

**Course Description**

Missouri History is a required semester course that examines the basic chronology of history in Missouri from early man to the present. Major emphasis will be placed on Missouri’s role in the settlement of the west and the Civil War. Students will also examine the structure and functions of state government in Missouri. Students who pass the Missouri Constitution test during the course will fulfill a Missouri state requirement for high school graduation.

**Scope and Sequence**

Timeframe	Unit	Instructional Topics
6 Week(s)	Missouri Government to the Coming of the Americans	1. Executive Branch 2. Legislative Branch 3. Judicial Branch 4. Missouri Geography 5. The Original Missourians 6. French and Spanish 7. Coming of the Americans 8. Unit 1 Benchmark
6 Week(s)	Statehood to Maturing Missouri Economy	1. Movement to Statehood 2. The American West 3. Age of Benton 4. Slavery in Missouri 5. War with Kansas 6. Unit 2 Benchmark
5 Week(s)	Civil War to Missouri Today	1. Civil War 2. Maturing Economy 3. Culture and the Depression 4. Missouri Today 5. Unit 3 Benchmark

**Prerequisites**

None

**Course Instructional Resources/Textbook**

Missouri: The Heart of the Nation

**Course Details**

**UNIT: Missouri Government to the Coming of the Americans** -- 6 Week(s)

**Unit Description**

This unit covers the three branches of Missouri’s government. It covers the inner workings of the states political system. It will also discuss the physical make up of the state, its early inhabitants and growth as a territory.

**Enduring Understandings/Essential Learner Outcomes**

- Missouri Geography
- Governmental Systems and their Principles
- How to properly use tools of inquiry to solve problems

**Academic Vocabulary**

- Paleolithic
- Archaic
- Woodland
- Mississippian
- Judicial Branch
- Legislative Branch
- Executive Branch
- Lobbyist
- Special Interest Groups

Louisiana Purchase  
War of 1812  
Land Problem  
Osage Tribe  
Joie De Vivre

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**TOPIC: Executive Branch** -- 4 Day(s)

**Description**

Students will learn about the inter workings of the executive branch in Missouri's government; including the different offices and functions of the executive branch.

**Academic Vocabulary (What terms will students need to know?)**

Executive Branch  
Reprieve  
Pardon  
Extradite  
Commutate

**Learning Targets**

I can explain the functions and importance of the executive branch.

KCU.GOV.9-  
12.T3S1.C

I can determine the changes in political ideology, over time, from the point of view of a particular branch of government.

KCU.GOV.9-  
12.T4S1.B

I can trace the significance and powers of this branch of government.

KCU.GOV.9-  
12.T3S1.C

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**TOPIC: Legislative Branch** -- 4 Day(s)

**Description**

Students will learn about the processes of law making; as well as, the role of special interest groups.

**Academic Vocabulary (What terms will students need to know?)**

General Assembly  
Lobbyists

**Learning Targets**

I can identify how laws created by the General Assembly are created and how they affect society.

DT.GOV.9-  
12.T1S2.A

I can determine the changes in political ideology, over time, from the point of view of a particular branch of government.

KCU.GOV.9-  
12.T4S1.B

I can trace the significance and powers of this branch of government.

KCU.GOV.9-  
12.T3S1.C

I can analyze laws created by the general assembly and how they affect society

DT.AH.9-12.T1S2.A

**TOPIC: Judicial Branch** -- 4 Day(s)

**Description**

Students will learn the functions of the court systems and legal workings of the state.

**Academic Vocabulary (What terms will students need to know?)**

Appeal  
Arbitration  
Mediation

**Learning Targets**

I can determine the changes in political ideology, over time, from the point of view of a particular branch of government.

KCU.GOV.9-  
12.T4S1.B

I can trace the significance and powers of this branch of government.

KCU.GOV.9-  
12.T3S1.C

**TOPIC: Missouri Geography** -- 2 Day(s)

**Description**

Students will learn about the physical geography of the state including its shape, features, and weather. Students will study the early inhabitants of the state, their contributions, and legacy.

**Academic Vocabulary (What terms will students need to know?)**

Mississippi River  
Missouri River  
Ozark Plateau  
Glaciated Plains  
Osage Plains  
Alluvial River Plains  
Bootheel  
Osage  
Missouri  
Quapaw  
Oneota

**Learning Targets**

I can locate major cities of Missouri and their significance.

DT.AH.9-12.T1S3.C

I can use maps and other graphic representations in order to explain relationships and reveal patterns or trends in Missouri history.

DT.AH.9-12.T1S3.A

I can explain how the physical and human characteristics of Missouri are connected to its changing identity and culture.

DT.AH.9-12.T1S3.B

**TOPIC: The Original Missourians** -- 2 Day(s)

**Description**

Students will learn about the different time periods in Missouri's history as it pertains to civilizations living in the area. Students will examine specific tribes and the importance they had on our history; including their interactions with the coming Europeans.

**Academic Vocabulary (What terms will students need to know?)**

Paleolithic Period  
Archaic Period  
Osage  
Missouri  
Quapaw  
Oneota  
Mississippian Period  
Woodland Period

**Learning Targets**

I can examine the origin and impact of social structures on societies and relationships between peoples.

DT.AH.9-12.T1S5.B

I can explain the sequence of events in Missouri's history and their importance to its history.

KCU.WH.9-12.T4S5.D

**TOPIC: French and Spanish** -- 4 Day(s)

**Description**

Students will learn of the early explorers who came to the area, including the creation of cities like St. Louis and St. Genevieve. Students will be instructed on the influence of various groups of people that traveled to the state and their relations with the natives.

**Academic Vocabulary (What terms will students need to know?)**

Missionaries  
St. Genevieve  
St. Louis  
Joie De Vivre  
Forts  
Louisiana Purchase

**Learning Targets**

I can explain the sequence of events in Missouri's history and their importance to its history.

DT.AH.9-12.T1S1.A

I can make connections between groups of people in early Missouri.

DT.AH.9-12.T1S1.B

I can complete a research product to present this specific topic in Missouri history.

DT.AH.9-12.T1S1.C

I can identify the sources of the land problem.

DT.AH.9-12.T1S1.E

**TOPIC: Coming of the Americans** -- 4 Day(s)**Description**

Students will be instructed on the important events of the time period. Students will learn what frontier life was like in early Missouri. Students will learn about the land problem that was faced by the settlers of the state at the turn of the 19th century.

**Academic Vocabulary (What terms will students need to know?)**

Louisiana Purchase  
Regime  
Treaty of Ghent  
The Land Problem  
War of 1812

**Learning Targets**

I can complete a research product to present this specific topic in Missouri history.

DT.AH.9-12.T1S1.C

I can explain the sequence of events in Missouri's history and their importance to its history.

DT.AH.9-12.T1S1.A

I can make connections between groups of people in early Missouri.

DT.AH.9-12.T1S1.B

**TOPIC: Unit 1 Benchmark** -- 2 Day(s)**Description**

Students will take the Unit Benchmark at the end of the six weeks. Students will be provided with a study guide and one day will be spent playing a review game before taking the exam.

**Academic Vocabulary (What terms will students need to know?)**

Unit Study Guide

**Learning Targets****UNIT: Statehood to Maturing Missouri Economy** -- 6 Week(s)**Unit Description**

In this unit, we will study the expansion west in early Missouri and its journey to statehood. We will go in depth researching Thomas Benton and Slavery throughout the state. Lastly we will look at the elections that took place during the time and the dispute with Kansas.

**Enduring Understandings/Essential Learner Outcomes**

Understanding of the causes and purposes of the expansion west.  
The journey Missouri took to statehood.  
The impact Slavery had on Missouri.  
The importance Thomas Hart Benton had on politics.

**Academic Vocabulary**

Missouri Compromise  
Lewis and Clark  
Zebulon Pike  
Stephen H. Long  
Traders and Trappers  
Sante Fe Trail  
Manifest Destiny  
"Oregon Fever"  
The Platte Purchase  
"Hiring Out"  
Master-Slave Relationships  
Slave Trading  
Abolitionist  
Kansas-Nebraska Act

**TOPIC: Movement to Statehood** -- 4 Day(s)

**Description**

Students will learn about Missouri's movement towards becoming a state; including, the issues the state faced when dealing with political issues of the time. Students will discuss the impact the Missouri Compromise had not only on Missouri but the country as a whole. Students will learn about the Constitutional Convention and the first two senators for the newly created state.

**Academic Vocabulary (What terms will students need to know?)**

Missouri Compromise  
Constitutional Convention  
36' 30 Line  
Ballot Vs. Oral Voting  
St. Louis Clique  
Little Junto  
Bavid Barton  
Thomas Hart Benton

**Learning Targets**

I can use maps and other graphic representations in order to explain relationships and reveal patterns or trends in Missouri history.

DT.AH.9-12.T1S3.A

I can explain how the physical and human characteristics of Missouri are connected to its changing identity and culture.

DT.AH.9-12.T1S3.B

I can explain the sequence of events in Missouri's history and their importance to its history.

DT.AH.9-12.T1S1.A

I can make connections between groups of people in early Missouri.

DT.AH.9-12.T1S1.B

I can examine the origin and impact of social structures on societies and relationships between peoples.

DT.AH.9-12.T1S5.B

**TOPIC: The American West** -- 4 Day(s)

**Description**

Students will understand the importance of explorers like Lewis and Clark, Pike, Long and different traders and trappers of the time. Students will learn about the opening up of the Santa Fe Trail, Independence Missouri, Texas and the Oregon Trail. Students will learn about concepts like Manifest Destiny and Oregon Fever.

**Academic Vocabulary (What terms will students need to know?)**

Northwest Passage  
William Clark  
Meriwether Lewis  
Corps of Discovery  
Zebulon Pike  
Major Stephen H. Long  
Pierre Chouteau  
Santa Fe Trail  
Manifest Destiny  
Oregon Fever  
Oregon Trail

**Learning Targets**

I can evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.

KCU.AH.9-12.T2S3.B

I can explain the sequence of events in Missouri's history and their importance to its history.

DT.AH.9-12.T1S1.A

I can make connections between groups of people in early Missouri.

DT.AH.9-12.T1S5.B

**TOPIC: Age of Benton** -- 4 Day(s)

**Description**

In this section, students will learn the importance of Thomas Hart Benton to our Missouri History. Students will learn about topics in the advancement of Missouri as a state. This includes the Bank of Missouri, Platte Purchase, and redesign of the school system. Finally, students will get to compare and analyze different wars that took place, and their relevance to Missouri (Honey War, Mexican-American, Mormon War, Seminole Wars).

**Academic Vocabulary (What terms will students need to know?)**

Mormon  
Jacksonians  
Democrats  
Whigs  
Softs and Hards  
Annexation  
Platte Purchase  
Kelly Act  
Geyer Act  
Colonel Doniphan  
Wildcat Banking  
Joseph Smith

**Learning Targets**

I can create and use tools to analyze a chronological sequence of related events in Missouri history.

DT.AH.9-12.T1S1.A

I can analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.

DT.GOV.9-12.T1S1.E

I can explain the sequence of events in Missouri's history and their importance to its history.

DT.AH.9-12.T1S1.A

I can create and use tools to analyze a chronological sequence of related events in Missouri history.

DT.AH.9-12.T1S1.B



**TOPIC: Slavery in Missouri** -- 8 Day(s)**Description**

This two week section covers a wide range of topics dealing with slavery in Missouri. Students will look at all aspects of a slaves life, including the legal basis for slavery existing. Students will look at the abolitionist movement including the Underground Railroad; and its functions in Missouri. Students will also look at particular slaves in Missouri; such as, Dred Scott and his impact on the institution.

**Academic Vocabulary (What terms will students need to know?)**

Abolitionist

Auction

Hiring Out

Underground Railroad

Hemp

Freedom School

Tallmadge Amendment

Missouri Colonization Society

Slave Narrative

Dred Scott

**Learning Targets**

I can analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.

KCU.WH.9-  
12.T4S5.D

I can examine the origins and impact of social structures and stratification on societies and relationships between peoples.

DT.AH.9-12.T1S5.B

I can explain connections between historical context and peoples' perspectives at the time in United States history.

DT.AH.9-12.T1S1.B

I can create and use tools to analyze a chronological sequence of related events in Missouri history.

DT.AH.9-12.T1S1.A

I can use maps and other graphic representations in order to explain relationships and reveal patterns or trends in Missouri history.

DT.AH.9-12.T1S3.A

I can complete a research product to present this specific topic in Missouri history.

DT.AH.9-12.T1S1.C

I can make connections between groups of people in early Missouri.

DT.AH.9-12.T1S1.B

**TOPIC: War with Kansas** -- 4 Day(s)**Description**

Students will learn about the turmoil that transpired between people in Kansas because of slavery. Students will learn about figures like John Brown and what Jayhawkers are. Students will use this information to draw conclusions on why the country was so divided leading up to the Civil War.

**Academic Vocabulary (What terms will students need to know?)**

John Brown  
Bleeding Kansas  
Compromise  
Fugitive Slave Act  
Kansas-Nebraska Act  
Jayhawkers  
Free Soilers

**Learning Targets**

I can explain connections between historical context and peoples' perspectives at the time in United States history.

DT.AH.9-12.T1S1.B

I can analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.

KCU.WH.9-12.T4S5.D

I can analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.

DT.GOV.9-12.T1S1.E

I can explain connections between historical context and peoples' perspectives at the time in United States history.

DT.AH.9-12.T1S1.B

I can make connections between groups of people in early Missouri.

DT.AH.9-12.T1S1.B

**TOPIC: Unit 2 Benchmark** -- 2 Day(s)**Description**

Students will take the Unit Benchmark at the end of the six weeks. Students will be provided with a study guide and one day will be spent playing a review game before taking the exam.

**Learning Targets****UNIT: Civil War to Missouri Today** -- 5 Week(s)**Unit Description**

This unit will explore the causes and consequences of the Civil War, Missouri's maturing economy, and eventual fall into the Great Depression and its recovery. The unit will explore the home front in Missouri during the World Wars; as well as, the famous people from Missouri and their impact on us today.

**Enduring Understandings/Essential Learner Outcomes**

The lasting impact of the Civil War.  
The effects of the Great Depression of Missourians.  
Missouri's role during the World Wars.  
The impact famous Missourians have had on us.

**Academic Vocabulary**

"Bloody" Bill Anderson  
William Quantrill  
Martial Law  
Camp Jackson Affair  
Wilson's Creek

## MO History (2016)

Wright City R-II  
Social Studies  
Grade 11, Duration 1 Semester, .5 Credits  
Elective Course

Martial Law  
Emancipation  
Guerrilla Warfare  
Radical Rule  
Pony Express  
-Railroads: Pacific/North Missouri/Southwest Pacific/St. Louis and Iron Mountain/Missouri Valley  
James B. Eads  
The James Gang  
Bingham  
Wimar  
Clemens  
Field  
Chopin  
Wright  
Joplin  
World War I  
Womens Suffrage  
Prohibition  
Ku Klux Klan  
Pendergast Era  
The Great Depression  
The New Deal  
World War II  
Post War Politics  
Civil Rights Movement  
Women's Movement  
Urbanization  
-Tourism: Ozarks/KC/St. Louis  
University of Missouri  
Right to Life  
Green Issues  
Environmental Issues  
\_Flood of 1993  
\_Today's Issues  
Homeless  
Mike Brown  
Obama  
Trump

**TOPIC: Civil War** -- 8 Day(s)**Description**

Students will study the causes and effects of the Civil War on Missouri. Students will look at Missouri's controversial stance during the war; as well as, the results of the outcome of the Civil War on this controversial stand point. Students will also look at emancipation of the slaves and the radical rule that followed the end of the war.

**Academic Vocabulary (What terms will students need to know?)**

"Bloody" Bill Anderson  
William Quantrill  
Martial Law  
Camp Jackson Affair  
Wilson's Creek  
Martial Law  
Emancipation  
Guerrilla Warfare  
Radical Rule

**Learning Targets**

I can explain connections between historical context and peoples' perspectives at the time in United States history.

DT.AH.9-12.T1S1.B

I can use maps and other graphic representations in order to explain relationships and reveal patterns or trends in Missouri history.

DT.AH.9-12.T1S3.A

I can complete a research product to present this specific topic in Missouri history.

DT.AH.9-12.T1S1.C

I can explain the sequence of events in Missouri's history and their importance to its history.

DT.AH.9-12.T1S1.A

I can compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.

KCU.AH.9-  
12.T2S1.A

I can compare and contrast the plans for and results of the Civil War.

KCU.AH.9-  
12.T2S1.A

I can analyze the motivations for and results of changing concepts in Civil War America.

KCU.AH.9-  
12.T2S1.A

**TOPIC: Maturing Economy** -- 4 Day(s)

**Description**

Students will examine the building and advances of the railroads in Missouri. Students will also learn about the rise of the outlaw and a new contract for mail service.

**Academic Vocabulary (What terms will students need to know?)**

Pony Express

-Railroads: Pacific/North Missouri/Southwest Pacific/St. Louis and Iron Mountain/Missouri Valley

James B. Eads

The James Gang

**Learning Targets**

I can develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.

DT.AH.9-12.T1S1.D

I can explain connections between historical context and peoples' perspectives at the time in United States history.

DT.AH.9-12.T1S1.B

I can complete a research product to present this specific topic in Missouri history.

DT.AH.9-12.T1S1.C

I can explain how the physical and human characteristics of Missouri are connected to its changing identity and culture.

DT.AH.9-12.T1S3.B

I can describe and evaluate the consequences, both intended and unintended, of environmental decisions such as

DT.AH.9-12.T1S1.A

**TOPIC: Culture and the Depression** -- 8 Day(s)**Description**

Students will examine life at the turn of the 20th century. How has Missouri's culture progress and who has emerged in this new era. Students will look at politics in this era; as well as, two world wars.

**Academic Vocabulary (What terms will students need to know?)**

Bingham  
Wimar  
Clemens  
Field  
Chopin  
Wright  
Joplin  
World War I  
Womens Suffrage  
Prohibition  
Ku Klux Klan  
Pendergast Era  
The Great Depression  
The New Deal  
World War II

**Learning Targets**

I can evaluate the effects of the Great Depression and WWII on women, families, and minorities.

KCU.AH.9-  
12.T4S5.C

I can analyze the impact of the Great Depression and World War II on the arts and culture.

KCU.AH.9-  
12.T4S5.D

I can analyze the artistic and intellectual achievements of the 1930s to understand the human costs of the Great Depression.

KCU.AH.9-  
12.T4S5.A

I can describe and evaluate the consequences, both intended and unintended, of environmental decisions such as conservation movements, dam construction and the Dust Bowl.

KCU.AH.9-  
12.T4S3.A

I can determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances judicial review, and limited government.

KCU.AH.9-  
12.T4S2.C

I can evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.

KCU.AH.9-  
12.T4S2.B

I can evaluate the impact of Missouri's participation in WWII and the resulting new role in the post-war world at home and abroad.

KCU.AH.9-  
12.T4S1.E

I can evaluate the responses of Missouri leaders to the challenges of the Great Depression and World War II.

KCU.AH.9-  
12.T4S1.B

I can describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.

KCU.AH.9-  
12.T3S2.B**TOPIC: Missouri Today** -- 4 Day(s)**Description**

Students will examine the era following World War Two and it's politics. Students will follow a timeline of issues and topics leading up to today in Missouri and the election of Donald Trump.

**Academic Vocabulary (What terms will students need to know?)**

Post War Politics  
Civil Rights Movement  
Women's Movement  
Urbanization  
-Tourism: Ozarks/KC/St. Louis  
University of Missouri  
Right to Life  
Green Issues  
Environmental Issues  
\_Flood of 1993  
\_Today's Issues  
Homeless  
Mike Brown  
Obama  
Trump

**Learning Targets**

I can analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.

KCU.WH.9-  
12.T4S5.D

I can analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.

DT.GOV.9-  
12.T1S1.E

I can explain connections between historical context and peoples' perspectives at the time in United States history.

DT.AH.9-12.T1S1.B

I can complete a research product to present this specific topic in Missouri history.

DT.AH.9-12.T1S1.C

I can explain how the physical and human characteristics of Missouri are connected to its changing identity and culture.

DT.AH.9-12.T1S3.B

I can explain the sequence of events in Missouri's history and their importance to its history.

DT.AH.9-12.T1S1.A

I can analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in Missouri history c.1870-2017.

DT.AH.9-12.T1S2.A

I can examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

DT.GOV.9-  
12.T1S5.B**TOPIC: Unit 3 Benchmark** -- 2 Day(s)**Description**

Students will take the Unit Benchmark at the end of the six weeks. Students will be provided with a study guide and one day will be spent playing a review game before taking the exam.

**Learning Targets**

