

ALCOSS: 10USHI.1 (10.1 in 2004 COS, p. 70)

Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans.

- Describing the influence of the Crusades, Renaissance, and Reformation on European exploration.
- Comparing European motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities.
- Analyzing the course of the Columbian Exchange for its impact on the global economy.
- Explaining triangular trade and the development of slavery in the colonies.

Mastered:

Students can describe the influence of the Crusades, Renaissance, and Reformation on European exploration.
 Students can compare European motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities.
 Students can analyze the course of the Columbian Exchange for its impact on the global economy.

Present:

Students will compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans.

Going Forward:

Students will gain background knowledge, collect information, create, write, and assemble an Explorer’s Notebook, and present findings and evidence to the monarchy.

Present and Going Forward Vocabulary:

Middle Ages, feudalism, Crusades, middle class, monarch, Magna Carta, Renaissance, Reformation, Columbian Exchange, Treaty of Tordesillas, plantation, cash crop, Christopher Columbus, Isabella and Ferdinand of Spain, Pedro Menendez de Aviles, Juan Ponce de Leon, Vasco Nunez de Balboa, Ferdinand Magellan, Hernan Cortes, Francisco Pizarro, Alvar Nunez Cabeza de Vaca, Estavanico, John Cabot, Sir Martin Frobisher, John Davis, Henry Hudson, Sir Francis Drake, Giovanni da Verrazano, Jacques Cartier, Samuel de Champlain, Louis Joliet, Jacques Marquette

Career Connections:

Historian, Scientist, Artist, Archaeologist, Anthropologist, Teacher, Astronaut

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

A WHOLE NEW WORLD

Students have been commissioned by the king to find, explore, and claim new lands across the Atlantic Ocean in the “New World.” There is a fierce competition among European nations to spread Christianity and gain fame and wealth. They will choose an area to research and investigate. Then they will complete an Explorer’s Notebook detailing their journey and findings. Students will report to the majesty (classroom teacher) and his/her court (the class) in their finest clothes and present their notebooks.

Each notebook should include:

- Cover page with your name (the explorer) and picture, list of your crew, and the name of your ship.
- Announcement alerting the public of your voyage.
- Flag of the country you represent.
- Biography of yourself (include your experience as an explorer, life, and why you are exploring).
- Daily log of weather conditions.
- Daily log of direction, latitude/longitude (navigational location), etc., which can be a map.
- Detailed drawing of your ship.
- Detailed information about the land explored. Include drawings of any peoples encountered, plants, foods, spices, animals, climate, gold, silver, and anything deemed valuable. Bring back samples of anything you can.
- Letter to your king/queen describing what you found and persuading him whether or not it is worth returning for future explorations. Your reward from the monarchy will be determined by your findings.

Resources/Literature Connection:

- <http://www.history.com/topics/exploration-of-north-america>
- http://www.wadsworth.com/history_d/templates/student_resources/0534607411/maps/1.4.exploremap.html

ALCOSS: 10USHL.2 (10.2 in 2004 COS, p. 70)

Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations.

- Explaining the role of essential documents in the establishment of colonial governments, including the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
- Explaining the significance of the House of Burgesses and New England town meetings in colonial politics.
- Describing the impact of the Great Awakening on colonial society.

Mastered:

Students can explain the role of essential documents in the establishment of colonial governments, explain the significance of the House of Burgesses and New England town meetings in colonial politics, and describe the impact of the Great Awakening on colonial society.

Present:

Students will compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations.

Going Forward:

Students will create in persuasive format (a letter, poster, pamphlet, etc.) convincing people to come live in the area you have chosen (the New England, Middle, or Southern colonies).

Present and Going Forward Vocabulary:

New England Colonies, Puritan, persecute, Pilgrim, Mayflower Compact, Great Migration, religious tolerance, Salem Witch Trials, sachem, Pequot War, King Philip’s War, Middle Colonies, diversity, synagogue, proprietary colony, Quaker, haven, Southern Colonies, trustee, William Bradford, John Winthrop, Benning Wentworth, John Wentworth, John Wheelwright, Thomas Hooker, Roger Williams, Peter Stuyvesant, James, Duke of York, Richard Nicols, Thomas Dongan, Johan Pritz, Johan Rising, William Penn, John Berkeley, John Carteret, John Smith, John Rolfe, Thomas Dale, Cecilius Calvert (Lord Baltimore), Anthony Ashley-Cooper, John Locke, James Oglethorpe, Anne Hutchinson

Career Connections:

Historian, Writer, Artist, Anthropologist, Sociologist, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

COME TO AMERICA!

Students will persuade cousins living in Europe to move to the New World by completing this scenario: Your favorite cousins still live in Europe, even though you have lived in America for five years now. You miss them so badly and want them to come live by you. Choose one of the three colonial areas—the New England, Middle, or Southern colonies—and create the most effective method to convince your cousins to come to America. You may choose to write a letter, make a poster, write a poem or song, develop a PowerPoint presentation, or create a pamphlet or magazine. Include the ways they can earn a living; whether slavery is practiced; types of churches and worship life; availability of land; the types of terrain, resources, and climate; the laws, customs, and traditions under which you live; the opportunities to participate in local government; favorite past-times; and the interaction between colonists and Native Americans, and anything else to convince them to come. Also, be sure to alert them of any hardships, diseases, turmoil, or conflict that could affect their decision.

Literature Connections:

- Fernandez-Armesto, F. The Americas: A Hemispheric History. NY: Modern Library. 2006.
- Boorstin, D. J. The Americans: The Colonial Experience. NY: Vintage. 1964.
- Brogan, H. The Penguin History of the United States. NY: Penguin Books. 2001.
- Middleton, R. Colonial America: A History to 1763. NY: Wiley-Blackwell. 2011.
- Baker, K. America: The Story of Us. Palisades, NY: History. 2010.

ALCOSS: 10USHL3 (10.3 in 2004 COS, p. 71)

Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerable Acts, the Battles of Lexington and Concord, the publication of Common Sense, and the Declaration of Independence.

- Explaining the role of key revolutionary leaders, including George Washington, John Adams, Thomas Jefferson, Patrick Henry, Samuel Adams, Paul Revere, Crispus Attucks, and the Marquis de Lafayette.
- Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown.
- Summarizing major ideas of the Declaration of Independence, including theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau.
- Comparing perspectives of differing groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indians.
- Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians.

<p>Mastered:</p> <p>Students can explain the role of key revolutionary leaders, explain the significance of revolutionary battles, summarize major ideas of the Declaration of Independence, compare perspectives of differing groups in society and their roles in the American Revolution.</p>	<p>Present:</p> <p>Students will trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerable Acts, the Battles of Lexington and Concord, the publication of Common Sense, and the Declaration of Independence.</p>	<p>Going Forward:</p> <p>Students will support and connect how British actions led to Colonial reactions and actions by explaining events that led to the Revolutionary War in a pictorial timeline.</p>
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Present and Going Forward Vocabulary:

French and Indian War, Albany Plan of Union, militia, prime minister, siege, Treaty of Paris 1763, Pontiac’s Rebellion, Proclamation of 1763, Stamp Act, boycott, Boston Massacre, First Continental Congress, Battles of Lexington and Concord, Revolutionary War, *Common Sense*, Second Continental Congress, Olive Branch Petition, Declaration of Independence, Enlightenment, preamble, natural rights, rule of law, Battle of Bunker Hill, casualty, Loyalist, mercenary, Battle of Trenton, Battle of Saratoga, blockade, profiteering, inflation, Battle of Yorktown, Treaty of Paris 1783, patriotism, George Washington, Benjamin Franklin, Edward Braddock, William Pitt, King George III, General Jeffrey Amherst, George Grenville, James Otis, Samuel Adams, Thomas Hutchinson, Charles Townshend, John Adams, Abigail Adams, General Thomas Gage, Patrick Henry, John Dickinson, John Jay, Paul Revere, William Dawes, Crispus Attucks, Dr. Samuel Prescott, John Hancock, Thomas Paine, Thomas Jefferson, Richard Henry Lee, Roger Sherman, Robert Livingston, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, Thomas Hobbes, General William Howe, Colonel Henry Knox, Nathan Hale, General Charles Cornwallis, General John Burgoyne, General Horatio Gates, Marquis de Lafayette, Johann de Kalb, Thaddeus Kosciusko, Baron Friedrich von Steuben, Colonel George Rogers Clark

Career Connections:
 Historian, Politician, Lawyer, Artist, Teacher, Cartoonist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
HISTORY FILMSTRIP
 Students will create a timeline of illustrations that shows the following events in chronological order: French and Indian War, Treaty of Paris 1763, Pontiac’s Rebellion, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Boston Massacre, Boston Tea Party, Intolerable Acts, First Continental Congress, Battles of Lexington and Concord, Revolutionary War, Second Continental Congress, Olive Branch Petition, Declaration of Independence, Battle of Bunker Hill, Battle of Trenton, Battle of Saratoga, Battle of Yorktown, Treaty of Paris 1783. Include the cause and effect of each event and how each event connects to the one before and after it.

Literature Connection:

- McCullough, D. John Adams. NY: Simon & Schuster. 2008.
- Paine, T. Common Sense: <http://www.ushistory.org/paine/commonsense/>
- Paine, T. Thomas Paine: Collected Writings: The Crisis/Rights of Man/The Age of Reason/ Pamphlets, Article, and Letters. Des Moines, IA: Library of America. 1995.
- Raphael, R. A People’s History of the American Revolution: How Common People Shaped the Fight For Independence. NY: Harper Perennial. 2002.
- Langguth, A. J. Patriots: The Men Who Started the American Revolution. NY: Simon & Schuster. 1989.
- Meltzer, M. The American Revolutionaries: A History in Their Own Words 1750-1800. NY: HarperCollins. 1993.

ALCOSS: 10USH1.4 (10.4 in 2004 COS, p. 71)
 Describe the political system of the United States based on the Constitution and the Bill of Rights by

- Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States.
- Describing inadequacies of the Articles of Confederation.
- Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers.
- Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton’s economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington’s Farewell Address, and the election of 1800.

<p>Mastered: Students can interpret the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States, and describe inadequacies of the Articles of Confederation.</p>	<p>Present: Students will describe the political system of the United States based on the Constitution and the Bill of Rights. Students will identify factors leading to the development and establishment of political parties, including Alexander Hamilton’s economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton.</p>	<p>Going Forward: Students will debate the differences between the interpretations of the role of the government between Alexander Hamilton and Thomas Jefferson and explain how these views affected their political policies.</p>
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Present and Going Forward Vocabulary:

Articles of Confederation, legislative branch, executive branch, judicial branch, constitution, democracy, republic, Shays’ Rebellion, specie, Constitutional Convention, United States Constitution, amend, veto, The Virginia Plan, The New Jersey Plan, Great Compromise, Three-Fifths Compromise, federal system of government, separation of powers, checks and balances, electoral college, ratify, Federalist, faction, anti-Federalist, Bill of Rights, inauguration, Cabinet, domestic affairs, administration, precedent, strict construction, loose construction, neutral, political party, George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, Daniel Shays, Edmund Randolph, William Patterson, Roger Sherman, Oliver Ellsworth, John Jay, Henry Knox, Benjamin Banneker, Pierre-Charles L’Enfant

Career Connections:

Debater, Historian, Lawyer, Politician, Judge, Public Speaker, Writer, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

A GREAT DEBATE

Three students can form one group. They are to research the personal and political backgrounds of two important figures in the early years of the United States: Alexander Hamilton and Thomas Jefferson. Students will formulate questions pertaining to the differences in the views/interpretations of the role of the government and the constitution, and perform a debate between Alexander Hamilton and Thomas Jefferson. Students will choose to be one of three roles in the debate – that of Alexander Hamilton, Thomas Jefferson, and the moderator. The moderator will present a brief introduction of the debaters, the issues relevant to the debate, and facilitate the questions. Questions should begin by focusing on each debater’s view of the Constitution (strict or loose construction), their level of trust in the government, and how their policies reflected their views and interpretations. The audience (the teacher and class) will then determine which debater was most successful in defending their views.

Literature Connections:

- Paine, T. *Common Sense*: <http://www.ushistory.org/paine/commonsense/>
- The Federalist Papers: <http://www.foundingfathers.info/federalistpapers/>
- The Constitution of the United States: http://www.archives.gov/exhibits/charters/constitution_transcript.html

ALCOSS: 10USH1.5 (10.5 in 2004 COS, p. 71)

Identify key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCullough versus Maryland*, and *Cherokee Nation versus Georgia*.

- Identifying concepts of loose and strict constructionism.

Mastered:

Students can identify key cases that helped shape the United States Supreme Court.

Present:

Students will identify concepts of loose and strict constructionism.

Going Forward:

Students will contrast and compare key cases that the Supreme Court of the United States based decisions on either loose or strict constructionist views of the Constitution of the United States.

Present and Going Forward Vocabulary:

Loose construction, strict construction, agenda, bureaucracy, midnight judge, judicial review, *Marbury v. Madison*, The Judiciary Acts, *McCulloch v. Maryland*, *Dartmouth College v. Woodward*, Necessary and Proper Clause, *Gibbons v. Ogden*, *Cherokee Nation v. Georgia*, Indian Removal Act, Trail of Tears, Thomas Jefferson, John Adams, John Marshall, James Madison, Aaron Ogden, Thomas Gibbons, Chief John Ross, Andrew Jackson, Daniel Webster, Henry Clay, Theodore Frelinghuysen, Davy Crockett

Career Connections:
 Lawyer, Historian, Native American Advocate, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
IS IT LOOSE OR STRICT?
 Students will analyze the cases of *Marbury v. Madison*, *McCullough v. Maryland*, *Dartmouth College v. Woodward*, *Gibbons v. Ogden*, and *Cherokee Nation v. Georgia*. They can create a chart with five (5) columns or use the one provided. There should be a column for each of the five (5) descriptors: “Case Name,” “Facts of Case/Issues,” “Ruling/Outcome,” “Ruling Based on Loose (L) or Strict (S) Constructionist View of the Constitution,” and lastly, “Why/How.” Complete the chart by researching the facts of each of the cases and filling in missing information. Compare and contrast the rulings of each case. Did the court rulings remain consistent? What are the differences and/or similarities in the rulings? Complete a short summary of your findings.

Literature Connections:
 The Constitution of the United States:
http://www.archives.gov/exhibits/charters/constitution_transcript.html

ALCOSS: 10USHI.6 (10.6 in 2004 COS, p. 71)
 Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.

<p>Mastered: Students can describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.</p>	<p>Present: Students will analyze the benefits for each of the countries/territories involved with the Monroe Doctrine.</p>	<p>Going Forward: Students will identify the benefits of the countries/territories involved with the Monroe Doctrine (the United States, Great Britain, and Latin America) via a PowerPoint presentation.</p>
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Present and Going Forward Vocabulary:
 American System, Monroe Doctrine, Latin American independence movements, Roosevelt Corollary, NAFTA, immigration, President James Monroe, President Theodore Roosevelt, President George H. W. Bush

Career Connections:
 Politician, Lawyer, Historian, Economic Analyst, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
IS IT GOOD FOR US?
 Students will create a PowerPoint presentation that includes the events that led to the strengthening of the United States’ foreign policy with the release of the Monroe Doctrine. Describe the four main parts of the Doctrine. Identify the benefits (separately) to the United States, Great Britain, and Latin America. Address how the Monroe Doctrine reflected the time, and whether successive Presidents upheld or violated the doctrine. Identify how the Monroe Doctrine improved the relations between the United States, Great Britain, and Latin America. Lastly, correlate how the Monroe Doctrine continues to affect foreign policy, especially between the United States and Mexico today (NAFTA, immigration).

Literature Connections:

- The Monroe Doctrine: <http://www.loc.gov/rr/program/bib/ourdocs/Monroe.html>

- NAFTA: <http://www.ustr.gov/trade-agreements/free-trade-agreements/north-american-free-trade-agreement-nafta>

ALCOSS: 10USHI.7 (10.7 in 2004 COS, p. 72)

Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.

Mastered:

Students can describe the causes, courses, and consequences of United States' expansionism prior to the Civil War.

Present:

Students will apply the acquisition of land that eventually led to the fulfillment of the idea of Manifest Destiny by the United States.

Going Forward:

Students will create a map that identifies the gradual expansion of the United States from the east coast to the west coast.

Present and Going Forward Vocabulary:

Manifest Destiny, Proclamation of 1763, The French and Indian War, The Treaty of Paris 1763, War of 1812, trans-Appalachia, Pinkney Treaty, cede, mountain men, Oregon Trail, pass, Santa Fe Trail, California Gold Rush, ghost town, Louisiana Purchase, Adams-Onis Treaty, West Florida annexation, East Florida acquisition, great plains, Texas War for Independence, Texas annexation, Battle of the Alamo, Oregon Country, Gadsden Purchase, Napoleon Bonaparte, John L. O'Sullivan, Thomas Pinkney, Stephen Austin, General Antonio Lopez de Santa Anna, William Travis, James Bowie

Career Connections:

Cartographer, Historian, Teacher, Artist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

SHOW ME A MAP

Students will create a map that identifies the stages of land acquisition by the United States that fulfilled its goal of manifest destiny. This may be done in overlay form, on a blank map, with sidewalk chalk outdoors on a parking lot or sidewalk, as a painting/wall mural, or as a PowerPoint presentation. Include a color key that identifies a narrated stage of each acquisition prior to the Civil War.

Literature Connections:

- Proclamation of 1763: <http://www.ushistory.org/declaration/related/proc63.htm>
- The Treaty of Paris 1763: <http://www.ushistory.org/us/8d.asp>
- War of 1812: <http://www.history.com/topics/war-of-1812>
- Pinkney Treaty: http://en.wikipedia.org/wiki/Pinckney's_Treaty
- Louisiana Purchase: <http://www.loc.gov/rr/program/bib/ourdocs/Louisiana.html>
- Adams-Onis Treaty: <http://myloc.gov/Exhibitions/EarlyAmericas/AftermathoftheEncounter/CompetitionforEmpire/TheUnitedStatesAnEmergingEmpire/ExhibitObjects/AdamsOnisTreaty.aspx>
- Gadsden Purchase: <http://www.gadsdenpurchase.com/>

<p>ALCOSS: 10USHI.8 (10.7 in 2004 COS, p. 72) Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.</p>		
<p>Mastered: Students can compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.</p>	<p>Present: Students will identify key facts of Alabama’s statehood and those of the United States.</p>	<p>Going Forward: Students will differentiate between facts of both Alabama and the United States by developing a memory game.</p>
<p>Present and Going Forward Vocabulary: Statehood, important/famous Americans/Alabamians</p>		

Career Connections:
 Historian, Museum Curator, Politician, Teacher, Economist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

LET’S PLAY
 Students will develop a game in which they create cards that have important and interesting facts about Alabama and the United States. On one side of each card (index card or cardstock), write, type or attach an illustration of one thing about either Alabama or the United States. On the opposite side of the card, write whether it is about Alabama or the United States. Laminate cards for durability if possible. Be creative in designing the cards. Include any and/or every kind of fact you can think of such as important dates (nationhood/statehood dates), capitals, nickname, famous Americans/Alabamians, events, tourist attractions, symbols, motto, song, flower, tree, bird, imports, exports, largest city, population, parks, electoral votes, first pioneers/explorers, historical monuments, natural wonders, natives/tribes, battles/wars, oldest city, flag, largest employer, President/Governor, sports teams, ports, map, interesting laws, etc. Deal the cards to every player (fact face up), then rotate clockwise from dealer and guess if the fact applies to Alabama or the United States. Check your answer by looking at bottom of card. Stack correct cards together. Then play your game! The player, who gets the most right answers, wins the game!

The Challenge: Create a game about Alabama and the United States that requires critical thinking instead of identifying facts.

Literature Connections:

- America: The Story of Us: <http://www.history.com/shows/america-the-story-of-us>
- National Archives: <http://www.archives.gov/>

<p>ALCOSS: 10USHI.9 (10.7 in 2004 COS, p. 73) Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay’s American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast.</p>		
<p>Mastered: Student can explain the dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, and</p>	<p>Present: Student will demonstrate the effect of the Industrial Revolution and new inventions on the institution of slavery on the plantation system.</p>	<p>Going Forward: Students will design a diorama to illustrate the significance of the plantation system and its contribution to economy of the United States.</p>

Henry Clay's American System.		
<p>Present and Going Forward Vocabulary: Industrial Revolution, cotton gin, patent, Market Revolution, manufacturing, centralized, free enterprise system, specialization, investment capital, bank note, section, rural, urban, industrialization, cotton belt, American System, "King Cotton," Samuel Slater, Eli Whitney, Robert Fulton, James Watt, Francis Cabot Lowell, Cyrus, McCormick, Henry Clay, James Monroe</p>		

Career Connections:
 Economist, Historian, Teacher, Graphic Artist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

LIFE ON A PLANTATION
 Students will create a three-dimensional diorama depicting a three-phase cycle of life on a southern plantation and how this way of life affected the groups of people involved.

Phase 1: Demonstrate the necessities of a successful plantation. Choose a staple crop (cotton, tobacco, or rice) and illustrate the importance of slave labor, land, and inventions (cotton gin, seed drill, etc.) to produce that crop.

Phase 2: Illustrate the process of selling the crop to make money. Include the method of transporting (manually by animal, steamboat, and locomotive) that crop to the marketplace.

Phase 3: Demonstrate how the money made is used (to buy more seed, new inventions, animals, machinery, land, slaves, etc.).

The diorama should be in a circular flow. Provide a written explanation to show how each phase directly affects the next and how the people were affected.

Literature Connections:

- Blassingame, J.W. The Slave Community: Plantation Life in the Antebellum South. NY: Oxford University Press. 1979.
- Sellers. C. G. The Market Revolution: Jacksonian America 1815-1846. NY: Oxford University Press. 1994.
- Gale Group. The World of Invention. Toronto, Ontario: Thomas Gale. 1998.

ALCOSS: 10USHI.10 (10.7 in 2004 COS, p. 72)
 Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government by

- Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal.

<p>Mastered: Student can analyze the key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.</p>	<p>Present: Students will explain the spoils system, nullifications, and the common man ideal under Andrew Jackson.</p>	<p>Going Forward: Students will create a political cartoon that incorporates both the self-described "common man" by Andrew Jackson and the perception of Jackson by the National Republicans.</p>
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Present and Going Forward Vocabulary:
 American System, patronage, spoils system, Tariff of 1828, nullify, states' rights, secede, Indian Removal Act, Trail of Tears, Black Hawk War, Second Seminole War, *Worcester v. Georgia*, Henry Clay, Andrew Jackson, John C. Calhoun, John Quincy Adams, Daniel Webster, Black Hawk,

Career Connections:
 Politician, Historian, Cartoonist, Journalist, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
COMMON MAN OR REGAL?
 Students will create a political cartoon that incorporates how Andrew Jackson described himself as a “common man” with the perception or image by National Republicans of Jackson. Then create another political cartoon illustrating how Americans and politicians viewed Jackson’s presidency and their frustration with his policies. Are you able to combine both concepts into one political cartoon?

- Literature Connections:**
- Swann, T. Our Federal Union: It Must Be Preserved. Speech: <http://archive.org/details/ourfederalunioni00sw>
 - Andrew Jackson: <http://www.whitehouse.gov/about/presidents/andrewjackson>
 - Debate Over Nullification: http://millercenter.org/president/events/12_10
 - Daniel Webster and John C. Calhoun:
 - <http://fair-use.org/the-liberator/1850/03/15/john-c-calhoun-daniel-webster-and-the-compromise-of-1850>

ALCOSS: 10USHI.11 (10.7 in 2004 COS, p. 72)
 Evaluate the impact of American social and political reform on the emergence of a distinct culture by

- Explaining the impact of the Second Great Awakening on the emergence of a national identity.
- Explaining the emergence of uniquely American writers (Examples: James Fenimore Cooper, Henry David Thoreau, and Edgar Allen Poe).
- Explaining the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on the development of social reform movements prior to the Civil War .

<p>Mastered: Students can explain the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, or Susan B. Anthony on the development of social reform movements prior to the Civil War.</p>	<p>Present: Students will evaluate the impact of American social and political reform on the emergence of a distinct culture by identifying significant contributions by women.</p>	<p>Going Forward: Students will correlate the advances for women in the 19th century with advances of women in the 20th and 21st centuries.</p>
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Present and Going Forward Vocabulary:
 Transcendentalism, temperance movement, abstinence, utopian community, abolitionist movement, emancipation, Underground Railroad, gag rule, Seneca Falls Convention, suffrage, *Uncle Tom’s Cabin*, Charles Grandison Finney, Lyman Beecher, Ralph Waldo Emerson, Henry David Thoreau, Horace Mann, Dorothea Dix, David Walker, Benjamin Lundy, William Lloyd Garrison, Frederick Douglass, Sarah and Angelina Grimke, Sojourner Truth, Martin Delany, Harriet Tubman, Catherine and Mary Beecher, Harriet Beecher Stowe, Lucretia Mott, Elizabeth Cady Stanton, Elizabeth Blackwell, Maria Mitchell, Margaret Fuller, Susan B. Anthony

Career Connections:
 Any Career, Activist, Pastor, Writer, Artist, Historian, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
FACEBOOK ME!
 Students will create a Facebook “page” on a poster board for one of the following: Elizabeth Cady Stanton, Dorothea Lynde Dix, or Susan B. Anthony. Include her name, a picture, occupation, marital status, any children, birthplace, date of birth, education, accomplishments, and “friends” that share her interests and efforts to facilitate change. Also include women from her time period through today that share her pioneering desire to make change for the betterment of man (and woman). Include political activists, role models, feminists, contributors to the medical field, the sciences, religion, education, in the workforce, business, literature, music, entertainment, sports, etc. For each “friend”, include his/her contributions.

Literature Connections:

- American Rhetoric: <http://www.americanrhetoric.com/>
- First Women’s-Rights Convention: <http://www.libertynet.org/edcivic/stanton.html>
- Dorothea Lynde Dix: http://www.acsu.buffalo.edu/~duchan/new_history/enlightenment/dix.html
- Susan B. Anthony On Women’s Right to Vote:
<http://www.historyplace.com/speeches/anthony.htm>

ALCOSS: 10USHI.12 (10.8 in 2004 COS, p. 72)

Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner by

- Describing the rise of religious movements in opposition to slavery, including objections of the Quakers.
- Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River.
- Describing the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, on the abolitionist movement.

<p>Mastered:</p> <p>Students can describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimke, Henry David Thoreau, and Charles Sumner.</p>	<p>Present:</p> <p>Students will describe the impact of Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i> on political and cultural change from the perspective of President Abraham Lincoln, a Northern congressman, a Southern congressman, Harriet Tubman, and a Quaker pastor.</p>	<p>Going Forward:</p> <p>Students will evaluate the impact of the essay, <i>Civil Disobedience</i>, by Henry David Thoreau on political and cultural change from the perspective of Mohandas Gandhi and Martin Luther King, Jr.</p>
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Present and Going Forward Vocabulary:

Transcendentalism, temperance movement, abstinence, segregate, utopian community, Seneca Falls Convention, prejudice, discrimination, obsolete, abolitionist, emancipation, gag rule, underground railroad, apartheid, civil rights, Benjamin Rush, Benjamin Franklin, Lyman Beecher, Ralph Waldo Emerson, William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, Charles Sumner, Harriet Tubman, Harriet Beecher Stowe, Mohandas Gandhi, Martin Luther King, Jr.

Career Connections:

Politician, Civil Rights Activist, Feminist, Lawyer, Writer, Historian, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

THE POWER OF THE WRITTEN WORD

Students will choose to read and respond to one of the following books.

Book 1: Uncle Tom’s Cabin

Read Uncle Tom’s Cabin by Harriet Beecher Stowe. In written form or oral presentation, briefly report the impact of the book from the perspective of President Abraham Lincoln, a Northern congressman, a Southern congressmen, Harriet Tubman, and a Quaker pastor.

Book 2: Civil Disobedience
 Read Henry David Thoreau’s essay, Civil Disobedience, and briefly report the impact of the essay from the perspective of Mohandas Gandhi and Martin Luther King, Jr. Include the power of literature in affecting culture, politics, society, laws, and religion.

Literature Connections:

- Lundy, B. The Genius of Universal Emancipation. Toronto, Ontario: Gale. 2012.
- Douglass, F. Life and Times of Frederick Douglass. NY: Citadel. 2000.
- Walker, D. & Hinks, P. David Walker’s Appeal: To the Coloured Citizens of the World. Pennsylvania State University Press. 2000.
- Gertels, L. Civil War St. Louis. Lawrence, KS: University Press of Kansas. 2004.
- Truth, S. & Washington, M. The Narrative of Sojourner Truth. NY: Vintage. 1993.
- Bradford, S.S. Scenes in the Life of Harriet Tubman. Charleston, NC: Nabu Press. 2010.
- Thoreau, H.D. Walden or Life in the Woods. NY: Barnes & Noble. 1994.
- Thoreau, H.D. Civil Disobedience. Huntington, WV: Empire Books. 2011.
- Stowe, H.B. Uncle Tom’s Cabin. NY: Barnes & Noble. 2004.
- Martin Luther King Jr. I Have a Dream
- <http://www.americanrhetoric.com/speeches/mlkihavedream.htm>
- National Anti-Slavery Standard. http://en.wikipedia.org/wiki/National_Anti-Slavery_Standard
- The Liberator. http://en.wikipedia.org/wiki/The_Liberator_%28anti-slavery_newspaper%29

ALCOSS: 10USHI.13 (10.9 in 2004 COS, p. 73)
 Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas-Nebraska Act, and the Dred Scott decision by

- Describing Alabama’s role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, and the Indian War, and reliance on cotton.
- Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession.
- Describing tariff debates and the nullification crisis between 1800 and 1861.
- Analyzing the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States.

<p>Mastered: Students can summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism and describe Alabama’s role in the developing sectionalism of the United States from 1819 to 1861.</p>	<p>Present: Students will analyze the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States.</p>	<p>Going Forward: Students will analyze the influence of the Republican Party by creating a campaign poster for Abraham Lincoln.</p>
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Present and Going Forward Vocabulary:
 Election of 1860, slavery, abolitionism, states’ rights, sectionalism, Missouri Compromise of 1820, Compromise of 1820, Fugitive Slave Acts, Kansas-Nebraska Act, Dred Scott v. Sandford, Abraham Lincoln, William H. Seward, John C. Breckinridge, John Brown

Career Connections:
 Politician, Campaign Manager, Lawyer, Historian, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

VOTE FOR ABE

Presidential candidate, Abraham Lincoln, has just hired the students as his campaign manager in Alabama. This is a very tense time for the nation as the issue of slavery remains volatile. Alabama is not going to be a receptive state for Abraham Lincoln, and rumors of secession are circulating. The students has the difficult job of creating a campaign poster for Mr. Lincoln. Consider the target audience and create a poster that is appealing while incorporating Mr. Lincoln’s platform.

Literature Connections:

- Lincoln, A, Douglas, S. & Angle, P.M. Complete Lincoln-Douglas Debates of 1858. IL: University of Chicago Press. 1991.
- Ashworth, J. Slavery, Capitalism, and Politics in the Antebellum Republic: Commerce and Compromise, 1820-1850. Cambridge University Press. 1996.

ALCOSS: 10USHI.14 (10.10 in 2004 COS, p. 73)

Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman’s March to the Sea by

- Identifying key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan —Stonewall Jackson, and William Tecumseh Sherman.
- Analyzing the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation.
- Explaining reasons for border states’ remaining in the Union during the Civil War.
- Describing nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address.
- Describing the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton.
- Tracing Alabama’s involvement in the Civil War.

<p>Mastered:</p> <p>Students can identify key Northern and Southern Civil War personalities, and analyze the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation.</p>	<p>Present:</p> <p>Students will describe the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton, and trace Alabama’s involvement in the Civil War.</p>	<p>Going Forward:</p> <p>Students will create a newspaper that includes key events, local news, contributions, and interests during the Civil War.</p>
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Present and Going Forward Vocabulary:

Border States, Lower South, secessionist, Confederate States of America, Fort Sumter, Upper South, Civil War, First Battle of Bull Run, casualty, war of attrition, shell, canister, Battle of Shiloh, Battle of Antietam, draft, recognition, greenback, Copperhead, martial law, writ of habeas corpus, Emancipation Proclamation, contraband, Battle of Fredericksburg, Battle of Chancellorsville, Battle of Gettysburg, Pickett’s Charge, siege, Gettysburg Address, Battle of the Wilderness, Battle of Spotsylvania, Battle of Cold Harbor, Thirteenth Amendment, guerrilla, *Merrimack*, *Monitor*, President Abraham Lincoln, Jefferson Davis, General Irvin McDowell, General Thomas Jackson, General Winfield Scott, General George McClellan, General Ulysses S. Grant, General Albert Sidney Johnston, General Don Carlos Buell, General Joseph Johnston, General Robert E. Lee, General John Pope, General Benjamin Butler, Sergeant William Carney, General Ambrose Burnside, General Joseph Hooker, General George Meade, General James Longstreet, General George Pickett, General William Tecumseh Sherman, General John Pemberton, General Phil Sheridan, General James Hood, Wilmer McLean, John Wilkes Booth, Matthew Brady

Career Connections:
 Newspaper Editor, Artist, Journalist, Reporter, Writer, Cartoonist,
 Historian, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
EXTRA! EXTRA! READ ALL ABOUT IT!
 Students are editors of newspapers in Alabama during the Civil War. They will choose a specific timeframe during the Civil War that interests them and report on the key events during that time as the main story. They will choose a newspaper title and determine the price/cost of the newspaper. Each newspaper should include the date, a table of contents, obituary section, any sports news (indicative of the era), an editorial, crossword puzzle, war recipe, images (pictures, photos, graphs, maps, cartoons, etc.), current events (that are newsworthy, date appropriate, clear, unbiased, and thorough), an interview (of possibly a returning soldier, young widow, mother of a soldier) classified ads, *Dear . . . (Abby?)*, weather, comics, advertisements, a community calendar, political cartoon, astrology, and national, state, and local news. The newspaper should be appealing to the reader. Be sure to include women’s contributions to the war effort. Microsoft Publisher and Microsoft Word column-style format are two great resources for designing newspapers. Be sure to credit all sources for information and images. Students should personalize their newspapers – make it their own!

Literature Connections:

- Crane, S. *The Red Badge of Courage*. NY: Tor Classics. 1990.
- Chestnut, M.C. *A Diary from Dixie*. NY: Gramercy. 1997.
- McPherson, J. M. *The Negro in the Civil War*. Ballantine Books. 1991.
- Mitchell, M. *Gone with The Wind*. NY: Macmillan Publishing. 1936.
- Frazier, C. *Cold Mountain*. NY: Grove Press. 2006.
- Matthew Brady pictures from the Civil War: <http://www.archives.gov/education/lessons/brady-photos/>

ALCOSS: 10USHL15 (10.11 in 2004 COS, p. 73)
 Compare congressional and presidential reconstruction plans, including African-American political participation by

- Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen’s Bureau.
- Describing social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan.
- Describing the Compromise of 1877.
- Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments.
- Explaining causes for the impeachment of President Andrew Johnson.
- Explaining the impact of Jim Crow laws and *Plessey versus Ferguson* on the social and political structure of the New South after Reconstruction.
- Analyzing political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economics in Alabama.

Mastered:
 Students can compare congressional and presidential reconstruction plans, including African-American political participation, and analyze political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on

Present:
 Students will analyze economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen’s Bureau, describe social restructuring of the South, including Southern

Going Forward:
 Students will differentiate the opportunities, restrictions, and limitations for African Americans during pre- and post-Civil War.

<p>politics and economics in Alabama.</p>	<p>military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan, summarize post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments, and explain the impact of Jim Crow laws and <i>Plessey versus Ferguson</i> on the social and political structure of the New South after Reconstruction.</p>	
<p>Present and Going Forward Vocabulary: Reconstruction, pardon, Radical Republicans, pocket veto, Freedmen’s Bureau, black codes, Fourteenth Amendment, civil rights, impeach, Fifteenth Amendment, carpetbagger, scalawag, sharecropping, tenant farming, infrastructure, Enforcement Act, solid South, Compromise of 1877, Ku Klux Klan, Abraham Lincoln, Andrew Johnson, Charles Sumner, Thaddeus Stevens, Ulysses S. Grant, Blanche K. Bruce, P.B.S. Pinchback, Hiram Revels, Nathan Bedford Forrest</p>		

Career Connections:
 Civil Rights Activist, Historian, Lawyer, Actor, Writer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
FINALLY FREE (BUT AM I REALLY FREE?)
 Students may choose to write a documentary or biography from the perspective of an African American who was freed following the South’s loss in the American Civil War. Perform a narrative of what life was like prior to the Civil War and what new-found freedom has meant to you since Reconstruction began. Include feelings and emotions (thankfulness, fear, confusion, anxiety, happiness, etc.) as you describe the new life:

- Where you live.
- How you earn a living and support your family.
- If you will look for lost loved ones.
- Any acts of violence to you and/or violent acts by others?
- Any limitations or restrictions?
- Your freedom to move, own land, worship, and learn.
- Resources that are available to you.
- Ability to participate in the government that governs you.
- Your ability to control your own destiny.
- Main point – HOW HAS LIFE CHANGED FOR YOU?

Literature Connections:

- Du Boise, W.E. B. Black Reconstruction in America, 1860-1880. NY: Free Press. 1999.
- Foner, E. A Short History of Reconstruction. NY: Harper Perennial. 1990.
- Franklin, J. H. Reconstruction After the Civil War. IL: University of Chicago Press. 1994.
- Lester, J. This Strange New Feeling. Scholastic. 1997.
- Smith, J. D. Black Voices from Reconstruction, 1865-1877. Gainesville, FL: University Press of Florida. 1998.