.”</p>


2nd Nine Weeks October 24 – December 21	Creating the Constitution Chapter 7 ALL Chapter 7	Instructional Time: 25 Days	Oct. 31 – Dec. 9 Curriculum pgs. 16-22
*OC³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 2.1 Analyze the formation of the first American national system of government under the <i>Articles of Confederation</i> including the success of conducting and winning the Revolutionary War.</p> <p>CS 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the <i>United States Constitution</i>.</p> <ol style="list-style-type: none"> Examine and summarize the issues encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including the <ol style="list-style-type: none"> Strengths and weaknesses of the <i>Articles of Confederation</i>, Lack of a common national currency, Lack of a common defense, Management of the war debts, Disputes over the western territories as resolved by the <i>Northwest Ordinance</i>, and <p>Essential Questions</p> <ol style="list-style-type: none"> What weaknesses of the <i>Articles of the Confederation</i> led to the effort to draft a new constitution? Why did most American favor a weak central government? Explain why the founding fathers wanted a republic form of government. What did the Northwest Ordinance say about the spread of slavery? What were the purposes of the Ordinance of 1785 and the Northwest Ordinance? 	<p><u>Sections 1 – 6 Days</u></p> <ol style="list-style-type: none"> Republic <i>Articles of Confederation</i>: strengths and weaknesses <ul style="list-style-type: none"> Lack of a common national currency, Lack of a common defense, Management of the war debts, Disputes over the western territories as resolved by the <i>Northwest Ordinance</i> 1787 State Constitutions <p style="text-align: center;">Northwest Ordinance 1787</p>  <p>The map illustrates the Northwest Territory (shaded in yellow) as defined by the Northwest Ordinance of 1787. It is situated north of the Ohio River and west of Pennsylvania. Surrounding areas include the Colony of Louisiana (Spain) to the west, the Viceroyalty of New Spain (Spain) to the southwest, and various states and territories to the east and south, including New Hampshire, Vermont, New York, Connecticut, Rhode Island, Massachusetts, New Jersey, Delaware, Maryland, Pennsylvania, Virginia, North Carolina, South Carolina, Georgia, and Florida. Disputed areas are marked with red hatching, including Rupert's Land (United Kingdom), the Connecticut Western Reserve, and areas between the United States and Spain. The map also shows the Hawaiian Islands (not to scale) and Russian America (Russia) to the west. A legend identifies states, territories, other countries, and disputed areas.</p> <p style="text-align: center;">States and Territories of the United States of America August 7 1789 to April 2 1790</p>	<p><u>American Revolution DBQ Challenge</u></p> <p>DBQ - Figure It Out with a Partner: Government Power in the New Nation: Evidence from the Articles of Confederation</p> <p>DBQ - Figure It Out with a Partner: Articles of Confederation</p> <p>DBQ - Figure It Out with a Partner: Northwest Ordinance</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> Interactive Graphic Organizers Graphic Organizers Print Outs Compare/contrast activity concerning British abuses toward the colonies and colonial reaction as stated in the Articles of Confederation Decision Making—by Kevin O'Reilly Articles of Confederation and the Constitution 	

2 nd Nine Weeks October 24-December 21	Creating the Constitution Chapter 7	Instructional Time:	Cont.
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 3.1.F: Civil unrest as typified in Shays' Rebellion.</p> <p>CS 3.2: Analyze the significance of the Constitutional Convention, its major debates and compromises including the <i>Virginia Plan</i>, the <i>New Jersey Plan</i>, the Great Compromise, the Three-fifths Compromise and the key contributions of George Washington, James Madison, George Mason, and Gouverneur Morris.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. Why was it necessary to draft a new Constitution? 2. What compromises had to be made in order to draft a new Constitution? 3. Why did the states fear a strong central government? 4. What was the cause of Shay's Rebellion? What weaknesses in the Articles of the Confederation did it expose? 5. Explain the different plans of government proposed at the Constitutional Convention including: Virginia Plan, New Jersey, Great Compromise, Three-fifths Compromise. 6. Why was it necessary to add a Bill of Rights to the Constitution? 	<p>Sections 2 – 6 Days</p> <ol style="list-style-type: none"> 1. Creating a New Government 2. Economic Depression: postwar economy 3. Shays' Rebellion Read Like a Historian Lesson Plan 4. Slavery/slave trade and the constitution 5. Constitutional Convention: debates and compromises The Constitutional Convention: Four Founding Fathers You May Never Have Met 6. <i>The Virginia Plan</i> 7. <i>The New Jersey Plan</i> Comparison of Virginia and New Jersey Plan 8. Great Compromise 9. Three-fifths Compromise 10. Contributions of George Washington, James Madison, George Mason, and Gouverneur Morris 11. Mason's Virginia Declaration of Rights <ul style="list-style-type: none"> • Influence on Bill of Rights <p>James Madison's The Structure of the Government Must Furnish the Proper Checks and Balances between the Different Departments (Federalists No. 51) 1788</p> 	<p>DBQ - Figure It Out with a Partner: Rebellion in Massachusetts</p> <p>DBQ - Figure It Out with a Partner: Constitutional Issues and Compromises</p> <p>Activities</p> <ul style="list-style-type: none"> • List the needs of the colonies in one column then list how the Articles either met or failed to meet those needs. • Make Political cartoon over 3/5 compromise. • VENN Diagram for the Virginia, New Jersey, and the Great Compromise <p>Activity: The Constitution Convention 1787</p> <p>Activity: The Issue of Slavery</p> <p>Writing Prompt: Thomas Jefferson and his supporters believed that a Bill of Rights was absolutely crucial to the protection of liberty. Do you think this conclusion has proven to be correct? Site examples from history or from the present to show your reasoning.</p> <p>Annenberg Classroom: Creating the Constitution This three-part documentary discusses the creation of the Constitution and explores the protection of individuals' rights (<i>Gideon v. Wainwright</i>) and checks and balances (<i>Youngstown v. Sawyer</i>). (each segment is about 20 min)</p> <ul style="list-style-type: none"> • Lesson guides PDFs) <ul style="list-style-type: none"> ➤ Creating a Constitution ➤ One Man Changes the Constitution: The Right to Counsel ➤ Checks and Balances: Presidential Power • Sixth Amendment timeline (PDF) 	

WEAKNESSES OF THE ARTICLES OF CONFEDERATION	CORRECTION BY THE CONSTITUTION
<p>There was no separate executive branch to carry out the laws of Congress.</p> <p>There was no national judiciary to handle offenses against the central government's laws and to settle disputes between states.</p> <p>Congress did not have the power to levy taxes. It could only requisition, or request, contributions from the states.</p> <p>Congress could not regulate interstate and foreign commerce.</p> <p>The states, as well as Congress, had the power to coin money.</p> <p>Congress was in no position to support an army and navy, since it could not collect taxes. It had to depend on the support of state militias.</p> <p>It was difficult to pass laws under the Articles, since at least nine states had to approve each proposal.</p> <p>The requirement of unanimous consent of all the states made amendment of the Articles almost impossible.</p>	<p>A separate executive department was created, headed by the President. Its job was to enforce the Constitution and laws enacted under it and to conduct foreign relations.</p> <p>A judicial department was created, headed by a Supreme Court, to handle offenses against federal laws, disputes between states, and cases involving foreign diplomats.</p> <p>Congress was given the power to levy and collect taxes, thus freeing it from dependence upon financial contributions by the states.</p> <p>Congress was given the power to regulate commerce between the states and with foreign nations, thus enabling it to make enforceable trade treaties with foreign nations.</p> <p>Only Congress was given the right to coin money and regulate its value, in order to provide a single national monetary standard.</p> <p>Congress, with power to tax, could afford to create a national army and navy, thereby freeing the central government from dependence upon state militias. In addition state militias were put under the control of Congress.</p> <p>Under the Constitution, the process of lawmaking was made easier. Bills needed only a simple majority vote of Congress to become laws.</p> <p>The Constitution provided for amendment by two-thirds of Congress and three-fourths of the states. This made change more possible, although still difficult.</p>

Constitutional Convention

Key Issues and Their Resolutions	Key Leaders
<ol style="list-style-type: none"> 1. Made federal law the supreme law of the land when constitutional, but otherwise gave the states considerable leeway to govern themselves. 2. Balanced power between large and small states by creating a Senate (where each state gets two senators) and a House of Representatives (with membership based on population). 3. Placated the Southern states by counting the slaves as three-fifths of the population when determining representation in the U.S. House of Representatives. 4. Avoided a too-powerful central government by establishing three co-equal branches—legislative, executive, and judicial—with numerous checks and balances among them. 5. Limited the powers of the federal government to those identified in the Constitution. 	<ol style="list-style-type: none"> 1. George Washington, President of the Convention <ul style="list-style-type: none"> – Washington presided at the Convention and, although seldom participating in the debates, lent his enormous prestige to the proceedings. 2. James Madison, —Father of the Constitution <ul style="list-style-type: none"> – Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings—the best record historians have of what transpired at the Constitutional Convention. – At the Convention, Madison authored the Virginia Plan, which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government. – He later authored much of the Bill of Rights.

October 24-December 21	Handbook Chapter 7 Section 3	15 Days
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities
<p>CS 3.3: Cite textual evidence to examine the arguments for and against the ratification of the <i>Constitution</i> as expressed in the <i>Federalist Papers Number 10 and 51</i>, as well as Anti-Federalist concerns over a strong central government and the omission of a bill of rights.</p> <p>CS 3.4: Explain the constitutional principles of popular sovereignty, consent of the governed, separation of powers, checks and balances, federalism, and judicial review.</p> <p>CS 3.5: Cite textual evidence and summarize the rights and responsibilities all Americans possess under the <i>U.S. Constitution</i> as guaranteed in the <i>Bill of Rights</i> including the freedoms of religion, speech, press, assembly, petition, and the rights to due process and trial by jury.</p> <p>CS 1.5: Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the <i>Declaration of Independence</i>:</p> <p><i>We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.</i></p> <p>Essential Questions – Chapter 7</p> <ol style="list-style-type: none"> How did the Federalists and Anti-Federalist view the Constitution? What is the role of checks and balances in our government? How did the ideas of John Locke and Baron de Montesquieu affect the Constitution of the United States? 	<ol style="list-style-type: none"> Magna Carta - Summary English Bill of Rights Comparison of American and English Bill of Rights John Locke Enlightenment Montesquieu Federalist -- Anti-Federalist Read Like a Historian Lesson Plan Federalist Paper Number 10 Federalist Paper Number 51 Anti-Federalist concerns Anti-Federalist Papers Omission of a bill of rights Mercy Otis Warren writings Letter from Mercy Otis Warren to Catharine Macaulay Principles of Popular Sovereignty Consent of the Governed Federalism Separation of Powers Checks and Balances Judicial Review: Marbury v. Madison Rights and Responsibilities <i>Bill of Rights</i> <div data-bbox="711 989 1325 1370">  <p>"[F]reedom of men under government is, to have a standing rule to live by, common to every one of that society, and made by the legislative power erected in it; a liberty to follow my own will in all things, where the rule prescribes not; and not to be subject to the inconstant, uncertain, unknown, arbitrary will of another man"</p> <p>MP MAL PARLISSAN</p> <p>- John Locke, 1689 Second Treatise of Government</p> </div>	<p>Activity: The Federalist and Anti-federalist Debates on Diversity and the Extended Republic:</p> <p>DBQ - Figure It Out with a Partner: First Amendment Freedoms</p> <p>DBQ - Figure It Out with a Partner: Comparing Limited Government in England and the Bill of Rights</p> <p>Writing Prompt: If you lived in the U.S. during the late 18th century, would you have been a Federalist or Anti-Federalist? Why?</p> <p>(NEW) PP Formative Assessment Which Principal Are You?</p> <p>DBQ - Figure It Out with a Partner: From Declaration of Independence to the Bill of Rights</p> <p>DBQ - Figure It Out with a Partner: The Bill of Rights</p> <p>DBQ - Figure It Out with a Partner: Federalism</p> <p>DBQ - Figure It Out with a Partner: Federalists v Anti-Federalists Views of the Constitution</p> <p>DBQ - Figure It Out with a Partner: Ratifying the Constitution</p> <p>DBQ - Figure It Out with a Partner: Separation of Powers Scale</p> <p>DBQ - Figure It Out with a Partner: Separation of Powers</p>

Essential Questions – Civics

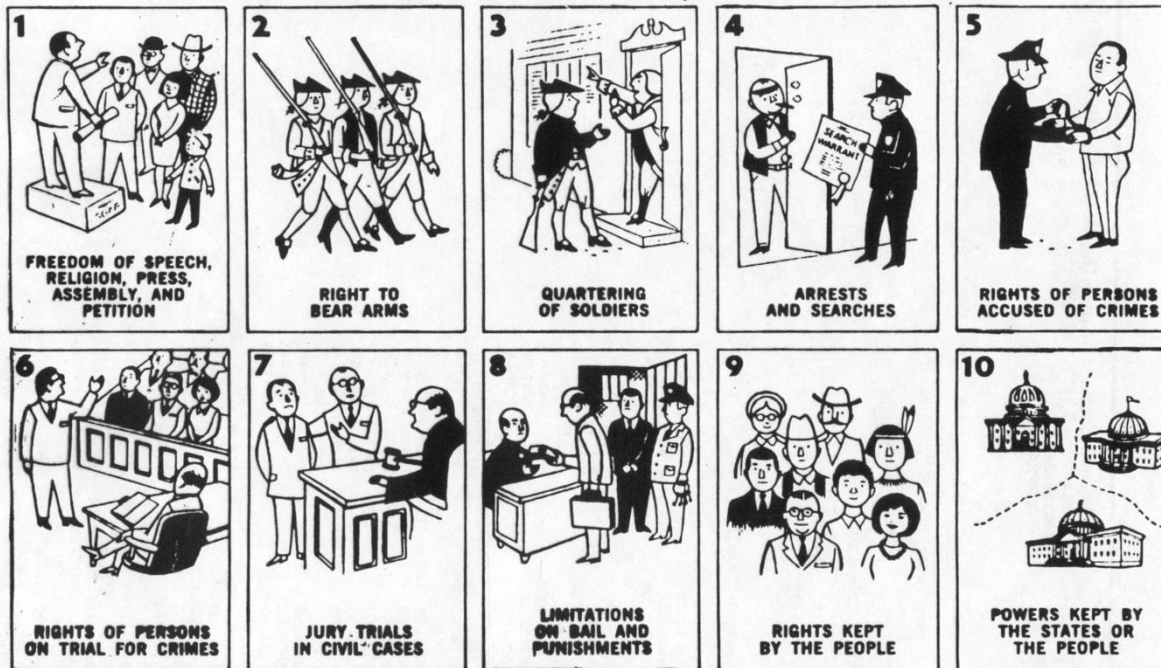
1. What is Federalism?
2. Describe how the separation of powers limits the branches of government.
3. How does the system of checks and balances prevent an abuse of power within the government?
4. Explain how the First Amendment protects individual liberties.
5. What would be some reasons for placing limits on freedom of expression?

Activities:

- Page 206 Skillbuilder
- Page 211 Great Seal of United States.
- Students construct an essay describing two areas of citizens lives with which they think the government should not interfere. Students should explain why they think the government should not intrude in these areas. Students should describe the terms that concern the specific area.
- *We The People* Workbooks
- Debate between Federalist vs. Anti-federalist
- *Federalist Papers* #10 and #51 page 614
- Magna Carta page 611
- *Marbury v. Madison* page 625 and Supreme Court Case Book (textbook resources)

THE BILL OF RIGHTS

The First Ten Amendments to the U.S. Constitution



Foundation for the *Bill of Rights*

Writing or Group Activity: Comparing Excerpts from Two Documents	from the <i>Magna Carta</i>	from the <i>English Bill of Rights</i>
<p>Directions: Our <i>Bill of Rights</i> is based largely on earlier lists of rights, especially two sources from England: The <i>Magna Carta</i> (1215) and the <i>English Bill of Rights</i> (1689). As you read, picture what the English monarchs were able to do before these documents limited their power. Look for ideas that grew into our <i>Bill of Rights</i>, then answer the questions that follow.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What are three of the ways English monarchs could have treated people unfairly before King John signed the <i>Magna Carta</i>? 2. Explain which protections in our <i>Bill of Rights</i> have roots in the listed selections from the <i>Magna Carta</i>, and which have roots in the listed selections from the <i>English Bill of Rights</i>. 	<p>“1. We [the monarch] have granted that the English church shall be free, and shall hold its rights entire and its liberties uninjured. . . .</p> <p>12. No tax shall be imposed in our kingdom except by the common council of our kingdom, except for ransoming of our body, for making of our oldest son a knight, and for once marrying our oldest daughter. . . .</p> <p>20. A free man shall not be fined for a small offense, except in proportion to the measure of the offense; and for a great offense he shall be fined in proportion to the magnitude of the offense, and none of the fines shall be imposed except by the oaths of honest men of the neighborhood. . .</p> <p>39. No free man shall be taken or imprisoned or dispossessed, or outlawed, or banished, or in any way destroyed except by the legal judgment of his peers or by the law of the land.</p> <p>40. To no one will we sell, to no one will we deny, or delay right or justice.”</p>	<p>“That levying money [taxing] without grant of parliament . . . is illegal.</p> <p>That it is the right of the subjects to petition the King. . . .</p> <p>That the freedom of speech, and debates or proceedings in parliament, ought not to be [challenged or questioned] in any court or place out of parliament.”</p>

2 nd Nine Weeks October 24-December 21	Launching a New Nation Chapter 8 Sections 2 - 3	Instructional Time: 8 Days	December 12 – 21		
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities			
<p>CS 3.1: Examine and summarize the issues encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including the</p> <p style="padding-left: 20px;">D. Management of the war debts,</p> <p>CS 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.</p> <p>1. Analyze the impact and consequences of major events and issues facing early presidential administrations including</p> <p style="padding-left: 20px;">A. The suppression of the Whiskey Rebellion and establishment of the government's right to tax,</p> <p style="padding-left: 20px;">B. President George Washington's advice for the new nation in his <i>Farewell Address</i>,</p> <p style="padding-left: 20px;">C. The restriction of individual rights in the <i>Alien and Sedition Acts</i> and the responses of the Republican-Democrats in the <i>Virginia</i> and <i>Kentucky Resolutions</i>,</p> <p>Essential Questions</p> <p>1. What were the causes of the Whiskey Rebellion?</p> <p>2. What were the main ideas of Washington's Farewell Address?</p> <p>3. How did the Aliens & Sedition Acts divide the country?</p> <p>4. What were the causes and effects of the first political parties?</p> <p>5. Explain the importance of the Virginia and Kentucky Resolutions.</p>	<p>1. Whiskey Rebellion</p> <div><p style="text-align: center;">Causes and Results of the Whiskey Rebellion</p><table><tr><td><p>Causes</p><ul style="list-style-type: none">• To raise money for the Treasury, Congress approved a tax on all liquor made and sold in the United States.• Backcountry farmers grew corn. It was easier to get their product to market if they turned their corn into whiskey first. They hated the tax on whiskey. They rebelled, marching in protest and tarring and feathering tax collectors</td><td><p>Results</p><ul style="list-style-type: none">• Washington called up the militia and sent them to put down the rebellion. The rebels fled back to their farms.• The national government had shown that it would act firmly in times of crisis.• It also showed that violence would not be tolerated.</td></tr></table></div> <p>2. Geographic Changes in West</p> <p>3. Washington's Farewell Address</p> <p>4. Alien and Sedition Acts</p> <p>5. Virginia and Kentucky Resolutions</p> <p>Washington's Proclamation of Neutrality</p>	<p>Causes</p> <ul style="list-style-type: none">• To raise money for the Treasury, Congress approved a tax on all liquor made and sold in the United States.• Backcountry farmers grew corn. It was easier to get their product to market if they turned their corn into whiskey first. They hated the tax on whiskey. They rebelled, marching in protest and tarring and feathering tax collectors	<p>Results</p> <ul style="list-style-type: none">• Washington called up the militia and sent them to put down the rebellion. The rebels fled back to their farms.• The national government had shown that it would act firmly in times of crisis.• It also showed that violence would not be tolerated.	<p>DBQ - Figure It Out with a Partner: Washington's Farewell Address and Political Parties</p> <p>DBQ - Figure It Out with a Partner: The Alien and Sedition Acts of 1798</p> <p>Writing Prompt: Which of the following had the most lasting long term effects on the U.S.? Alien and Sedition Acts OR Virginia and Kentucky Resolutions?</p> <p>Activities:</p> <ul style="list-style-type: none">• Bell Ringer Motivational Activity Section #2• Reading a Flow Chart Activity #8• Linking Past and Present Activity #8• Have students construct an essay describing Alexander Hamilton's economic plan for the United States. Make sure to include the role of the national bank, redemption of bonds and protective tariffs.• Draw a political cartoon over the Whiskey Rebellion (page 265 under differentiated instruction)	
<p>Causes</p> <ul style="list-style-type: none">• To raise money for the Treasury, Congress approved a tax on all liquor made and sold in the United States.• Backcountry farmers grew corn. It was easier to get their product to market if they turned their corn into whiskey first. They hated the tax on whiskey. They rebelled, marching in protest and tarring and feathering tax collectors	<p>Results</p> <ul style="list-style-type: none">• Washington called up the militia and sent them to put down the rebellion. The rebels fled back to their farms.• The national government had shown that it would act firmly in times of crisis.• It also showed that violence would not be tolerated.				
<p>Writing Prompt: Read Washington's <i>Farewell Address</i> and his Proclamation of Neutrality. If the U.S. had not taken the advice of President Washington and had decided not to stay neutral, then what is an area of possible conflict? With a partner, write a newspaper story from a day between 1796 and 1808 that describes a possible event that might have occurred in the arena of foreign policy. Also, your partner should write a letter to the editor expressing your concern that our country did not follow the policy of non-entangling alliances based on the above news story. You could also use the RAFT writing format for this activity.</p>					


Neutrality – Not taking sides


- France
 - Neutrality Proclamation (1793) :
 - The United States will not choose a side in the French Revolution
 - American's CANNOT choose a side
- Britain
 - Great Britain had been capturing U.S. Ships
 - Jay's Treaty (John Jay arranged it)
 - Britain pays for damaged ships and gives up forts out west
 - U.S. pays debts to British Merchants
 - DOES NOT: Protect the rights of America's neutral ships



Teacher Flex Time – January 4 - 6

(Allows for schedule changes, etc.)

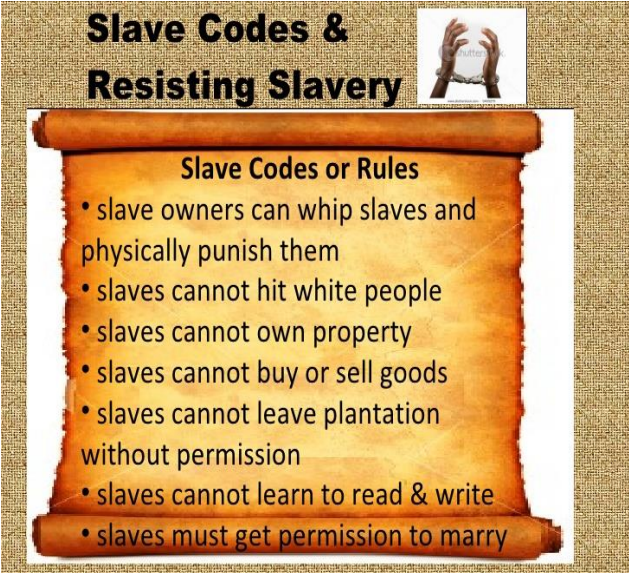
3 rd Nine Weeks January 4-March 9	The Era of Thomas Jefferson Chapter 9	Instructional Time: 8 Days	January 9 - 20
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.</p> <ol style="list-style-type: none"> 1. Analyze the impact and consequences of major events and issues facing early presidential administrations including <ol style="list-style-type: none"> D. The impact of the presidential election of 1800 and the peaceful transfer of political power from one party to another, E. The acquisition of territory through the <i>Louisiana Purchase</i> and the contributions of the explorations of Lewis and Clark, F. How the Marshall Court's precedent-setting decisions in <i>Marbury v. Madison</i> and <i>McCulloch v. Maryland</i> interpreted the <i>United States Constitution</i> and established the Supreme Court as an independent and equal branch of the federal government. G. The War of 1812 which confirmed American independence and fueled a spirit of nationalism, <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What were the important legal issues of the early national period? 2. How was the election deadlock resolved? 3. How did John Marshall strengthen the Supreme Court? 4. Analyze the impact of the <i>Marbury v. Madison</i> ruling on the system of checks and balances. 5. What was significant about the Louisiana Purchase and Lewis & Clark's expedition of the Louisiana Territory? 6. Why was the British attack on Washington, D.C. significant, and what role did Dolly Madison play? 7. What were the causes of the War of 1812? 8. Why is the War of 1812 considered by some to be an unnecessary war? 9. How did the ruling in <i>McCulloch v. Maryland</i> explain/demonstrate the elastic clause? 	<ol style="list-style-type: none"> 1. Presidential Election 1800 2. Chief Justice John Marshall 3. Judicial Review <ul style="list-style-type: none"> • <u>Marbury v Madison</u> • Supreme becomes equal branch of the federal government 4. Louisiana Purchase <u>Read Like a Historian Lesson Plan</u> 5. Contributions of Lewis and Clark exploration 6. War of 1812 7. Nationalism 8. Elastic Clause  <p style="text-align: center;">Lewis and Clark Expedition Routes and Control of Lands</p>	<p>Writing Prompt: Which president was the best president in early American History and why? George Washington OR Thomas Jefferson?</p> <p>DBQ - Figure It Out with a Partner: <u>Marbury v Madison</u></p> <p>(NEW) Louisiana Purchase Formative Assessment</p> <p>DBQ - Figure It Out with a Partner: <u>Opposition to Louisiana Purchase</u></p> <p>Writing Prompt: Who was more important to the development of the United States and why? John Marshall OR Lewis and Clark?</p> <p>Activities:</p> <ul style="list-style-type: none"> • <i>Marbury vs. Madison</i>: We the People • Map Lewis and Clark trails • Video – Lewis & Clark • Interdisciplinary activity on page 285. • Create a political cartoon over an issue of the War of 1812. • Students should write the words to the <i>Star Spangled Banner</i> • Primary Source Reading #9 or Enrichments • <u>The National Park Service-War of 1812</u> • <u>Battle of New Orleans song</u> 	


3 rd Nine Weeks January 4-March 9	A Changing Nation 1815-1840 Chapter 10 – ALL Sections	Instructional Time: 13 Days	Jan. 23 – Feb. 8 Curriculum Map pgs. 26-28
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.</p> <ol style="list-style-type: none"> 1. Analyze the impact and consequences of major events and issues facing early presidential administrations including <ol style="list-style-type: none"> H. The increased sectional tensions as the nation dealt with the expansion of slavery and attempts to limit it through the <i>Missouri Compromise</i>, and I. The <i>Monroe Doctrine</i> as an attempt to protect American interests and territory in the western hemisphere. <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What roles did Daniel Webster, John Calhoun and Henry Clay play in 1820's politics? 2. Why did sectional differences grow in the 1820's? 3. What effect did the Monroe Doctrine have on foreign policy? 4. Analyze the Supreme Court case <i>McCulloch v. Maryland</i>. 	<p>Chapter 10 Sections 1-2</p> <ol style="list-style-type: none"> 1. James Monroe 2. Era of Good Feelings 3. Sectional Tensions <ul style="list-style-type: none"> • Expansion of Slavery • Senator John C. Calhoun • Senator Daniel Webster • Representative Henry Clay • <i>Missouri Compromise</i> • <i>McCulloch v. Maryland</i> 4. <i>Monroe Doctrine</i> <ul style="list-style-type: none"> • <i>Monroe Seeks Foreign Policy Advice from Jefferson</i> 	<p>DBQ - Figure It Out with a Partner: Slavery in the New Territory</p> <p>DBQ - Figure It Out with a Partner: Missouri Compromise 1820</p> <p>Writing Prompt: Of the following court cases, which did the most to strengthen the Federal Government power over state government power and why? <i>Marbury v. Madison</i> (1803) OR <i>McCulloch v. Maryland</i>?</p> <p>Activities:</p> <ul style="list-style-type: none"> • Electronic Field Trip: Lowell Factories have students draw their own factory system. • Lowell Mills Video located on YouTube • Create a sign that warns European foreign countries about Monroe Doctrine. Page 616 	

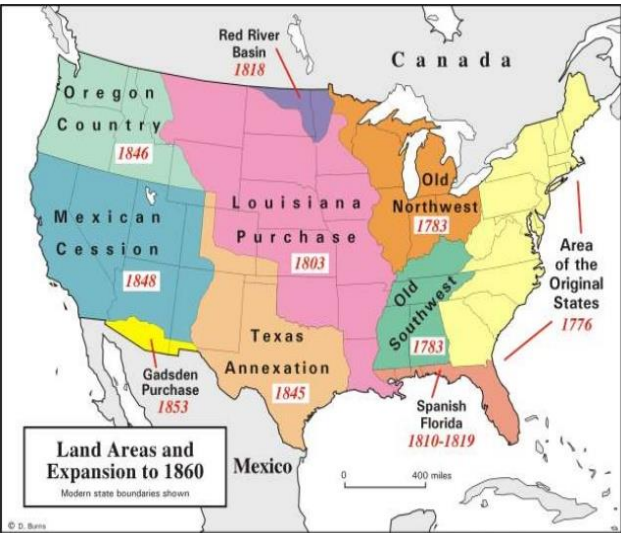
3 rd Nine Weeks January 4-March 9	A Changing Nation 1815-1840 Chapter 10 cont.	Instructional Time:	Cont.
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 4.2: Summarize the significance and impact of the Jacksonian Era including the</p> <ol style="list-style-type: none"> Election of Andrew Jackson as a victory for the common man, Nullification Crisis and the development of the states' rights debates as typified by the arguments put forth by Senator Daniel Webster and Senator John C. Calhoun, and Impact of government policies, non-adherence to treaties, and territorial expansion on Native American lands including the resistance and removal of the Five Tribes. <p>Essential Questions</p> <ol style="list-style-type: none"> Why was Andrew Jackson a popular leader? What changes did President Jackson bring to the American political system? Why did South Carolina threaten to withdraw from the U.S. in 1832? How and why were Native Americans forced off their lands in the Southeast? How did President Jackson defy the Supreme Court? 	<p>Chapter 10, Sections 3-4</p> <ol style="list-style-type: none"> Election of 1828 President Andrew Jackson's victory for the common man Reign of King Mob <div data-bbox="737 500 1352 967" data-label="Image"> </div> <ol style="list-style-type: none"> Nullification Crisis and states' rights Debates of Senators Daniel Webster and John C. Calhoun Indian Removals Read Like an Historian Lesson Plan Power Point <ul style="list-style-type: none"> Treatment of Native Americans Impact of white expansion on Native Americans Resistance and removal of the Five Tribes Worcester v. Georgia 	<p>DBQ - Figure It Out with a Partner: Jackson Quote on Secession</p> <p>RAFT Writing: Indian Removals and the Trail of Tears R- role: a Native American that is your age and has just finished walking the Trail of Tears. A- audience: a grandchild you will have someday F- format: a letter T- topic: the Trail of Tears</p> <p>Paragraph 1: Introduce yourself to the grandchild you will have someday and tell them why you are writing the letter and what it will be about. Paragraph 2: Explain what the Trail of Tears was by explaining the distance you traveled and some of the things you saw, felt, and thought. Paragraph 3: Explain how your tribe reacted to the move. Tell some of the tragedies your tribe might have experienced on the trail. Paragraph 4: What is your opinion of the whites that took your land as well as you opinion of President Andrew Jackson? Paragraph 5: Conclusion: explain why you felt it was necessary to write this letter to your grandchild.</p> <p><u>Ticket Out the Door:</u> How does the following quote from Andrew Jackson describe his presidency?</p> <p><i>I was born for a storm, and calm does not suit me.</i></p>	

		<p>Activities:</p> <ul style="list-style-type: none"> • Create a newspaper from Jackson's Presidency. Stories should include Indian Removal. • Enrichment 11-2 • King or Commoner? Political Cartoon • King Andrew Jackson original doc • Primary Source 11 Trail of Tears • The Trail of Tears • Role play a scene from Trail of Tears – Divide class into groups. Groups are to role play a scene from the Trail of Tears which they create themselves. Each group gets a 2 minute scene. • Simulation: Move Out
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Jacksonian Era		
<p>The changing character of American politics “in the age of the common man” was characterized by:</p> <ul style="list-style-type: none"> • Heightened emphasis on equality in the political process for adult white males • The rise of interest group politics and sectional issues • A changing style of campaigning • Increased voter participation 	<p>Spoils System:</p> <ul style="list-style-type: none"> • Andrew Jackson personified the “democratic spirit” of the age by challenging economic elites and rewarding campaign supporters with public office (Spoils System). 	<p>Change in Political Parties:</p> <p>The Federalists Party disappeared and new political parties, the Whigs and Know-Nothings, were organized in opposition to the Democratic Party.</p>

3 rd Nine Weeks January 4-March 9	North and South 1800-1845 Chapter 11	Instructional Time: 7 Days	Feb 9 -17
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 4.1 Analyze the impact and consequences of major events and issues facing early presidential administrations including</p> <p>H. The increased sectional tensions as the nation dealt with the expansion of slavery and attempts to limit it through the <i>Missouri Compromise</i>, ...</p> <p>CS 4.3 Cite specific textual and visual evidence to compare the sectional economic transformations including the concentration of population, manufacturing, shipping, and the development of the railroad system in the North as contrasted to the plantation system, the increased demand for cotton brought about by the invention of the cotton gin, and the reliance on a slave labor system in the South.</p> <p>CS 4.4 Analyze points of view from specific textual evidence to describe the variety of African American experiences, both slave and free, including Nat Turner's Rebellion, legal restrictions in the South, and efforts to escape ...</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What was the impact of the Industrial Revolution on slavery and farming in the South? 2. Explain how advances in technology shaped the US economy. 3. What caused the increased demand for slave labor? 4. What was the psychological impact of the Nat Turner Rebellion? 	<ol style="list-style-type: none"> 1. Impact of Industrialization on the North 2. Manufacturing 3. Shipping 4. Development of Railroad system in North 5. Cotton Gin 6. Plantation system 7. Economic and social impact of slavery 8. Tenant farming 9. Immigration: Irish Potato Famine, Railroad Construction, German failed revolution, religious discrimination 10. Legal Restrictions: Slave Codes 11. Resistance to slavery 12. Slave rebellions: Nat Turner Read Like an Historian Lesson Plan 13. Missouri Compromise 	<p>Activities</p> <ul style="list-style-type: none"> • Chart new technologies, inventors of the technologies, and the affect the new inventions had upon the lives of Americans. • Examine sectional divisions of northern industry and southern agriculture. • Use Glencoe Teacher Works Resources • Use a comparison matrix to analyze northern and southern economies. • Create a chart or spreadsheet of cultural, economic, and constitutional issues that divided the North and South before the Civil War. 	

3 rd Nine Weeks January 4-March 9	An Age of Reform 1820-1860 Chapter 12	Instructional Time: 7 Days	February 21-March 3
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 4.4 Analyze points of view from specific textual evidence to describe the variety of African American experiences, ... and efforts to escape via the Underground Railroad network including Harriet Tubman.</p> <p>CS 4.5 Analyze and summarize the significance of the Abolitionist and Women's Suffrage Movements including the influence of the Second Great Awakening and the <i>Declaration of Sentiments</i>, and the leadership of Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Susan B. Anthony, and Elizabeth Cady Stanton to the respective movements.</p> <p>Essential Questions</p> <ol style="list-style-type: none">1. What were the effects of the Second Great Awakening?2. What were the main ideas expressed by the abolitionists?3. What were the main ideas expressed during the suffrage movement?4. How did the movement to abolish slavery contribute to the rise of the women's suffrage?	<ol style="list-style-type: none">1. Second Great Awakening<ul style="list-style-type: none">• Temperance Movement2. Abolitionist Movement<ul style="list-style-type: none">• William Lloyd Garrison• Frederick Douglass• Sojourner Truth• Underground Railroad – Harriet Tubman3. Seneca Falls Convention: Declaration of Sentiments4. Women's Rights Movement<ul style="list-style-type: none">• Elizabeth Cady Stanton• Susan B. Anthony <p>Did all women support the movement? Why or why not?</p> 	<p>DBQ - Figure It Out with a Partner: Reform in America</p> <p>DBQ - Figure It Out with a Partner: Women and the Abolitionist Movement</p> <p>DBQ - Figure It Out with a Partner: The Underground Railroad</p> <p>Activities</p> <ul style="list-style-type: none">• Women's Suffrage Bad Romance—Women's Suffrage• Examine selections from <i>The Liberator</i> and <i>Uncle Tom's Cabin</i>.• Conduct a critical review that might have been found in advertisements for those works.• React as a southern slave owner to abolitionist literature from the North.• Prepare a poster for a women's suffrage meeting to be held at Seneca Falls.	
<p>Writing Prompt: Which of the following was more important for civil rights and why? William Lloyd Garrison OR Frederick Douglas?</p> <p>Writing Activity: Compare Abigail Adam's letter to her husband concerning women and the following Elizabeth Cady Stanton's quote from the <i>Declaration of Sentiments</i>.</p> <p><i>The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.</i></p> <p>Writing Prompt: Rank the following women in importance in the area of women's rights from the greatest to the least. Why did you choose _____ as the most important? Elizabeth Cady Stanton, Sojourner Truth and Susan B. Anthony.</p>			

3 rd Nine Weeks – 4 th Nine Weeks January 4-March 9, 20-24	Westward Expansion 1820-1860 Chapter 13	Instructional Time: 9 Days	March 6 - 24
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 4.6 Examine the concept of Manifest Destiny as a motivation and justification for westward expansion, including the</p> <ul style="list-style-type: none"> A. Territorial growth resulting from the annexation of Texas, the <i>Mexican Cession</i>, and the <i>Gadsden Purchase</i>, B. Causes of the rapid settlement of Oregon and California, C. Impact upon Native American culture and tribal lands, and D. Growing sectional tensions regarding the expansion of slavery. <p>Essential Questions</p> <ol style="list-style-type: none"> How did the idea of Manifest Destiny Contribute to the growth of the U.S.? Why did problems arise between the Mexican government and the American settlers regarding Texas? How did Texas achieve independence from Mexico and later become a state? Why did California become a source of conflict between the U.S. and Mexico? How did the idea of Manifest Destiny contribute to the outbreak of war? How did the U.S. acquire New Mexico and California? What is the Gadsden Purchase, and how was it acquired by the USA? Identify each major land acquisition and explain the circumstances that made it a possession of the United States. Analyze growth and settlement patterns and identify impact on American Indians 	<ol style="list-style-type: none"> Push-Pull Factors of Manifest Destiny (NEW) Manifest Destiny – John O’Sullivan Read Like an Historian Lesson Plan Power Point Westward Expansion <ul style="list-style-type: none"> Horace Greely—“Go west, young man, go west and grow up with your country.” Cause of the rapid settlement of <ul style="list-style-type: none"> Oregon Territory – free land California – Gold Rush Territorial Acquisitions Read Like an Historian Lesson Plan Graphic Organizer <ul style="list-style-type: none"> Texas Annexation <i>Mexican Cession</i> <i>Gadsden Purchase</i> Mexican War Impact on Native Americans Growing sectional tensions regarding the expansion of slavery  <p>The map illustrates the territorial acquisitions of the United States from 1776 to 1860. It shows the following regions and their acquisition years: Oregon Country (1846), Mexican Cession (1848), Louisiana Purchase (1803), Texas Annexation (1845), Gadsden Purchase (1853), Red River Basin (1818), Old Northwest (1783), Old Southwest (1783), Spanish Florida (1810-1819), and the Area of the Original States (1776). The map also includes labels for Canada and Mexico, and a scale bar for 400 miles.</p>	<p>DBQ - Figure It Out with a Partner: Westward Expansion</p> <p>DBQ - Figure It Out with a Partner: The Shifting Frontier 1800s</p> <p>DBQ - Figure It Out with a Partner: Slavery in the Western Territory</p> <p>Writing Prompt: What was more important in strengthening the United States and why? Monroe Doctrine OR Manifest Destiny?</p> <p>Writing Prompt: Rank the following land acquisitions/issues in the order of most important to least important. Why did you choose the one that you chose as the most important?</p> <ul style="list-style-type: none"> Louisiana Purchase Missouri Compromise Texas Annexation <p>Writing Prompt: What do you think were some of the positive and negative effects of Manifest Destiny?</p> <p>Activities:</p> <ul style="list-style-type: none"> Manifest Destiny Poster Create a slogan to recruit people to Oregon Video (A&E Discover) The Alamo Western Expansion Map 	

Westward Expansion

Who Gained?

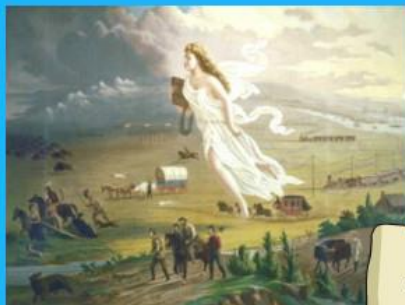
White Settlers or Homesteaders had a lot to gain from the Westward Expansion movement in the United States.

Homesteaders
Oregonians
Women
African Americans



- African-Americans often had more equality in the West than they had in the East in the 1800s.

- Settlers faced many dangers and life was not easy.
- But people came West for the hope of a better life and the promise of free land.



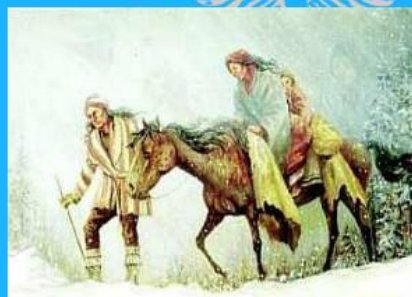
- The Homestead Act of 1862 granted settlers 160 acres of land.
- Women in the Western territories were given voting rights earlier than in the East - 1869 in Wyoming.

The idea that the United States would expand from Sea to Sea became known as Manifest Destiny.

Who lost?

Native Americans
Spanish citizens
Mexican citizens

Native Americans, the Spanish, and the Mexicans all lost land and other resources as American settlers pushed West.



- Through warfare, treaties, and mostly diseases, Native American lost most of their land in what becomes the United States between the early 1600's and late 1800's.

- The Dawes Act of 1887 officially ended U.S. government recognition of communally-held tribal Indian lands. This was an attempt to force Indians to assimilate more into white society.



- The United States forced Spain to give up claim to Florida by the Adams-Onís Treaty of 1819.

- The United States forced Mexico to give up close to half of its land after the Mexican-American War.

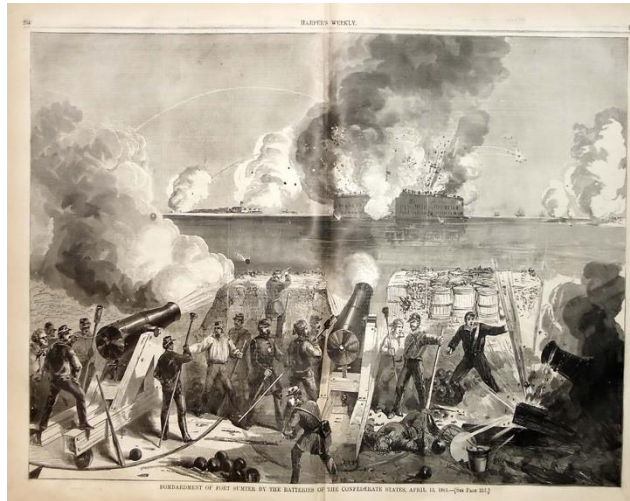
Territorial Expansion

Expansion resulting from the Louisiana Purchase and War of 1812	The westward movement and economic development	Impact on the American Indians
<ul style="list-style-type: none"> • Jefferson as President in 1803 purchased the huge Louisiana Territory from France, which doubled the size of the United States overnight. He authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. Sacajawea, an American Indian woman, served as their guide and translator. • The American victory over the British in the War of 1812 produced an American claim to the Oregon Territory, and increased migration of American settlers into Florida, which was later acquired by treaty from Spain. • The Monroe Doctrine (1823) stated: The American continents should not be considered for future colonization by any European powers. <ul style="list-style-type: none"> ★ Nations in the Western Hemisphere were inherently different from those of Europe, republics by nature rather than monarchies. ★ The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere. ★ The United States would not interfere in European affairs. 	<ul style="list-style-type: none"> • American settlers poured westward from the coastal states into the Midwest, Southwest, and Texas, seeking economic opportunity in the form of land to own and farm. • The growth of railroads and canals helped the growth of an industrial economy and supported the westward movement of settlers. • Eli Whitney's invention of the cotton gin led to the spread of the slavery-based "cotton kingdom" in the Deep South. • American migration into Texas led to an armed revolt against Mexican rule and a famous battle at the Alamo, in which a band of Texans fought to the last man against a vastly superior force. The Texans' eventual victory over Mexican forces subsequently brought Texas into the Union. • The American victory in the Mexican War during the 1840s led to the acquisition of an enormous territory that included the present-day states of California, Nevada, Utah, Arizona, and parts of Colorado and New Mexico. 	<ul style="list-style-type: none"> • The belief that it was America's —Manifest Destiny to stretch from Atlantic to Pacific provided political support for territorial expansion. • During this period of westward migration, the American Indians were repeatedly defeated in violent conflicts with settlers and soldiers and forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the "Trail of Tears," when several tribes were relocated from Atlantic Coast states to Oklahoma) or confined to reservations.

4th Nine Weeks March 20-May 25	A Nation Divided 1846 – 1861 Chapter 14	Instructional Time: 9 Days	March 27 – April 6
*OC³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 4.6 Examine the concept of Manifest Destiny as a motivation and justification for westward expansion, including the</p> <p>D. Growing sectional tensions regarding the expansion of slavery.</p> <p>CS 5: The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.</p> <ol style="list-style-type: none"> 1. Cite specific textual and visual evidence to summarize the importance of slavery as a principal cause of increased sectional polarization as seen in the following significant events including the <ol style="list-style-type: none"> A. <i>Compromise of 1850</i> as a last attempt to reach a compromise regarding slavery, B. Publication of <i>Uncle Tom's Cabin</i> as fuel for anti-slavery sentiments, C. <i>Kansas-Nebraska Act</i> as it established the principle of popular sovereignty in new territories, repealed the <i>Missouri Compromise</i>, and led to factional feuds in Bleeding Kansas, and D. <i>Dred Scott v. Sanford</i> case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harper's Ferry. 2. Cite specific textual and visual evidence to analyze the significance and results of the presidential election of 1860 including the <ol style="list-style-type: none"> A. Secession of South Carolina as expressed in the <i>Ordinance of Secession</i>, B. Goal of President Abraham Lincoln to preserve the Union, C. Formation of the Confederate States of America, D. Opening attack on Fort Sumter ... 	<p><u>The Growing Crisis of Sectionalism in Antebellum America: A House Dividing</u></p> <ol style="list-style-type: none"> 1. Polarization of the North and South 2. <u>Missouri Compromise Map</u> 3. <u>Compromise of 1850</u> 4. <u>Fugitive Slave Act</u> 5. Publication of <i>Uncle Tom's Cabin</i> <ul style="list-style-type: none"> • Harriet Beecher Stowe • Fueled Anti-slavery sentiments 6. <u>Kansas-Nebraska Act</u> <ul style="list-style-type: none"> • Established Principal of Popular Sovereignty • Repealed the <i>Missouri Compromise</i> • Bleeding Kansas factional feuds 7. <u>Dred Scott Decision</u> <ul style="list-style-type: none"> • Declared Slaves as Property • Motivated John Brown's raid on Harper's Ferry 8. Lincoln-Douglas Debate 9. Presidential Election of 1860 <ul style="list-style-type: none"> • Candidates • Issues • Significance and Results 10. Secession of South Carolina <ul style="list-style-type: none"> • <u>Ordinance of Secession</u> 11. Attempt to preserve the Union by Lincoln 12. Formation of the Confederacy 13. Firing on Fort Sumter 14. <u>(NEW) Civil War-Push/Pull Factors and Immigrants Role</u> 	<p><u>DBQ - Figure It Out with a Partner: Compromise of 1850</u></p> <p><u>DBQ - Figure It Out with a Partner: Fugitive Slave Law</u></p> <p><u>DBQ - Figure It Out with a Partner: Abolitionist and Harriet Beecher Stowe</u></p> <p><u>DBQ - Figure It Out with a Partner: Dred Scott Case—Turning Point in History</u></p> <p><u>DBQ - Figure It Out with a Partner: Effect of Dred Scott Decision</u></p> <p><u>DBQ - Figure It Out with a Partner: Criticism of Dred Scott Decision by Frederick Douglas</u></p> <p><u>DBQ - Figure It Out with a Partner: Dred Scott Decision—Tombstone Inscription</u></p> <p><u>DBQ - Figure It Out with a Partner: Republican Party Platform Election 1860</u></p> <p><u>DBQ - Figure It Out with a Partner: Analyzing the Election of 1860 Map</u></p> <p><u>DBQ - Figure It Out with a Partner: Lincoln and Mob Rule</u></p> <p>Writing Prompt: Because of their differing geographies, the regions of colonial America developed very different economies. How did these differences help lead to the Civil War and contribute to its outcome?</p>	

Essential Questions

1. How was the debate over slavery related to the admission of new states?
2. What did the Compromise of 1850 accomplished?
3. How did the Kansas-Nebraska Act divide the North and South?
4. Describe how the Dred Scott decision affected the status of slavery in the west.
5. What were the sectional reactions to John Brown's raid on Harper's Ferry?
6. What was the main issue of the Lincoln-Douglas debates?
7. How did Abraham Lincoln win the 1860 election without any electors from the South?
8. Explain how secession led to the Civil War.



Twelve Years a Slave Narrative Lesson

Lincoln: The First Inaugural Address (1861)— Defending the American Union

House Divided Speech Document

Writing Prompt: Which of the following was the most important reason for the start of the Civil War? Why?

1. Firing on Fort Sumner
2. John Brown and Harper's Ferry
3. Fugitive Slave Act
4. Uncle Tom's Cabin
5. Election of 1860

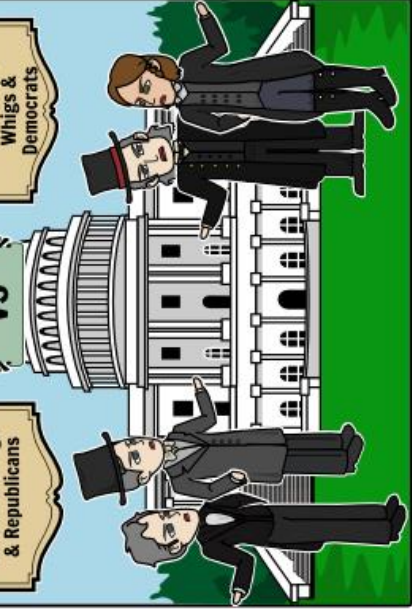
Writing Prompt: Lincoln came to believe that the Union could not survive if slavery were preserved. Site evidence to support his conclusion.

Activities:

- Explain the points of view of the North and South over state rights.
- Create a debate.
- Explain the points of view of the North and South over state rights.
- Identify significance of Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, and concept of popular sovereignty. Include major routes of Underground Railroad. Draw conclusions.
- Create a political cartoon over Lincoln's speech: "House Divided"
- Civil War Music—John Brown's Body
- **Chester the Crab Comics:**
 - ★ John Brown
 - ★ Dred Scott



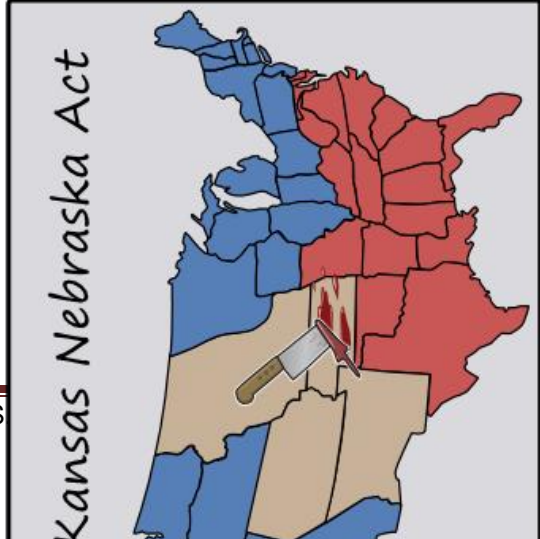
The Kansas-Nebraska Act, supported by Illinois Senator Stephen Douglas, was proposed to bring the Nebraska territory under control. Northern interests sought the territory for a transcontinental railroad, while the South wanted to expand slave territory.



The Kansas-Nebraska Act immediately created political divides and rifts. With support of the bill coming from Douglas, a prominent member of the Whig Party, a divide quickly occurred between Northern and Southern Whigs. Northern Whig opposers soon joined the newly formed Republican Party while Southerners found loyalties with the Democrats.

THE KANSAS-NEBRASKA ACT 1854

BLOODY KANSAS



'Bloody Kansas' refers to the violence resulting from immediate attempts to settle the Kansas-Nebraska territory by both Pro-slavers and Free-soilers. By settling the area, each group aimed to influence the law of the land as to whether each state would enter the Union as free or slave. This majority choice of the people is known as popular sovereignty.

your own at Storyboard That

Contributions:
Nebraska and Kansas Territories, 1854 (<https://www.flickr.com/photos/usnationalarchives/6254349613/>) by The U.S. National Archives License: No copyright restrictions (<http://flickr.com/commons/usage/>)

POTTAWATOMIE MASSACRE

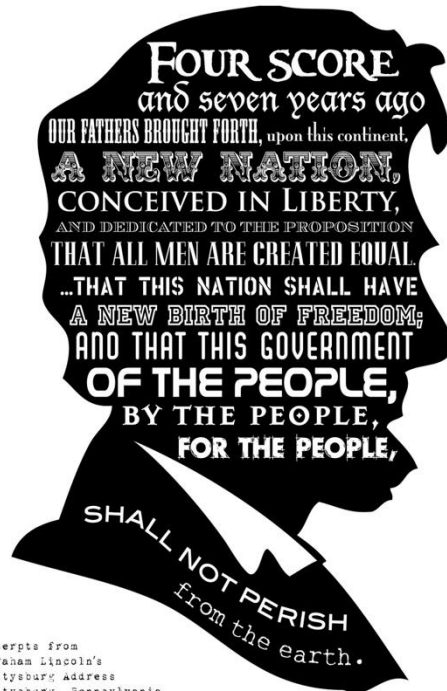


The Pottawatomie Massacre is one example of the extreme violence that occurred during the attempted settlement of the Kansas-Nebraska territory. John Brown, a devout religious abolitionist, murdered five pro-slavers in revenge for the pro-slave attack on the Free-soiler town of Lawrence, KS.

4th Nine Weeks March 20-May 25	North and South 1861-1865 Chapter 15	Instructional Time: 15 Days	April 10 –28
*OC³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 5.2. Cite specific textual and visual evidence to analyze the significance and results of the presidential election of 1860 including the rising tensions over the strategic Border States.</p> <p>E. Rising tensions over the strategic Border States.</p> <p>3. Compare the advantages and disadvantages of the Union and the Confederacy upon the eve of the war including the political/military leadership of President Lincoln to Confederate President Jefferson Davis and the military leadership of Union General Ulysses S. Grant to Confederate General Robert E. Lee.</p> <p>4. Identify and summarize the consequences of the major turning points of the war including the</p> <p>A. Anaconda Plan and Total War Strategy,</p> <p>B. Battle of Antietam as a catalyst for the issuance of the <i>Emancipation Proclamation</i> and its role in expanding the goals of the war to include the ending of slavery,</p> <p>C. Battle of Gettysburg as inspiration for the <i>Gettysburg Address</i> and how Lincoln's speech clarified the Union's motivations for winning the war,</p> <p>D. Capture of Vicksburg in securing the Union's control of the Mississippi River,</p> <p>E. Excerpts from Lincoln's <i>Second Inaugural Address</i> of President Lincoln, calling for national reconciliation,</p> <p>F. Generosity of the North in terms of surrender demands as offered to General Lee at Appomattox Courthouse, and</p>	<ol style="list-style-type: none"> 1. Border States 2. Importance of Maryland to the Union (from <i>Battle Cry of Freedom</i> by James McPherson) 3. Advantages/Disadvantages of the North and South 4. Political Leadership 5. President Abraham Lincoln 6. Confederate President Jefferson Davis 7. Military Leadership 8. Union General Ulysses S. Grant 9. Confederate General Robert E. Lee 10. Major Turning Points 11. Anaconda Plan 12. Total War Strategy 13. Battle of Antietam 14. <i>Emancipation Proclamation</i>: goal to end slavery Read Like an Historian Lesson Plan 15. Battle of Gettysburg 16. <i>Gettysburg Address</i> 17. Clarified Union's motivations for winning the war 18. Capture of Vicksburg: control of the Mississippi: Completes Anaconda Plan 19. President Lincoln's <i>Second Inaugural Address</i> 20. Call for national reconciliation 21. Surrender at Appomattox Courthouse 22. North's generous terms of surrender 	<p>Civil War: A "Terrible Swift Sword"</p> <p>The Gettysburg Address (1863)—Defining the American Union</p> <p>Lincoln: The Second Inaugural Address (1865)—Restoring the American Union</p> <p>Literature Connection: Occurrence at Owl Creek Bridge --Students like this story. Surprising ending! short story by Ambrose Bierce</p> <ul style="list-style-type: none"> • Analytical Questions • Writing Prompts <p>DBQ - Figure It Out with a Partner: Emancipation Proclamation—A Slave Perspective</p> <p>DBQ - Figure It Out with a Partner: Intent of the Emancipation Proclamation</p> <p>DBQ - Figure It Out with a Partner: Geography of the Civil War</p> <p>Ticket Out the Door: How did Abraham Lincoln understand the relationship between principles of the Declaration of Independence and the U.S. Constitution? Fragment on the Constitution and Union (1861)—The Purpose of the American Union</p> <p>Writing Prompt: Which of the following was the most important political turning point for the North winning the war? Cite evidence to support your answer.</p>	

Essential Questions

1. What was the importance of the Border States in the War?
2. What caused the decline of the Southern economy and contributed to the expansion of the Northern economy?
3. What was the impact of Lincoln's Emancipation Proclamation?
4. Describe the final events of the war leading to the surrender at Appomattox.



Excerpts from
Abraham Lincoln's
Gettysburg Address
Gettysburg, Pennsylvania
November 19, 1863

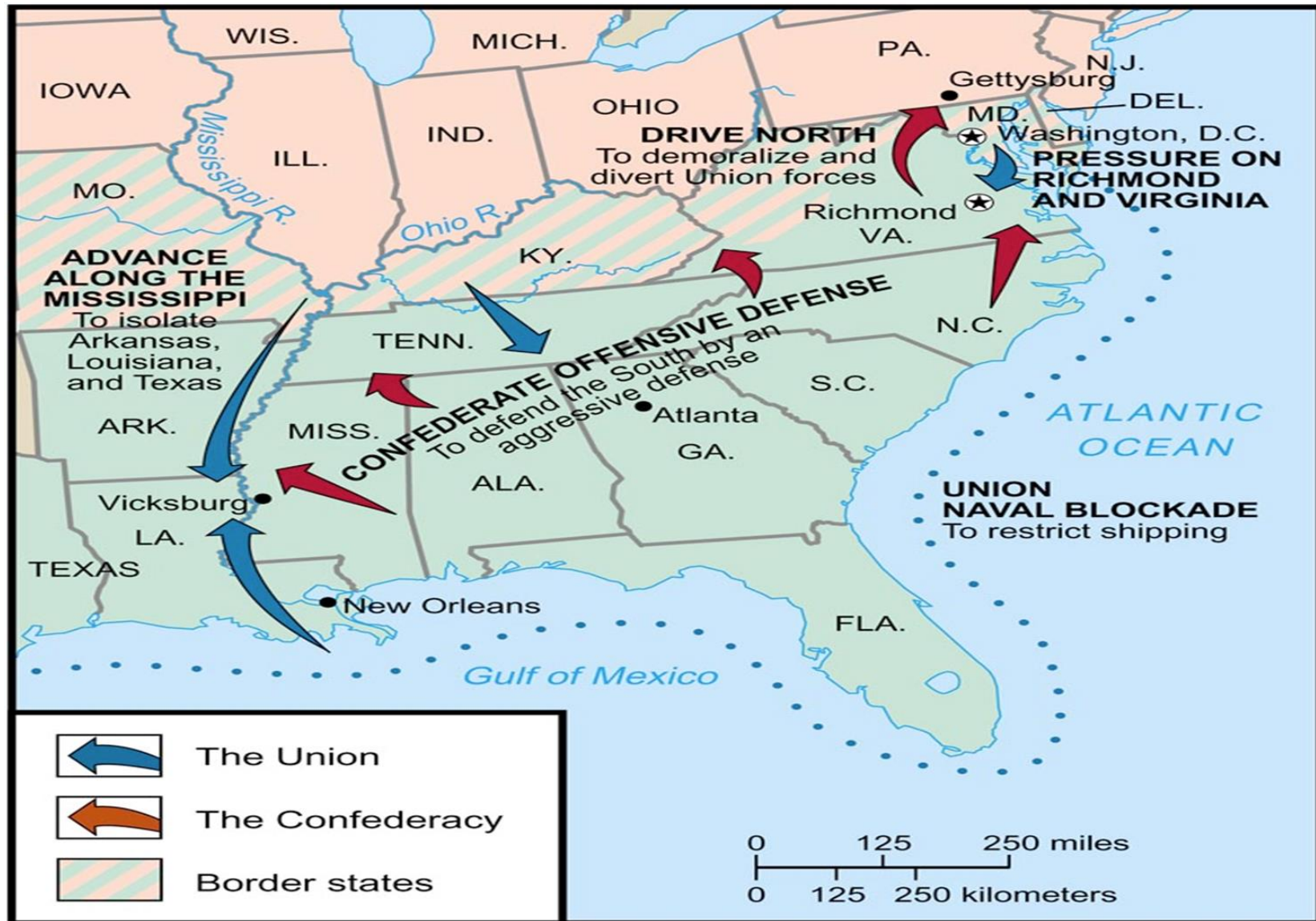
- 1st Battle of Bull Run/Manassas
- Vicksburg
- Gettysburg

Writing Prompt: Which of the following was the most important political turning point for the North winning the war? Cite evidence to support your answer. *Gettysburg Address* OR the Election of 1864

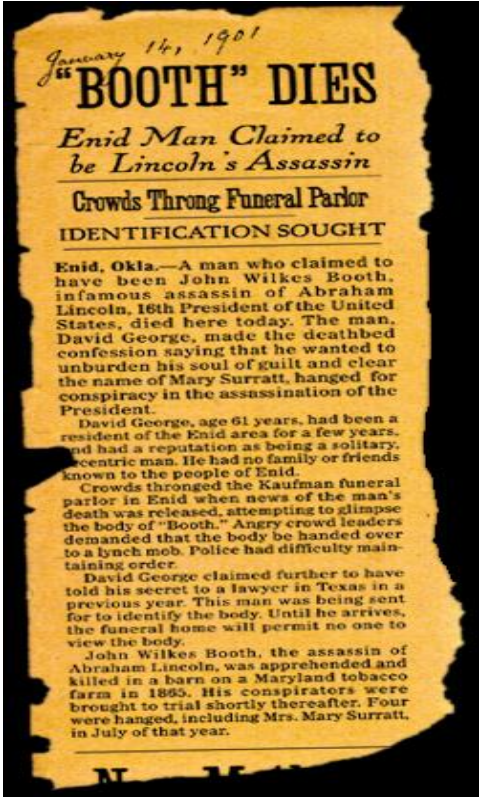
Activities:

- [The National Park Service—The Civil War](#)
- Make a two column note table comparing the advantages and disadvantages of the North and South. Make sure to include resources, economy, and social characteristics.
- View the school version of the video Glory and give a follow up quiz.
- [Gettysburg Address on YouTube](#)
- Emancipation Proclamation page 617

Anaconda Plan



OVERVIEW OF CIVIL WAR STRATEGY

4 th Nine Weeks March 20-May 25	Reconstruction 1863 – 1878 Chapter 16	Instructional Time:	May 1 - 25
*OC ³ and Essential Questions	Topics/Content	Suggested Resources and Activities	
<p>CS 5.2. Cite specific textual and visual evidence to analyze the significance and results of the presidential election of 1860 including the rising tensions over the strategic Border States.</p> <p>4. Identify and summarize the consequences of the major turning points of the war including the</p> <p>G. Impact of Lincoln's assassination and loss of his leadership on plans for reconstruction</p> <p>*CS 6: The student will analyze the transformation of politics and society during the Reconstruction Era, 1865 to 1877.</p> <p>1. Compare and contrast the various policies and plans for the reconstruction of the Confederacy including those proposed by President Lincoln, President Andrew Johnson, and the Radical Republicans.</p> <p>2. Cite specific textual and visual evidence to analyze the impact of the <i>13th, 14th, and 15th Amendments</i>, the Black Codes, the Freedmen's Bureau, and Jim Crow laws.</p> <p>3. Identify points of view regarding the social changes following the Civil War including the role of carpetbaggers and scalawags, the rise of the Ku Klux Klan, elected Black officials, and sharecroppers.</p> <p>4. Evaluate the impact of the <i>Homestead Act of 1862</i> and the resulting movement westward to free land including the impact of continued displacement of Native Americans.</p> <p>5. Assess the impact of the presidential election of 1876 as an end to the reconstruction of the South.</p>	<ol style="list-style-type: none"> Ten Percent Plan Freedmen's Bureau President Lincoln's Assassination Lincoln's Assassination video John Wilkes Booth Booth Legend Still Lives in Enid Loss of leadership on plans for reconstruction Compare/Contrast Reconstruction Plans <ul style="list-style-type: none"> President Lincoln President Johnson Radical Republicans <i>13th Amendment</i> Black Codes <i>14th Amendment</i> <i>15th Amendment</i> Role of Elected Black Officials Role of Scalawags and Carpetbaggers Rise of Ku Klux Klan Sharecroppers Impact of Election of 1876 Jim Crow Laws <i>Homestead Act of 1862</i> Impact on Westward Movement to Free Land Impact on displacement of Native Americans 	<p>Setting the Record Straight: Abraham Lincoln, John Wilkes Booth, Boston Corbett and the Enid Connection</p>  <p>Writing Prompt: Which of the following had the most lasting political impact of Reconstruction on the United States? Why?</p> <ol style="list-style-type: none"> Black Codes Reconstruction Plans 	

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What was the effect of President's Lincoln's assassination on the plans for reconstruction? 2. Compare Lincoln's Ten Percent Plan to the Wade-Davis Plan passed by Radical Republicans in 1864. 3. Explain how the 13th Amendment affected the re-entering the Union process for former Confederate states. 4. How did the Black Codes lead to the passing of the Civil Rights Acts of 1866? 5. What was the reason for passing the 14th and 15th Amendments? 6. How did the end of Reconstruction affect racial tension in the United States, especially the South? 7. What was the effect of President's Lincoln's assassination on the plans for reconstruction? 		<ol style="list-style-type: none"> 3. Johnson's Impeachment 4. 13th Amendment 5. 14th Amendment 6. 15th Amendment <p><u>Writing Prompt:</u> Which of the following had the most lasting social impact of Reconstruction on the United States? Why?</p> <ol style="list-style-type: none"> 1. KKK 2. Jim Crow Laws 3. Freeman's Bureau 4. Civil Rights Act of 1866
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