

## **Curriculum Map: 19<sup>th</sup> Century US History**

**Meadville Area Senior High School**

**Social Studies Department**

**Course Description:** This course begins after the Constitution and concludes with the beginning of World War I. Students will be required to analyze and evaluate significant events in United States history, make connection to the context of world history in the 19<sup>th</sup> century, and consider the impact of these events on progressing historic events. Students will also be expected to connect events throughout the United States history, including current events, to observe the continuation of significant themes in American history. Course work will include research projects, essays, classroom presentations, discussions and independent reading and writing assignments

**Unit Title:**

Unit 1: Early Years Under the Constitution

**Suggested time frame:**

3-4 weeks (September)

**Standards:**

8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D

**Essential Questions:**

1. Explain why Washington's presidency was so important to the beginning of the new republic.
2. Analyze Hamilton's economic policies and compare competing views for/against these policies.
3. Investigate why political parties develop in the new nation.

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> <li>• Analyze and interpret the different aspects of History and Government that exist presently or in the past</li> <li>• Understanding of signs of government effectiveness or weakness</li> </ul>	precedent cabinet Judiciary Act of 1789 Bill of Rights strict construction loose construction Whiskey Rebellion Washington, D.C. Battle of Fallen Timbers Federalist Democratic-Republican XYZ Affair High Federalists Alien and Sedition Acts Kentucky and Virginia Resolutions	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries, PowerPoints, speeches, class presentations, Animoto presentations, cross	Primary and secondary sources, maps, charts, video resources, field trips, Smartboard lessons, internet resources, images, biographies, history textbook (TBD), political cartoons

		curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:** Unit 2: Jeffersonian Era

**Suggested time frame:** 3-4 weeks (September-October)

**Standards:** 8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D

- Essential Questions:**
1. Analyze the accomplishments and flaws that highlighted the Jefferson presidency?
  2. Investigate how Jefferson’s administration and public reaction to it evolved over his two terms.
  3. Critique the accomplishments and significance of the Corps of Discovery.
  4. Explain the causes and effects of the War of 1812.

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
<ul style="list-style-type: none"><li>• Analyze and interpret the different aspects of History and Government that exist presently or in the past</li><li>• Understanding of signs of government effectiveness or weakness</li></ul>	precedent cabinet Judiciary Act of 1789 Bill of Rights strict construction loose construction Whiskey Rebellion Washington, D.C. Battle of Fallen Timbers Federalist Democratic-Republican XYZ Affair High Federalists Alien and Sedition Acts Kentucky and Virginia Resolutions	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries , PowerPoints, speeches, class presentations,	Primary and secondary sources, maps, charts, video resources, field trips, Smartboard lessons, internet resources, images, biographies, history textbook (TBD), political cartoons

		Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:***Unit 3: Jacksonian Democracy***Suggested time frame:**

3-4 weeks (October-November)

**Standards:**

8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D

**Essential Questions:**

1. Assess how the nation became more democratic in the 1820s.
2. Describe Andrew Jackson's leadership style as president, and how he earned the nickname "Old Hickory."
3. Analyze the major conflicts that occurred during Jackson's administration, how he dealt with these conflicts, the effects of his actions, and critique his actions.
4. Explain the causes and effects of the Panic of 1837, including how this economic crisis affected the presidencies of Van Buren, Harrison, and Tyler.

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> <li>Analyze and interpret the different aspects of History and Government that exist presently or in the past</li> <li>Understanding of signs of government effectiveness or weakness</li> </ul>	corrupt bargain suffrage Whigs Democrats caucus nominating conventions Old Hickory spoils system kitchen cabinet pet banks Tariff of Abominations nullification states' rights secede Nullification Crisis Indian Removal Act Trail of Tears Seminole War Panic of 1837	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries, PowerPoints, speeches, class presentations,	Primary and secondary sources, maps, charts, video resources, field trips, Smartboard lessons, internet resources, images, biographies, history textbook (TBD), political cartoons

		Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:***Unit 4: Westward Expansion***Suggested time frame:**

3-4 weeks (November-December)

**Standards:**

8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D

**Essential Questions:**

1. Analyze the hardships faced by travelers on the Oregon Trail in their daily lives on the journey.
2. Hypothesize why Mexicans want Americans to settle in Texas, and how that changed with the rise of Santa Anna.
3. Explain the factors that led to a relatively unknown candidate like James K. Polk being elected president, and what this showed about Americans ideas of manifest destiny.
4. Outline the major results of the Mexican War and the ways in which the United States expanded west at the expense of Mexico.
5. Explain the causes and effects of the California Gold Rush.
6. Describe the events that led to Mormon settlements in the Utah Territory.
7. Explain how the issue of slavery played a role in the addition of Texas and California into the United States.

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> <li>• Analyze and interpret the different aspects of History and Government that exist presently or in the past</li> <li>• Understanding of signs of government effectiveness or weakness</li> </ul>	corrupt bargain suffrage Whigs Democrats caucus nominating conventions Old Hickory spoils system kitchen cabinet pet banks Tariff of Abominations nullification states' rights secede	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative	Primary and secondary sources, maps, charts, video resources, field trips, Smartboard lessons, internet resources, images, biographies, history textbook (TBD), political cartoons

	Nullification Crisis Indian Removal Act Trail of Tears Seminole War Panic of 1837	writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries , PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:**

Unit 5: Antebellum Era

**Suggested time frame:**

3-4 weeks (December-January)

**Standards:**

8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D

**Essential Questions:**

1. Compare the social and economic conditions that developed in the north versus the south and west in the mid-19th century as a result of the growth of the cotton industry.
2. Compare and contrast the hardships of unskilled workers in the north with the hardships of slaves in the south.
3. Identify the goals of the women's rights movement and analyze how successful the movement was at achieving their goals.
4. Synthesize the relationship between conditions in the U.S. in the 19th century and reform movements that developed in the Antebellum Era.
5. Evaluate the arguments for/against slavery in territories and new states in the west.
6. Explain the motivations of abolitionists and slavery supporters in struggle for control of Kansas, and describe the turmoil that resulted from this struggle.
7. Analyze the impact of the Dred Scott case, and evaluate the impact of the decision as a cause of the civil war.
8. Describe the development and platform of the Republican Party. 4. Explain the causes and effects of the Panic of 1837, including how this economic crisis affected the presidencies of Van Buren, Harrison, and Tyler.

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> <li>• Analyze and interpret the different aspects of History and Government that exist presently or in the past</li> <li>• Understanding of signs of government effectiveness or weakness</li> </ul>	telegraph skilled worker trade union unskilled worker strike immigrant Know-Nothing party nativist discrimination abolitionist	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds,	Primary and secondary sources, maps, charts, video resources, field trips, Smartboard lessons, internet resources, images, biographies, history textbook (TBD), political cartoons

	<p>underground railroad  Seneca Falls Convention  temperance movement  sectionalism  popular sovereignty  Free Soil Party  fugitive  Compromise of 1850  Uncle Tom's Cabin  Kansas-Nebraska Act  Border Ruffians  Bleeding Kansas  Republican Party  Harper's Ferry</p>	<p>graphic organizers,  simulations, biographical  sketches, vocabulary exercises,  reciprocal teaching, creative  writing (journals, newspapers,  letters), map design,  summarizing, debates, Answer-  Cite-Explain Response (ACE),  writing narratives, main idea  and details exercises, iPod  documentaries , PowerPoints,  speeches, class presentations,  Animoto presentations, cross  curricular lessons, historical  inquiry activities,  image/artifact analysis  activities, mock trials</p>	
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**Unit Title:** Unit 6: Civil War

**Suggested time frame:** 3-4 weeks (January-February)

**Standards:** 8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D

- Essential Questions:**
1. Analyze the reasons why southern states decided to secede from the union.
  2. Compare the advantages and disadvantages of the Union and Confederacy when the Civil War began.
  3. Explain the significance of important battles of the Civil War on strategy and morale of the North and South, as well as historic or cultural significance.
  4. Outline the political and moral justifications of Lincoln’s Emancipation Proclamation, and the impact this enactment had on the war.
  5. Evaluate the impact women had on the Civil War and the avenues their pursued to help in the war effort.
  6. Compare/contrast the competing plans for Reconstruction and recognize the overall impact of the war on American society.

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
<ul style="list-style-type: none"><li>• Analyze and interpret the different aspects of History and Government that exist presently or in the past</li><li>• Understanding of signs of government effectiveness or weakness</li></ul>	Confederate States of America Fort Sumter Bull Run Antietam Shiloh Vicksburg Emancipation Proclamation draft inflation Fredericksburg Chancellorsville Gettysburg Pickett’s Charge Gettysburg Address March to the Sea Reconstruction	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design,	Primary and secondary sources, maps, charts, video resources, field trips, Smartboard lessons, internet resources, images, biographies, history textbook (TBD), political cartoons

	Wade-Davis Bill	summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries , PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:** Unit 7: Reconstruction

**Suggested time frame:** 3-4 weeks (February-March)

**Standards:** 8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D

- Essential Questions:**
1. Compare and contrast President Lincoln and President Johnson’s plans for reconstruction.
  2. Compare and contrast President Johnson’s reconstruction plan with that of the radical republicans.
  3. Explain ways white southerners tried to limit the rights of blacks.
  4. Analyze the impact of the Civil War Amendments.
  5. Investigate the quality of life for freedmen in the south.
  6. Explain how reconstruction ended with the election of 1876.
  7. Critique the decision of the Supreme Court in Plessy v. Ferguson.

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"><li>Analyze and interpret the different aspects of History and Government that exist presently or in the past</li><li>Understanding of signs of government effectiveness or weakness</li></ul>	Freedmen’s Bureau Ten Percent Plan Thirteenth Amendment Black code Radical Republicans Fourteenth Amendment Radical Reconstruction Fifteenth Amendment Scalawag Carpetbagger Sharecropper Conservatives Ku Klux Klan Poll tax Literacy test Grandfather clause Segregation	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-	Primary and secondary sources, maps, charts, video resources, field trips, Smartboard lessons, internet resources, images, biographies, history textbook (TBD), political cartoons

	Jim Crow Laws Plessy v. Ferguson	Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries , PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:** Unit 8: The West

**Suggested time frame:** 3-4 weeks (March-April)

**Standards:** 8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D

- Essential Questions:**
1. Explain how the United States government promoted economic development and settlement of the west.
  2. Hypothesize on the motivations for settlers to move west onto the Great Plains, and where they came from.
  3. Describe the role mining, farming, and ranching played in bringing more people to the west in the last 19th century.
  4. Identify the impact of families on mining communities.
  5. Compare and contrast the role of large corporations in farming, ranching, and mining in the west.
  6. Explain the sources of conflict between the United States government and American Indians.
  7. Describe how the United States government tried to assimilate American Indians

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"><li>Analyze and interpret the different aspects of History and Government that exist presently or in the past</li><li>Understanding of signs of government effectiveness or weakness</li></ul>	Homestead Act Pacific Railway Act Morrill Act Exodusters Department of Agriculture bonanza farm cowboys cattle drives railhead open range Comstock Lode Bureau of Indian Affairs Sand Creek Massacre Battle of Little Bighorn Massacre at Wounded Knee assimilation	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design,	Primary and secondary sources, maps, charts, video resources, field trips, Smartboard lessons, internet resources, images, biographies, history textbook (TBD), political cartoons

	Dawes Act	summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries , PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:***Unit 9: Transforming American Society***Suggested time frame:**

3-4 weeks (April-May)

**Standards:**

8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D

**Essential Questions:**

1. Compare competing economic ideologies of the age, including capitalism and socialism/communism.
2. Analyze big business giants as “robber barons” and “captains of industry.”
3. Correlate the conditions for laborers with their motivation for unionizing and striking.
4. Explain the efforts of the federal government and big business in dealing with conditions and laborers.
5. Identify controversies that arose from the growth of immigration.
6. Compare city life for middle class and working class residents.
7. Describe the power and organization of political machines in cities in the 19th century.
8. Critique the arguments of supporters and opposition to the spoils system.

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> <li>• Analyze and interpret the different aspects of History and Government that exist presently or in the past</li> <li>• Understanding of signs of government effectiveness or weakness</li> </ul>	Bessemer Process patent transcontinental railroad capitalism communism corporation monopoly vertical integration horizontal integration Sherman Antitrust Act Knights of Labor Great Upheaval American Federation of Labor Chinese Exclusion Act suburbs conspicuous consumption	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design,	Primary and secondary sources, maps, charts, video resources, field trips, Smartboard lessons, internet resources, images, biographies, history textbook (TBD), political cartoons

	<p>tenements  settlement houses  yellow journalism  vaudeville  ragtime  political machines  party bosses  Gilded Age  Stalwarts  Half-Breeds  Pendleton Civil Service Act  National Grange  cooperatives  Interstate Commerce Act  graduated income tax  gold standard  Populist Party</p>	<p>summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries , PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials</p>	
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**Unit Title:** Unit 10: Progressive Era

**Suggested time frame:** 3-4 weeks (May)

**Standards:** 8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D

- Essential Questions:**
1. Evaluate international tensions that existed that led to World War I.
  2. Explain how trench warfare and new weapons caused the war to fall into stalemate.
  3. Assess the U.S. plans to remain neutral in World War I, and analyze events that pulled the U.S. into war.
  4. Evaluate the United States efforts in preparing and organizing for operations in World War I.
  5. Assess the United States' effort to organize the country at home for the war effort.
  6. Compare Wilson's Fourteen Points to the Treaty of Versailles, and assess how much of his plan for peace was included in the peace treaties.
  7. Evaluate the global impact of World War I.

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"><li>Analyze and interpret the different aspects of History and Government that exist presently or in the past</li><li>Understanding of signs of government effectiveness or weakness</li></ul>	Militarism Nationalism Alliances Imperialism Allied Powers Central Powers Convoy system Sussex Pledge Zimmermann Note Selective Service Act Food Administration War Industries Board Great Migration Committee on Public Information Espionage Act	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design,	Primary and secondary sources, maps, charts, video resources, field trips, Smartboard lessons, internet resources, images, biographies, history textbook (TBD), political cartoons

	Sedition Act Reparations Fourteen Points Treaty of Versailles League of Nations	summarizing, debates, Answer- Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries , PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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