

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 11**

Title: US History I

<i>Students will be able to :</i>	STUDENT LEARNING OUTCOMES*	ASSESSMENT STRATEGIES AND ACTIVITIES
<p>Interpret and construct timelines that show how events are related to one another. (H)</p> <p>Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)</p> <p>Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)</p> <p>Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)</p> <p>Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)</p> <p>Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)</p> <p>Distinguish intended from unintended consequences. (H, E, C)</p> <p>Distinguish historical fact from opinion. (H, E, C)</p> <p>Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)</p>	<p>A student will be able to:</p> <p>USI.1 Analyze the colonization of British North America, outlining the regional differences among the 13 colonies.</p> <p>USI.2 Explain the political and economic factors that contributed to the American Revolution. (H, C)</p> <p style="margin-left: 20px;">A. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775</p> <p style="margin-left: 20px;">B. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution</p> <p>USI.3 Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)</p> <p style="margin-left: 20px;">A. the legacy of ancient Greece and Rome</p> <p style="margin-left: 20px;">B. the political theories of such European philosophers as Locke and Montesquieu</p> <p>USI.4 Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson. (H, C)</p> <p>USI.5 Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. Stamp Act, et.al. (H)</p> <p>USI.6 Explain the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H)</p> <p>USI.7 Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shays's rebellion) leading to the Constitutional Convention. (H, C)</p>	<p><i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>Presentations</i></p> <p><i>Tests, quizzes and exams</i></p> <p><i>Analysis of primary source documents</i></p> <p><i>Analysis of political cartoons/propaganda posters and speeches</i></p> <p><i>Cause & Effect flowchart</i></p> <p><i>Mapping</i></p> <p><i>Open ended questions & reflection</i></p> <p><i>Historical Timelines Debates</i></p> <p><i>Webquest</i></p>

* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.27-32

DISCIPLINES:

H= History

G= Geography

E= Economics

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<i>Students will demonstrate an understanding of the following concepts:</i>	STUDENT LEARNING OUTCOMES* <i>A student will be able to:</i>	SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES
<p>The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</p> <p>The origins and impact of sectionalism on American life and politics.</p> <p>The rise and continuing international influence of the United States.</p> <p>The growth in the role of government.</p> <p>The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.</p> <p>The growth and impact of centralized state power.</p> <p>The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</p> <p>The effects of geography on the history of civilizations and nations.</p> <p>The growth and spread of free markets and industrial economies.</p>	<p>USI.8 Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the "Great Compromise" that was reached. (H, C)</p> <p><i>Major Debates</i></p> <p>A. the distribution of political power B. the rights of individuals C. the rights of states D. slavery</p> <p><i>Founders</i></p> <p>A. Benjamin Franklin B. Alexander Hamilton C. James Madison D. George Washington</p> <p>USI.9 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)</p> <p>USI.10 Explain the reasons for the passage of the Bill of Rights. (H, C)</p> <p>A. the influence of the British concept of limited government B. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes</p> <p>USI.11 On a map of North America, identify the first 13 states to ratify the Constitution. (H, G)</p> <p>USI.12 Describe the purpose and functions of government. (H, C)</p> <p>USI.13 Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (H, C)</p> <p>USI.14 Explain why the United States government is classified as a democratic-republic form of government. (H, C)</p>	<p><i>Analysis of primary source documents</i></p> <p><i>Problem Solving Initiatives</i></p> <p><i>Group Activities</i></p> <p><i>Debate</i></p> <p><i>Research Project</i></p> <p><i>Map Activities</i></p> <p><i>Reading for content and relevance</i></p> <p><i>Open-response questions</i></p> <p><i>Oral Presentations</i></p> <p><i>Locate information using indexes, table of contents, computerized directories</i></p> <p><i>Discussion, notetaking, study guides</i></p> <p><i>Graphic Organizers</i></p> <p><i>Curriculum Produced Materials</i></p> <p><i>Role playing</i></p>

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<p><i>Students will demonstrate an understanding of the following vocabulary::</i></p> <p><i>Marbury vs. Madison</i> Westward Expansion Homestead Act Monroe Doctrine Trail of Tears Manifest Destiny Gold rush Gadsden Purchase Transcontinental railroad Industrial Revolution Eli Whitney Thresher cotton gin “the Golden Spike” Immigration Ellis Island Abolitionist Harriet Beecher Stowe Frederick Douglas Horace Mann Pony express Santa Fe trail Oregon trail Donner pass William Lloyd Garrison Sojourner Truth Harriet Tubman</p>	<p style="text-align: center;">STUDENT LEARNING OUTCOMES*</p> <p><i>A student will be able to:</i></p> <p>USI.23 Analyze the rising levels of political participation and the expansion of suffrage in antebellum America. (C, H)</p> <p>USI.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson’s actions as President: (H) the spoils system , Jackson’s veto of the National Bank , Jackson’s policy of Indian Removal</p> <p>USI.25 Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803). (H, C)</p> <p>USI.26 Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon trails. (H, E, G) A. the War of 1812 B. the purchase of Florida in 1819 C. the 1823 Monroe Doctrine D. the Cherokees’ Trail of Tears E. the annexation of Texas in 1845 F. the concept of Manifest Destiny and its relationship to westward expansion G. the acquisition of the Oregon Territory in 1846 H. the territorial acquisitions resulting from the Mexican War I. the search for gold in California J. the Gadsden Purchase of 1854</p> <p>USI.27 Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)</p>	<p style="text-align: center;">SUGGESTED INSTRUCTIONAL MATERIAL & RESOURCES</p> <p>DOCUMENTS Mayflower Compact (1620) Massachusetts Body of Liberties (1641) <i>John Locke’s <u>Treatises of Civil Government, Letters from a Farmer, Common Sense</u></i> the <i>Declaration of Independence</i> (1776) <i>Suffolk Resolves</i> (1774) <i>Virginia Statute for Religious Freedom</i> (1786) <i>Massachusetts Constitution</i> (1780) Frederick Douglass’s Independence Day speech at Rochester, New York (1852) Northwest Ordinance (1787) Washington and John Adams letters <i>U.S. Constitution</i> <i>Federalist Paper number 10</i> <i>Federalist Papers numbers 1, 9, 39, 51, and 78</i> <i>Washington’s Farewell Address (1796)</i> <i>Jefferson’s First Inaugural Address (1801)</i> <i>Hamilton’s Reports- credit, manufacturing.</i></p>
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<p>Underground Railroad Seneca Falls convention Susan B. Anthony</p> <p>Elizabeth Cady Stanton</p> <p>Missouri Compromise Kansas-Nebraska Act Dred Scott Decision Lincoln Douglas debates John Brown’s raid Confederacy Fort Sumter Ulysses S. Grant Robert E. Lee Monitor & Merrimack William T. Sherman Emancipation Proclamation impeachment</p>	<p>USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)</p> <ul style="list-style-type: none"> • the technological improvements and inventions that contributed to industrial growth • the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s • the rise of a business class of merchants and manufacturers • the roles of women in New England textile factories <p>USI.29 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)</p> <p>USI.30 Summarize the growth of the American education system and Horace Mann’s campaign for free compulsory public education. (H)</p> <p>USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)</p> <ul style="list-style-type: none"> A. Frederick Douglass B. William Lloyd Garrison C. Sojourner Truth D. Harriet Tubman E. Theodore Weld <p>USI.32 Describe important religious trends that shaped antebellum America. (H)</p> <ul style="list-style-type: none"> A. the increase in the number of Protestant denominations B. the Second Great Awakening C. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration 	<p>DOCUMENTS <u><i>Bill of Rights (1791)</i></u> <u><i>Magna Carta (1215)</i></u> <u><i>English Bill of Rights (1689)</i></u> <u><i>Alexis de Tocqueville, <i>Democracy in America, Volume I (1835) and Volume II (1839)</i></i></u> <u><i>Seneca Falls Declaration of Sentiments and Resolutions (1848)</i></u> Lincoln’s <u><i>Gettysburg Address</i></u> (1863) and Lincoln’s second inaugural address (1865) Lincoln’s “House Divided” speech (1858) Mississippi Black Codes, Thaddeus Stevens, Black Suffrage and Land Redistribution The Rise and Fall of Northern Support for Reconstruction (cartoon)</p>

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<i>Students will demonstrate an understanding of the following vocabulary:</i>	STUDENT LEARNING OUTCOMES*	RELATED SOFTWARE AND WEBSITES:
<p>Erie Canal Freedom of expression, religion, speech Mayflower Compact New England mill town Patriot Loyalist Plantation Separation of church and state Settler settlement Textile industry Urban rural Working conditions Checks and balances Pilgrim Territorial expansion</p>	<p><i>A student will be able to:</i></p> <p>USI.39 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H)</p> <p>USI 40 Describe the important Civil War battles and events. (H)</p> <p>USI.41 Provide examples of the various effects of the Civil War. (H, E) A. physical and economic destruction B. the increased role of the federal government C. the greatest loss of life on a per capita basis of any U.S. war before or since</p> <p>USI.42 Explain the policies and consequences of Reconstruction. (H, C) A. Presidential and Congressional Reconstruction B. the impeachment of President Johnson C. the 13th, 14th, and 15th Amendments D. the opposition of Southern whites to Reconstruction E. the accomplishments and failures of Radical Reconstruction F. the presidential election of 1876 and the end of Reconstruction G. the rise of Jim Crow laws H. the Supreme Court case, <i>Plessy v. Ferguson</i> (1896)</p>	

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