

<p>ALCOSS: 5.1 (2004 COS, p. 37)</p> <p>Locate on a map physical features that impacted the exploration and settlement of the Americas, including ocean currents, prevailing winds.</p> <ul style="list-style-type: none"> • Locating on a map states and capitals east of the Mississippi River. • Identifying natural harbors in North America. <p>Examples: Mobile, Boston, New York, New Orleans, Savannah</p>		
<p>Mastered:</p> <p>Students can locate on a map physical features that impacted the exploration and settlement of the Americas; states and capitals east of the Mississippi River; and identify natural harbors in North America.</p>	<p>Present:</p> <p>Students will demonstrate and expand their knowledge of locating on a map physical features that impacted the exploration and settlement of the Americas, including ocean currents, prevailing winds, large forests, major rivers, and significant mountain ranges.</p>	<p>Going Forward:</p> <p>Students will demonstrate a complete understanding of locating on a map physical features that impacted the exploration and settlement of the Americas, including ocean currents, prevailing winds, large forests, major rivers, and significant mountain ranges.</p>
<p>Present and Going Forward Vocabulary:</p> <p>Contiguous United States land area, coastal fringes, economic prosperity, infrastructure, economic development, demographer, emigration, migration, immigration</p>		

Career Connections:

Playwright, Historian, Cartoonist, Geologist, Geographer, Cartographer

<p>Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.</p> <p>Population Trends</p> <p>Students will research and map population trends from the time of exploration to the time of Reconstruction. They will create a PowerPoint presentation to categorize population growth and movement based on geographical land features, such as large forests, major rivers, and significant mountain ranges. They will include those who immigrated from Europe and Africa along with the Native Americans and why groups of people immigrated. The PowerPoint will have at least 12 slides and address the major time periods of Exploration, Colonization, Revolution Era, Westward Expansion, Civil War and Reconstruction. The PowerPoint should include hyperlinks to maps that show population growth.</p> <p>Web sites:</p> <ul style="list-style-type: none"> • http://oceanservice.noaa.gov/websites/retiredsites/sotc_pdf/POP.PDF • http://countrystudies.us/united-states/geography-7.htm • http://geography.unt.edu/~maxey/3100USCanada/pdfs/Chapter4_Population.pdf • http://www.google.com/search?q=population+patterns+of+united+states&start=10&hl=en&sa=N&prmd=imvns&tbm=isch&tbo=u&source=univ&ei=Sbd4T8TrHMfKtgeb4rHiDg&ved=0CGsQsAQ4Cg&biw=1339&bih=576 • http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1 • http://www.cliffsnotes.com/study_guide/Slavery-the-Economy-and-Society.topicArticleId-25073,articleId-25050.html • http://etc.usf.edu/maps/pages/2600/2624/2624.htm • http://www.nationsencyclopedia.com/Americas/United-States-HISTORY.html - b • http://higher.ed.mcgraw-hill.com/sites/0073205818/student_view0/psi_map_index.html#

Literature Connections:

- Johnson, J. & Salt, J. Population Migration (Aspects of Geography). Gloucestershire, UK: Nelson Thornes Ltd. 1992.
- Johnson, D. M. Some Went West. Lincoln, NE: University of Nebraska Press. 1997.

<p>ALCOSS: 5.2 (2004 COS, p. 37) Identify causes and effects of early migration and settlement of North America.</p>		
<p>Mastered: Students can understand causes and effects of early migration and settlement of North America.</p>	<p>Present: Students will expand their knowledge and understanding of causes and effects of early migration and settlement of North America.</p>	<p>Going Forward: Students will demonstrate complete knowledge and understanding of causes and effects of early migration and settlement of North America.</p>
<p>Present and Going Forward Vocabulary: Myth, religion (beliefs), Christian beliefs</p>		

Career Connections:
Demographer, Geographer, Cartographer, Computer Scientist, Minister, Historical Researcher

<p>Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A. Making a Poster: Early American Indians and Europeans Students will expand their knowledge and understanding of causes and effects of early migration and settlement of North America. Students will research to find how cultural differences and similarities between Europeans and Americans Indians influenced their interactions. Students will create a poster comparing the similarities and differences of the early Europeans that came to North America and the American Indians that lived here.</p> <p>Web sites:</p> <ul style="list-style-type: none"> • http://www.americanjourneys.org/teachers/pdfs/ajlssn2only.pdf • http://multimedialearningllc.wordpress.com/2009/08/28/colonization-in-north-america • http://www.heritage.nf.ca/exploration/early_ex.html • http://www.studyworld.com/reasons_for_english_immigration.htm • http://usa.usembassy.de/etexts/history/ch1.htm • http://countrystudies.us/portugal/48.htm • http://people.umass.edu/hist383/class%20notes/european%20pathogens.htm • ftp://ftp-fc.sc.egov.usda.gov/MI/AI/ContributionsByAmericanIndians.pdf
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<p>Literature Connections:</p> <ul style="list-style-type: none"> • Fritz, J. <u>The Double Life of Pocahontas</u>. NY: Penguin Group, Inc. 1983. • Kuipers, B. J. <u>American Indian Reference and Resource Books for Children and Young Adults</u>. Englewood, Colo.: Libraries Unlimited. 1995.

<p>ALCOSS: 5.3 (2004 COS, p. 37) Distinguish differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems.</p> <ul style="list-style-type: none"> • Locating on a map American Indian nations according to geographic region. 		
<p>Mastered: Students can distinguish differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems and locating on a map American Indian nations according to geographic region.</p>	<p>Present: Students will demonstrate and expand their knowledge of the differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems and locating on a map American Indian nations according to geographic region.</p>	<p>Going Forward: Students will deepen their understanding of the differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems and locating on a map the American Indian nations according to geographic region.</p>
<p>Present and Going Forward Vocabulary: Domesticated animal, nomad, Indian Removal Act, President Andrew Jackson</p>		

Career Connections:
 Veterinarian, Historian, Author, Researcher, Professor, Teacher

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

How The Horse Changed the Lives of Native Americans
 Students will research the role of the horse in the lives of the Native Americans from the introduction by the Spanish to the Indian Removal Act. Consider the following questions and develop questions of your own:

- Were certain tribes or groups of tribes utilizing horses more than others?
- What regions did the use of horses become popular and vital to the tribes and why?
- How did the introduction of the horse impact the native people?

Then students will create a story to present to a group of students from their classes or other classes or grades. The story may be created as a video, podcast, Voicethread, PhotoStory with audio, or present the story in person. Be sure to include the full timeline of the role of the horse in the lives of Native Americans from the time of Spanish introduction to the Indian Removal Act.

Web sites:

- <http://www.legendsofamerica.com/na-horseculture.html>
- http://www.indianhorse.com/?page_id=46
- <http://www.tngenweb.org/campbell/hist-bogan/horses.html>
- <http://www.texasindians.com/horse.htm>

Literature Connections:

- Taylor, C. & Sturtevant, W. The Native Americans: The Indigenous People of North America. San Diego, CA: Advanced Marketing Services. 1999.

ALCOSS: 5.4 (2004 COS, p. 37)
 Determine the economic and cultural impact of European exploration during the Age of Discovery upon European society and American Indians.

- Identifying significant early European patrons, explorers, and their countries of origin, including early settlements in the New World.
 Examples: patrons—King Ferdinand and Queen Isabella
 explorers—Christopher Columbus
 early settlements—St. Augustine, Quebec, Jamestown
- Tracing the development and impact of the Columbian Exchange.

<p>Mastered: Students can determine the economic and cultural impact of European exploration during the Age of Discovery upon European society and American Indians.</p>	<p>Present: Students will deepen their understanding of the economic and cultural impact of European exploration during the Age of Discovery upon European society and American Indians.</p>	<p>Going Forward: Students will evaluate the impact of European exploration during the Age of Discovery on American Indians.</p>
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Present and Going Forward Vocabulary:
 Conquistadors, Columbian exchange, conquest, colonies, indentured servants, Calvinist, Anglicans, Puritans, Huguenots, Quakers, Amish, Moravians, Mennonites, Jews, Catholics, divine right, Atlantic slave trade, aborigines, epidemic diseases

Career Connections:
 Minister, Politician, Journalist, News Reporter, Author, Historian

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

Children’s Book: Be a Detective of Explorers of the Southwest
 Students will research explorers who explored the Southwest portion of present-day United States. These will be explorers not previously studied. In the research support the information by citing various sources. Then create a picture book from the point of view of a missionary, a conquistador, such as Hernando de Alarcón, or a Pueblo Chief from the time of the earliest exploration in the Southwest to the time period ending with the settlements such as Jamestown, St. Augustine, or Quebec.

Web sites:

- <http://www.infoplease.com/ce6/people/A0803013.html>
- <http://www.enchantedlearning.com/explorers/namerica.shtml>
- <http://www.vaca.com/inset11.html>

Literature Connections:

- Ganeri, A. Atlas of Exploration . NY: Dorling Kindersley. 2008.
- Butler, C. T. Explorers of North America. Danbury, CT: Children’s Press. 2008.
- Rossi, A. Culture Collide: Native Americans and European 1492-1700. Des Moines, IA: National Geographic Children’s Press. 2004.
- Blue, R. & Naden, C. J. Exploring the Southwest United States. Chicago, IL: Raintree. 2004.

ALCOSS: 5.5 (2004 COS, p. 38)

Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.

- Recognizing how colonial development was influenced by the desire for religious freedom. Example: development in Massachusetts, Connecticut, Rhode Island, Pennsylvania, and Maryland colonies
- Identifying influential leaders in colonial society.
- Describing emerging colonial government. Examples: Mayflower Compact, representative government, town meetings, rule of law

<p>Mastered: Students can explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.</p>	<p>Present: Students will demonstrate and expand their knowledge of early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.</p>	<p>Going Forward: Students will deepen their understanding of early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies.</p>
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Present and Going Forward Vocabulary:
 Indentured servant, slaves, French and Indian War, Mayflower Compact, representative government, rule of law, imperialism, proprietary colonies, charter colonies, royal colonies

Career Connections:
 Minister, Politician, Journalist, News Reporter, Author, Historian

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

Persuasive Position Paper: Permission to Move
 The student will write a persuasive position paper using the following scenario:
 As the leader of a township in England in the early 1700’s, you are chosen to persuade the king to allow you and other citizens from your community to move to the New World. You must also persuade the king to grant a land charter for your new settlement where you can worship freely and earn a better living. The king wants to own more and more land so you appeal to that desire by exploring land west of the Mississippi River. Your job is to travel to the New World and find a good location for your people. You must find a place where it is safe to live. You will explore the

area, create a map, and make peace with Native Americans to complete this task. You will present your persuasive request to the King in the form of a letter with the map of the area and how you befriended the Native Americans.

Literature Connections:

- Burgan, M. Roger Williams: Founder of Rhode Island. Minneapolis, MN: Compass Point Books. 2006.
- Lutz, N. J. Cotton Mather: Author, Clergyman, and Scholar. San Val. 2000.
- Robinson, J. D. Lord Baltimore: Founder of Maryland. Minneapolis, MN: Compass Point Books. 2006.

ALCOSS: 5.6 (5.5.1, 5.5.6, and 5.6.1 in 2004 COS)
 Describe colonial economic life and labor systems in the Americas.

- Recognizing centers of slave trade in the Western Hemisphere and the establishment of the Triangular Trade Route.

<p>Mastered: Students can describe colonial economic life and labor systems in the Americas, including centers of slave trade in the Western Hemisphere and the establishment of the Triangular Trade Route.</p>	<p>Present: Students will demonstrate and expand knowledge of the colonial economic life and labor systems in the Americas, including centers of slave trade in the Western Hemisphere and the establishment of the Triangular Trade Route.</p>	<p>Going Forward: Students will deepen their understanding of the colonial economic life and labor systems in the Americas, including centers of slave trade in the Western Hemisphere and the establishment of the Triangular Trade Route.</p>
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Present and Going Forward Vocabulary:
 Genealogy, emigrant, servitude, triangular trade, exports, imports, Middle Passage, cash crops, Atlantic slave trade, New World, hemp

Career Connections:
 Genealogist, Historian

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

Journey Into Slavery
 Students will research the Triangular Trade Route. Starting from Africa and ending in America, Brazil, or Europe, students will create a journal, Photo Story, Infographic, or children’s book about a person captured and delivered into slavery. Include what life was like for the person before being captured, how life changed during the journey to the new location, and life as a slave.

Literature Connections:

- Lester, J. From Slave Ship to Freedom Road. NY: Puffin Books. 1999.
- Kamma, A. ...If You Lived When There Was Slavery in America. NY: Scholastic. 2004.
- Lester, J. To Be a Slave. NY: Puffin Books. 2000.

ALCOSS: 5.7 (2004 COS, p. 38)

Determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.

Mastered:

Students can determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.

Present:

Students will further develop understanding of the causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.

Going Forward:

Students will examine other causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.

Present and Going Forward Vocabulary:

Multi-millionaire, merchant, investor, Dutch West Indies Company, Sons of Liberty, taxation without representation, Tories, loyalists, Royalists

Career Connections:

Historian, Artist, Professor, Teacher

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

What If Things Had Been Different?

Other than English, students will choose an ethnic group, such as Germans, French, Italians, etc., that settled in the thirteen colonial areas during the 1700s. Students will research this group's journey to America. Answer the following questions and any additional questions you may have:

- Why did your group come to America?
- Where did your group choose to settle?
- Why did they choose the region(s)?

Then hypothesize, "What events could have happened or been different if England did not control America but the leader of your group's country ruled the colonies?" To complete this activity the students will create a flip book using text and graphics of how life may have been different.

Web sites:

- <http://germanoriginality.com/heritage/1700s.php>
- <http://nationalhumanitiescenter.org/pds/becomingamer/growth/text4/frenchvirginia.pdf>
- <http://www.socialstudiesforkids.com/articles/ushistory/13colonieschurch.htm>

Literature Connections:

- Marten, J. *Children in Colonial America*. NY: New York University Publishing. 2006.

ALCOSS: 5.8 (2004 COS, p. 39)

Identify major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown.

- Describing principles contained in the Declaration of Independence.
- Explaining contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon, and supporters from other countries to the American Revolution.
- Explaining contributions of ordinary citizens, including African Americans and women, to the American Revolution.
- Describing efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress.
- Locating on a map major battle sites of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown.
- Recognizing reasons for colonial victory in the American Revolution.
- Explaining the effect of the Treaty of Paris of 1783 on the development of the United States.

<p>Mastered: Students can identify major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown. Students can identify the principles contained in the Declaration of Independence.</p>	<p>Present: Students will further explore the major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown. Students will further explore the principles contained in the Declaration of Independence .</p>	<p>Going Forward: Students will research weapons used in the major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown. Students will predict what might have happened had the Declaration of Independence not been written and presented to King George III.</p>
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Present and Going Forward Vocabulary:
 Artillery, catapults, bombards, cannon, mortar, musket, flintlock pistol, Treaty of Paris, enlightenment, traitor, Abenaki, Powhatan, Shawnee, Iroquois, Wabanaki Confederacy, British Empire, John Adams, Thomas Jefferson Benjamin Franklin, mercantilism, Parliament, boycott, blockade, loyalists, patriots, missionary, mercenary, Hessians, separation of powers, social contract theory, Bill of Rights/English Bill of Rights, natural rights, philosophy, judicial, executive, legislative, monarchy, liberty, self-government, sovereignty, democracy, inalienable

Career Connections:
 Futurist, Politician, Actor, Governor, Author, Writer

Advanced Understanding & Activity (Alternate Activity): Students may choose one or more activities to complete. Student page found in Appendix A.

Activity 1: Reader’s Theater

Students will research King George III’s reaction to the Declaration of Independence and write a reader’s theater about what might have happened if King George III had just allowed the colonists to become the United States of America with no opposition. The reader’s theater should include what life would have been like in each of the three regions of the English Colonies.

Web sites:

- <http://www.archives.gov/exhibits/eyewitness/html.php?section=19>
- http://americanhistory.about.com/od/declarationofindependence/a/declaration_sg.htm

Activity 2: Historical Picture Books

Students will read Redcoats and Petticoats and The Scarlet Stocking Spy. After reading, students will compare and contrast both books, focusing on efforts made by ordinary colonial citizens to help win the war against the British. The students will create a pamphlet to show secrets and other information used by the colonists to win the war against a world super power. A map can also be created to illustrate the areas in each book, including secret locations, hideouts, etc. If time allows, research can be completed on the people in each book.

Activity 3: RAFT

Students will choose one row. They will write about the TOPIC from the perspective of the ROLE to the AUDIENCE using the FORMAT. You will allow students to choose one item from each of the four columns. Provide an audience for the student to present their product. Students may need to plan their product using the organizational tool, Project Planner. Students will research those groups who were supporters of the British or the Americans during the American Revolution. These people should include those from France, Germany and Spain. They will find information as to what their motivation was to be on the side of the British they chose.

ROLE	AUDIENCE	FORMAT	TOPIC
French supplier	Minuteman	Secret Spy Letter	Why I’m important to you?
German Mercenary	William Penn	Poem	Look what we have done!
Spanish Missionary	French Leader	Political Cartoon	Let’s get together as one team.

Web sites:

- http://europeanhistory.about.com/od/warsinnorthamerica/a/americanrevwar101_2.htm
- <http://www.ushistory.org/valleyforge/history/franklin.html>
- <http://europeanhistory.about.com/od/warsinnorthamerica/a/franceandtheARW.htm>

- <http://www.americanrevolution.org/hispanic.html>

Activity 4: Revolutionary Weaponry

Students will research to determine the weapons used by the British and the Patriots in the major battles of the American Revolution. They will compare these and hypothesize if these played a role in the Patriots winning the War. They will then use the Thinker Key “What If” questions to complete a short essay defending the findings and opinions. These will be presented to the class. “What If” the Patriots had better weapons, would the War have lasted as long? Would as many people have died? How would the outcome of the war and the relationship between America and the British have changed?

Web sites:

- <http://www.angelfire.com/ny5/firstwar77/wep.html>
- <http://www.doublegv.com/ggv/battles/tactics.html>
- <http://revolutionarywarantiques.com/Weapons-of-the-Revolutionary-War>
- <http://www.ammoland.com/2010/09/06/arming-the-american-revolution/#axzz1uEfBuXHY>

Activity 5: American Indians and the Treaty of Paris

How did the Treaty of Paris of 1783 affect American Indians? Students will research events that happened in America after the official end of the American Revolutionary War and how American Indians reacted to them. Tribes to research include Delaware, Powhatan, Shawnee, Iroquois, Abenaki, Creek and others can be included as time allows.

Students will create a Treemap (<http://en.wikipedia.org/wiki/Treemapping>) to show how three American Indian tribes were affected by the Treaty of Paris 1783. Choose three tribes from different regions. Include different aspects of tribal life, including lifestyle, locations of tribes, governments and control by the American government.

Web sites:

- <http://mappinghistory.uoregon.edu/english/US/US05-00.html>
- <http://mappinghistory.uoregon.edu/english/US/US09-01.html>
- <http://www.digitalhistory.uh.edu/maps/maps.cfm>
- <http://www.answers.com/topic/indian-policy-u-s>

Literature Connections:

- Kirkpatrick, K. *Redcoats and Petticoats*. NY: Holiday House. 1999.
- Noble, T. H. *The Scarlet Stockings Spy*. North Mankato, MN: Sleeping Bear Press. 2004.
- Neumann, G. C. *Battle Weapons of the American Revolution*. Texarkana, TX: Scurlock Publishing. 1998.
- Nardo, D. *American War Library–The American Revolution: Weapons of War*. Farmington Hills, MI: Lucent Publishing. 2002.
- Drimmer, F. *Captured By The Indians: 15 Firsthand Accounts, 1750-1870*. Mineola, NY: Dover Publications. 1985.
- Gwenne S.C. *Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Comanches, the Most Powerful Indian Tribe in American History*. NY: Scribner. 2011.
- Fritz, J. *Can't You Make Them Behave, King George?* NY: Puffin. 1996.
- Schanzer, R. *George Vs. George: The American Revolution as Seen From Both Sides*. Des Moines, IA: National Geographic Children's Press. 2007.
- Robinson, T, & Sheinkin, S. *King George What Was His Problem?* NY: Roaring Brook Press. 2005.

ALCOSS: 5.9 (2004 COS, p. 39)

Explain how inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.

- Describing major ideas, concepts, and limitations of the Constitution of the United States, including duties and powers of the three branches of government.
- Identifying factions in favor of and opposed to ratification of the Constitution of the United States.
Example: Federalist and Anti-Federalist factions
- Identifying main principles in the Bill of Rights.
- Analyzing the election of George Washington as President of the United States.

<p>Mastered: Students can explain how inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.</p>	<p>Present: Students will demonstrate and expand their knowledge of the inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.</p>	<p>Going Forward: Students deepen their understanding of how the inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.</p>
<p>Present and Going Forward Vocabulary: Lobbyists, politics, amendment, prohibition, ratification, “Firm League of Friendship,” New Jersey Plan, Connecticut Plan, Virginia Plan, “Great Compromise,” “Federalism,” limited government, Whigs, states’ rights, Federalist Paper #51.</p>		

Career Connections:
Politician, Lobbyist, Political Scientist, Historian

Advanced Understanding & Activity (Alternate Activity): Students may choose one or more activities to complete. Student pages found in Appendix A.

Activity 1:
Students will analyze the 11th through the 19th amendments to the Constitution of the United States and identify the changes they have brought to the people of the United States of America since ratification. Students will make a chart or use the one provided to show strengths and weakness to the general population as a result of these changes.

Amendment	SUMMARY	STRENGTH	WEAKNESS	CURRENT IMPACT
ELEVEN				
TWELVE				
THIRTEEN				
FOURTEEN				
FIFTEEN				
SIXTEEN				
SEVENTEEN				
EIGHTEEN				
NINETEEN				

Web sites:

- http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html
- <http://www.usconstitution.net/constamnotes.html>
- <http://www.archives.gov/historical-docs/document.html?doc=13&title.raw=19th%20Amendment%20to%20the%20U.S.%20Constitution:%20Women's%20Right%20to%20Vote>

Activity 2: Executive Office of the President
Students will research the Executive Office of the President. They will track changes in the past century to summarize the causes of what seems to give the president more power than the other two branches established by the Constitution. This should include items such as the power of the media.

Web sites:

- <http://www.britannica.com/presidents/article-215442>
- <http://www.infoplease.com/timelines/presidency.html>
- <http://www.pbs.org/wgbh/americanexperience/films/reagan/>

Literature Connections:

- Harris, N. What Are the Amendments? (First Guide to Government). Portsmouth, NH: Heinemann Publishing. 2008.
- Lucas, E. The Eighteenth and Twenty-First Amendments: Alcohol and Prohibition and Repeal (Constitution). Berkeley Heights, NJ: Enslow Publishers. 1998.
- Goodwin, D. K. No Ordinary Time: Franklin and Eleanor Roosevelt: The Home Front in WWII. NY: Simon & Schuster. 1995.
- Arnold, P. E. Making the Managerial Presidency Comprehensive Reorganization Planning, 1905-1996. Lawrence, KS: University Press of Kansas. 1998.

- Hayward, S. F. *The Political Incorrect Guide to The Presidency from Wilson to Obama*. Washington, D.C.: Regnary Press. 2012.

ALCOSS: 5.10 (5.10 and 5.11 in 2004 COS, p. 39)

Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican-American War, and the Gold Rush of 1849.

- Analyzing the role of the Louisiana Purchase and explorations of Meriwether Lewis and William Clark for their impact on Westward Expansion.
- Explaining the purpose of the Monroe Doctrine.
- Identifying Alabama’s role in the expansion.
- Movement in the United States, including the Battle of Horseshoe Bend and the Trail of Tears.
- Identifying the impact of technological developments on United States’ expansion.

Examples: steamboat, steam locomotive, telegraph, barbed wire

Mastered:

Students can describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican-American War, and the Gold Rush of 1849. Students can analyze the role of the Louisiana Purchase and explorations of Meriwether Lewis and William Clark for their impact on Westward Expansion.

Present:

Students will demonstrate and expand their knowledge of the political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican-American War, and the Gold Rush of 1849. Students will demonstrate and expand their knowledge of the role the Louisiana Purchase and explorations of Meriwether Lewis and William Clark for their impact on Westward Expansion.

Going Forward:

Students will deepen their understanding of the political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican-American War, and the Gold Rush of 1849. Students will deepen their understanding of the role the Louisiana Purchase and explorations of Meriwether Lewis and William Clark for their impact on Westward Expansion.

Present and Going Forward Vocabulary:

Manifest Destiny, Mexican politics, Louisiana Purchase, Texas-Mexican War, impressments, Sacagawea, Lewis and Clark expedition, cartography, annexation, Compromise of 1850, cede, Trail of Tears

Career Connections:

Scientist, Engineer, Investigator, Inventor, Industrial Manager, Historian

Advanced Understanding & Activity (Alternate activity): Students may choose one or more activities. Student pages found in Appendix A.

Activity 1: Antonio López de Santa Anna Biography

Students will research Santa Anna. They will complete a biography booklet about his life and include his role in the American-Mexican War.

Web sites:

- http://history-world.org/age_of_santa_anna.htm
- <http://latinamericanhistory.about.com/od/Mexican-AmericanWar/tp/Ten-Facts-About-The-Mexican-American-War.htm>
- http://www.historyguy.com/Mexican-American_War.html#.T7A8B2hgPzI

Activity 2: 19th Century Inventions

Students will research technological inventions of the 19th century other than steamboat, steam locomotive, telegraph, and barbed wire. They will create a PowerPoint to show how these inventions changed the lives of people in the United States and other countries. These can include things such as the soda fountain, stethoscope, raincoat, and electromagnet.

Web sites:

- <http://inventors.about.com/od/timelines/a/Nineteenth.htm>
- <http://www.localhistories.org/victech.html>
- <http://www.zoomschool.com/inventors/1800b.shtml>

Literature Connections:

- Ingram, S. People at the Center of – The Mexican-American War. Farmington Hills, MA: Blackbirch Press. 2005.
- Weitzman, D. The John Bull: A British Locomotive Comes to America. NY: Farrar, Straus and Giroux. 2004.
- <http://www.britannica.com/EBchecked/topic/379134/Mexican-American-War/379134suppinfo/Supplemental-Information>

ALCOSS: 5.11 (5.12 in 2004 COS, p. 40)

Identify causes of the Civil War, including states’ rights and the issue of slavery.

- Describing the importance of the Missouri Compromise, Nat Turner’s insurrection, the Compromise of 1850, the Dred Scott decision, John Brown’s rebellion, and the election of 1860.
- Recognizing key Northern and Southern personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan —Stonewall Jackson, William Tecumseh Sherman, and Joseph Wheeler.
- Describing social, economic, and political conditions that affected citizens during the Civil War.
- Identifying Alabama’s role in the Civil War.
Examples: Montgomery as the first capital of the Confederacy, Winston County’s opposition to Alabama’s secession.
- Locating on a map sites important to the Civil War.
Examples: Mason-Dixon Line, Fort Sumter, Appomattox, Gettysburg, Confederate states, Union states
- Explaining events that led to the conclusion of the Civil War.

Mastered:

Students can identify causes of the Civil War, including states’ rights and the issue of slavery.

Present:

Students demonstrate and expand their knowledge of the causes of the Civil War, including states’ rights and the issue of slavery.

Going Forward:

Students deepen their understanding of the causes of the Civil War, including states’ rights and the issue of slavery.

Present and Going Forward Vocabulary:

Carpetbagger, scalawags, Ku Klux Klan, cotton gin, states’ rights, secession, nullification, Bleeding Kansas, Dred Scott case, abolition, Compromise of 1850, insurrection, expansionism, sectionalism, Antebellum period, plantation system, Missouri Compromise of 1820, Three-fifths Compromise, Uncle Tom’s cabin, John Brown’s Raid on Harper’s Ferry, Black Codes, Free Soil Party, popular sovereignty, “The Alabama Platform”

Career Connections:

Playwright, Actor, Historian, Politician, Lawyer, Civil Rights Activist,

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

Carpetbaggers and Scalawags

Students will research carpetbaggers and scalawags. Then compare and contrast them. The students will write a skit to show how the two were different and how they affected the lives of people that they came in contact with during this time in the South.

Literature Connections:

- Hume, R. L. Blacks, Carpetbaggers, and Scalawags: The Constitutional Conventions of Radical Reconstruction. Baton Rouge, LA: Louisiana State University Press. 2008.
- Hakim, J. A Reconstructing America: 1865-1890 A History of US Book 7. NY: Oxford University Press. 2007.

ALCOSS: 5.12

Summarize successes and failures of the Reconstruction Era.

- Evaluating the extension of citizenship rights to African Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.
- Analyzing the impact of Reconstruction for its effect on education and social institutions in the United States.

Examples: Horace Mann and education reform, Freedmen’s Bureau, establishment of segregated schools, African-American churches

- Explaining the black codes and Jim Crow laws.
- Describing post-Civil War land distribution, including tenant farming and sharecropping.

Mastered:

Students can summarize successes and failures of the Reconstruction Era.

- Evaluating the extension of citizenship rights to African Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.
- Analyzing the impact of Reconstruction for its effect on education and social institutions in the United States.
- Explaining the black codes and Jim Crow laws.
- Describing post-Civil War land distribution, including tenant farming and sharecropping.

Present:

Students will demonstrate and expand their knowledge of the successes and failures of the Reconstruction Era.

- Evaluating the extension of citizenship rights to African Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.
- Analyzing the impact of Reconstruction for its effect on education and social institutions in the United States.
- Explaining the black codes and Jim Crow laws.
- Describing post-Civil War land distribution, including tenant farming and sharecropping.

Going Forward:

Students will deepen their understanding of the successes and failures of the Reconstruction Era.

- Evaluating the extension of citizenship rights to African Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.
- Analyzing the impact of Reconstruction for its effect on education and social institutions in the United States.
- Explaining the black codes and Jim Crow laws.
- Describing post-Civil War land distribution, including tenant farming and sharecropping.

Present and Going Forward Vocabulary:

Robber baron, industrialist, philanthropist, labor movement, black codes, Jim Crow laws, segregation, Freedmen’s Bureau, tenant farming, sharecropping

Career Connections:

Human Resource Personnel, Economist, Lawyer, Politician, Judge

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

Emergence of Modern United States

“Who am I?”

Students will research the following individuals. After collecting biographical information from the research, students will create a Resume Card about one person. If working in a group, each person in the group should choose a different person. Students may also choose someone not on the list but from the same time period with teacher approval.

- Andrew Carnegie
- John D. Rockefeller

- J. P. Morgan
- Samuel B. Anthony
- W. E. B. DuBois

Make Resume Cards on plain white paper or card stock. Things to include on the Resume Cards: education, work experience, any personal background information, contributions to society, how this person had influenced or impacted the U.S., and any other information they feel is relevant. After completing the Resume Cards, they will make another copy of it without the name of the individual. Students will now present the resume to the group or class.

Web sites:

- <http://carnegie.org/about-us/foundation-history/about-andrew-carnegie/>
- <http://www.spartacus.schoolnet.co.uk/USArockefeller.htm>
- <http://www.biography.com/people/john-pierpont-morgan-9414735>
- <http://www.spartacus.schoolnet.co.uk/USAgompers.htm>
- <http://www.biography.com/people/susan-b-anthony-194905>
- <http://www.biography.com/people/web-du-bois-9279924>

Literature Connections:

- Smith, R. W. Spotlight on America: Industrial Revolution. Westminster, CA: Teacher Created Resources. 2006.
- Marsh C. Industrial Revolution from Muscle to Machine! (American Milestone). Peachtree City, GA: Gallopade International. 2004.
- Staton, H. All About America: The Industrial Revolution. NY: Kingfisher. 2012.

ALCOSS: 5.13

Describe social and economic influences on United States' expansion prior to World War I.

- Explaining how the development of the transcontinental railroads helped the United States achieve its Manifest Destiny.
- Locating on a map states, capitals, and important geographic features west of the Mississippi River.
- Explaining how the United States acquired Alaska and Hawaii.
- Identifying major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics.
- Analyzing the impact of closing the frontier to American Indians' way of life.
- Explaining how the Spanish-American War led to the emergence of the United States as a world power.
- Characterizing the global impact of the Great Depression.

Mastered:

Students can describe social and economic influences on United States' expansion prior to World War I.

- Explaining how the development of the transcontinental railroads helped the United States achieve its Manifest Destiny.
- Locating on a map states, capitals, and important geographic features west of the Mississippi River.
- Explaining how the United States acquired Alaska and Hawaii
- Identifying major

Present:

Students will demonstrate and expand their knowledge of social and economic influences on United States' expansion prior to World War I.

- Explaining how the development of the transcontinental railroads helped the United States achieve its Manifest Destiny.
- Locating on a map states, capitals, and important geographic features west of the Mississippi River.
- Explaining how the United States acquired

Going Forward:

Students will deepen their understanding of social and economic influences on United States' expansion prior to World War I.

- Explaining how the development of the transcontinental railroads helped the United States achieve its Manifest Destiny.
- Locating on a map states, capitals, and important geographic features west of the Mississippi River.
- Explaining how the United States acquired Alaska and Hawaii.

<p>groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics.</p> <ul style="list-style-type: none"> Analyzing the impact of closing the frontier to American Indians' way of life. Explaining how the Spanish-American War led to the emergence of the United States as a world power. 	<p>Alaska and Hawaii</p> <ul style="list-style-type: none"> Identifying major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics. Analyzing the impact of closing the frontier to American Indians' way of life. Explaining how the Spanish-American War led to the emergence of the United States as a world power. 	<ul style="list-style-type: none"> Identifying major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics. Analyzing the impact of closing the frontier to American Indians' way of life. Explaining how the Spanish-American War led to the emergence of the United States as a world power.
<p>Present and Going Forward Vocabulary: Progressive Era, Eleanor Roosevelt, agrarian and urban societies, Women's Suffrage, farmers, ranchers, Westward Expansion, Jewish merchants, Mormons, Hispanics, Manifest Destiny</p>		

Career Connections:
 Political Activist, Historian, Professor, Teacher, Merchant, Politician, Lawyer, Judge, Historian

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
You Go Girl!
 Students will research the women of the Progressive Era. They will then create a comic strip to show the progression of women rights from 1900 to 1919, focusing on Women's Suffrage. Include how this has impacted life today.

Web sites:

- <http://www.digitalhistory.uh.edu/modules/progressivism/index.cfm>
- <http://www.academicamerican.com/progressive/topics/progressive.html>
- <http://www.nwhm.org/online-exhibits/progressiveera/home.html>
- <http://www.pbs.org/wgbh/americanexperience/features/general-article/eleanor-progressive/>
- <http://teacher.scholastic.com/activities/suffrage/>
- <http://www.archives.gov/education/lessons/woman-suffrage/>

Literature Connections:

- Meachen, R. D. Great Women of the Suffrage Movement. Minneapolis, MN: Compass Point Books. 2006.
- Schwabach, K. The Hope Chest. NY: Yearling. 2010.
- Murphy, C. R. Marching with Aunt Susan B. Anthony and the Fight for Women's Suffrage. Atlanta, GA: Peachtree Publishers. 2011.