



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: United States History 1 (1775-1900)	Length of Course: 30 cycles
Grade Level(s): 9	Periods Per Cycle: 6
Units of Credit: 1	Length of Period: 43 minutes
Classification: Required	Total Instructional Time: 129 hours

Course Description

This course is an examination of the people, events, and movements which have been significant in America's political, economic, and social development. United States History I will explore America's past from the *Articles of Confederation* up to and including America's role in the latter part of the 19th century. Students will gain an appreciation of the Founding Fathers, their struggles to form a capitalist and democratic society, and understand how their ideals evolved to shape the American experience. Students will explore topics including: Confederation to Constitution, Launching a New Republic, the Jefferson Era, National and Regional Growth, the Age of Jackson, Manifest Destiny, a Spirit of Change and Enlightenment, the Nation Breaking Apart, the American Civil War, Reconstruction, Industrialization, and the Birth of the Middle Class. Critical and analytical thinking will be emphasized.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers	Primary Source Analysis	Constructed Responses/Journaling
Teacher Demonstrations	Independent Reading and Research	Research Papers
Guided Individual Practice	Google Classroom	Shaffer Model of Research Paper and Paragraph Construction
Homework	Hybrid Learning Strategies	Learning Objectives
Small Group Lecture	Distant Learning Opportunities	
Political Cartoons		

Assessments

Research Papers	Independent and Group Projects	Google Classroom
Tests/Quizzes/Homework	Current Events	Online Formal and Summative Assessments
Proper Citing of Documents	Constructed Responses	

Materials/Resources

Textbook: Creating America
Google Classroom
iPads (with keyboards)
Printed News Media

Various Film Segments and Films
Individual Journals
Microsoft Office Suite
Instructional YouTube Videos

Teacher-created Simulations/Tutorials
Novels
Maps/Google Earth
Documentaries

Adopted: 9/18/91

Revised: 6/22/94; 7/15/98; 9/18/02; 8/18/08; 5/15/2017

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
1. The Articles of Confederation to the United States Constitution	<ol style="list-style-type: none">1. Explain the differing ideas of Republicanism.2. Identify three basic issues debated while drafting the Articles of Confederation.3. Describe the political and economic problems America experienced under the Articles of Confederation.4. Provide background information on the Constitutional Convention.5. Summarize the key conflicts of the Constitutional Convention and explain how the conflicts were resolved.6. Compare and contrast the National Powers, State Powers, and Shared Powers under the Constitution.7. List the three branches of the Federal Government and explain the roles of each branch.8. Contrast the Federalist and Anti-Federalist positions concerning the ratification of the Constitution.9. Explain how the Constitution was ratified and why a Bill of Rights was added.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>2. Launching a New Republic</p>	<ol style="list-style-type: none"> 1. Analyze the qualities of a good leader. 2. Identify the importance of leadership. 3. Explain the Electoral College. 4. Explain the steps early leaders of the United States took to organize the government. 5. Argue why America paying off its early debt was important. 6. Explain the three parts of Hamilton's financial plan. 7. Judge Washington's strategy for securing the border. 8. Debate Washington's use of force during the Whiskey Rebellion. 9. Define neutrality and explain how America benefited from this policy under Washington. 10. Analyze and interpret Washington's <i>Farewell Address</i>. 11. Compare and contrast the Federalists and the Democratic-Republicans. 12. Demonstrate an understanding of the Election of 1796. 13. Evaluate the Alien and Sedition Acts and hypothesize why Americans were opposed to them.

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3. The Jefferson Era	<ol style="list-style-type: none">1. Demonstrate an understanding of the election of 1800 and the downfall of the Federalists.2. Compare and contrast a peaceful transfer of power vs a violent transfer of power.3. Explain the origins and concept of judicial review.4. Evaluate Jefferson's decision to purchase the Louisiana Territory.5. Describe the exploration of the Louisiana Territory by the Corps of Discovery.6. Evaluate Jefferson's administration of the Embargo Act of 1807.7. Evaluate Jefferson's philosophical approach to government and his leadership techniques by completing a data-based question (DBQ).8. Explain the causes of the War of 1812.9. Describe the key events of the War of 1812.10. Interpret the Star Spangled Banner.11. Explain the role Andrew Jackson played in the War of 1812.12. Explain the significance of the War of 1812 and explain the Treaty of Ghent.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
4. National and Regional Growth	<ol style="list-style-type: none">1. Explain the purpose of the Hartford Convention.2. Identify and define the three main items (Missouri Compromise, Spanish Florida, and Monroe Doctrine) of President Monroe's administration.3. Evaluate the foreign policies of the Monroe Administration.4. Evaluate the domestic policies of the Monroe Administration.5. Create a project explaining the impact new technological advancements had on the way people lived and worked in the early 19th century.6. Explain early efforts by America to make the transportation of goods easier.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
5. The Age of Jackson	<ol style="list-style-type: none">1. Explain the impact of the Presidential election of 1824, and how the election was decided.2. Explain how the expansion of suffrage helped Jackson in elections.3. Explain the Indian Removal Act and analyze how America enforced it.4. Define the term States' Rights.5. Evaluate how economic differences between the North and South led to sectional tensions during the Age of Jackson.6. Evaluate the theory of nullification.7. Explain secession and how President Jackson handled South Carolina's threat of it.8. Explain Jackson's war with the Bank of the United States.9. Evaluate how Jackson's war with the Bank of the United States contributed to the Panic of 1837.10. Evaluate the domestic policies of the Van Buren Administration.

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6. Manifest Destiny	<ol style="list-style-type: none">1. Define Manifest Destiny.2. Evaluate the decision of many Americans to move west during the time of Manifest Destiny.3. Explain the steps Texas took to gain its independence and the impact it had on American and Mexican relations.4. Explain how America expanded peacefully in the 1840s.5. Explain the three main causes of the war with Mexico.6. Discuss the differing viewpoints in the United States regarding the war with Mexico.7. Explain the Treaty of Guadalupe Hidalgo and decipher how it impacted America.8. Evaluate how Mexicans living in the new American territory were impacted.9. Describe the Gadsden Purchase.10. Evaluate the impact the California Gold Rush had on the future of the west.11. Evaluate the Declaration of Sentiments and compare and contrast it to the Declaration of Independence.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>7. The Nation Breaking Apart</p>	<ol style="list-style-type: none"> 1. Compare and contrast the economic development of the North and South. 2. Evaluate how geographic changes and differing views on slavery increased tensions between the North and South. 3. Explain the impact the Compromise of 1850 had on America. 4. Explain the concept of slave labor in America. 5. Explain the impact slavery had on African American family and community life. 6. Evaluate the impact of the Fugitive Slave Act. 7. Evaluate how the novel, <u>Uncle Tom's Cabin</u> contributed to the Abolitionist cause. 8. Explain the causes and effects of Civil War in Kansas. 9. Explain why the Republican Party was created. 10. Evaluate the platforms of the candidates in the election of 1856. 11. Evaluate the impact Dred Scott v. Sandford had on tensions between the North and South regarding slavery. 12. Evaluate the actions of John Brown and the impact it had on relations between the North and South. 13. Identify the four candidates in the election of 1860, their platforms, and their political parties. 14. Explain why Abraham Lincoln won the election of 1860. 15. Evaluate the impact the election of 1860 had on Southern secession.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
8. The American Civil War	<ol style="list-style-type: none">1. Identify the 11 states that seceded from the nation.2. Evaluate Lincoln's decision regarding Fort Sumter.3. Explain how the United States secured the border states.4. Explain the strengths and weaknesses of the North and South.5. Explain the strategies of the North and the South to win the Civil War.6. Categorize life for Northern and Southern soldiers and citizens during the Civil War.7. Explain the early events of the Civil War.8. Explain the South's hopes for the Battle of Antietam.9. Explain the events of the Battle of Antietam.10. Evaluate the significance of the Battle of Antietam.11. Evaluate and explain the significance of the Emancipation Proclamation.12. Identify and explain the key events and people that led to a Northern victory in the Civil War.13. Interpret the Gettysburg Address.14. Explain and give significance to the assassination of Abraham Lincoln.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
9. Reconstruction	<ol style="list-style-type: none">1. Explain how the Civil War changed America.2. Define the term Reconstruction.3. Explain and identify the impact of the 13th, 14th, and 15th Amendments.4. Justify the use of Congressional Control regarding the South following the Civil War.5. Define the term impeachment and explain how the process of impeachment works.6. Explain how Reconstruction impacted the daily life of Southern African Americans.7. Evaluate how the African American education system worked during Reconstruction.8. Evaluate the conditions Southern African Americans lived under during Reconstruction.9. Analyze the domestic policies and efforts of President Grant pertaining to Reconstruction.10. Connect the election of 1876 to the end of Reconstruction.11. Explain how the end of Reconstruction negatively impacted African Americans.12. Explain Plessy v. Ferguson and its impact on American society.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>10. Populism, Industrialism, and the Rise of the Middle Class</p>	<ol style="list-style-type: none"> 1. Evaluate the steps the government took to encourage settlement in the mid-west. 2. Explain why farmers faced growing hardships during the late 19th century. 3. Discuss the rise of Populism and how farmers combatted their economic challenges. 4. Explain the Interstate Commerce Act. 5. Evaluate the role railroads played in transforming America. 6. Explain how America became the world's leading industrial nation. 7. Identify Thomas Edison's main contributions to American society. 8. Define the term patent. 9. Define the term business cycle. 10. Define the term corporation. 11. Evaluate how a monopoly can impact business. 12. Explain why the late 1800's and early 1900's are referred to as the Gilded Age. 13. Evaluate the role oil and steel played in shaping the American economy during the Gilded Age. 14. Characterize how immigration patterns began to change in the late 1800's. 15. Describe the journey immigrants experienced in route to America. 16. Compare and contrast the major immigration centers on the East and West coast. 17. Describe common experiences and themes present in the lives of immigrants in America. 18. Explain the role poor working conditions played in the creation of labor unions within the United States. 19. Evaluate the methods business leaders employed in response to worker strikes in the late 1800s. 20. Explain the gains made by the working class as a result of the labor movement of the late 1800's and early 1900's.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>(Optional Unit) - Spirit of Change</p> <ul style="list-style-type: none"> If taught, it is suggested that this unit immediately follow the Manifest Destiny Unit. 	<ul style="list-style-type: none"> Show the importance of abolitionists and feminists and their purpose for fighting. Explain events associated with moral reform. Explain the importance of the “temperance movement”. Explain the progress of prisons and criminal or capital/corporal punishments. Note specific acts of punishment given to criminals of that time. Explain why the United States and Great Britain wanted to stop slave trading and slavery’s expansion. Explain why the slave trade kept expanding. Explain William Lloyd Garrison’s view on slavery. Explain the main points of the “free black movement.” Retell how William Lloyd Garrison helped end slavery. State examples of how slaves were treated. Identify Harriet Tubman’s contributions. Determine the effects that Frederick Douglas had on slavery. List the rights women did not have during the 1700s and 1800s. Identify Harriet Beecher Stowe’s contributions. Comprehend the catalyst for women’s rights. Explain important events for women gaining their rights. Explain how reformers viewed education. Explain what happened after the reformers made Jefferson’s ideas a reality. Identify what Horace Mann called for in 1844. Name specific groups of people who experienced discrimination. Highlight individuals that helped the disabled achieve a better life. Explain the importance and goal(s) of a utopian society.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Challenges of the Articles of Confederation Project</p> <ul style="list-style-type: none"> • Student assignment focused on the roles the following items played in America shifting away from the Articles of Confederation <ul style="list-style-type: none"> ○ Lack of National Unity ○ Revolutionary War Debt ○ Foreign Relations with England and Spain ○ Shay's Rebellion <p>The Jefferson Era DBQ</p> <p>Industrial Revolution Project</p> <ul style="list-style-type: none"> • Student assignment focused on the impact the following inventions/industrial advancements had on American life in the early 19th Century <ul style="list-style-type: none"> ○ The Factory System ○ Lowell Mills v. Slater Mills ○ The Cotton Gin ○ The Steel Plow ○ Telegraph ○ The Steam Boat ○ Interchangeable Parts <p>Oregon Trail Project</p>	

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<p>Manifest Destiny Introduction Paper</p> <ul style="list-style-type: none"> • Student research paper designed to introduce the topic of Manifest Destiny to students. Students are to write a five paragraph research essay on one to three of the following topics (Other topics may be considered) <ul style="list-style-type: none"> ○ The Oregon Trail ○ Mormon Persecution ○ Mormon's Move West ○ The Annexation of Texas ○ The Texas Revolution ○ The Donner Party ○ The War with Mexico ○ The California Gold Rush <p>Antebellum Videocast</p> <ul style="list-style-type: none"> • Student research project and paper designed to further understanding of the causes of the American Civil War. Each student will create a videocast for one of the following topics, and will then write an essay based on videocast's created by his/her peers. The topics that should be covered by the class are: <ul style="list-style-type: none"> ○ The Missouri Compromise ○ The American Anti-Slavery Society ○ The Amistad ○ The Wilmot Proviso ○ Territory Gained from the Mexican-American War ○ William Lloyd Garrison ○ Sarah Moore Grimke and Angelina Grimke 	

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<ul style="list-style-type: none"> ○ The Fugitive Slave Act ○ The Compromise of 1850 ○ Stephen A. Douglas and Popular Sovereignty ○ Harriet Tubman and the Underground Railroad ○ <i>Uncle Tom's Cabin</i> ○ The Kansas/Nebraska Act ○ The Free Soil Party ○ John Brown, Bleeding Kansas, and Harper's Ferry ○ Dred Scott v. Sandford ○ Frederick Douglass ○ Cotton and the Southern Economy ○ The Lincoln-Douglass Debates <p>The End of the Civil War Project</p> <ul style="list-style-type: none"> ● Student project designed to help students understand key components that led to the Union victory of the American Civil War. Topics covered should be: <ul style="list-style-type: none"> ○ A Comparison of Jefferson Davis and Abraham Lincoln ○ Lincoln's Limitations on Liberty ○ The Battle of Gettysburg ○ Grant's War in the West ○ Sherman's March ○ The Election of 1864 ○ Grant Outlasts Lee ○ The Assassination of President Lincoln 	

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<p>Optional: Populism, Industrialism, and the Rise of the Middle Class Literary Circle</p> <ul style="list-style-type: none"> • Literary Circle based on a selection of novels either based on the time period or written in the time period. The novels may include, but are not limited to: <ul style="list-style-type: none"> ○ <u>A Lack of Temperance</u> by Anna Loan-Wilsey ○ <u>A Country Doctor</u> by Sarah Orne Jewett ○ <u>The Rise of Silas Lapham</u> by William Dean Howells ○ <u>Three Rivers Rising</u> by Jame Richards ○ <u>Death at Hull House</u> by Frances McNamara ○ <u>Shall We Not Revenge</u> by D.M. Pirrone ○ <u>The House of Mirth</u> by Edith Warton ○ <u>The Gilded Years: A Novel</u> by Karin Tanabe 	

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	<p>Standards:</p> <p>CC.8.5.9-10.A Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CC.8.5.9-10.C Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CC.8.5.9-10.D Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CC.8.5.9-10.E Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CC.8.5.9-10.F Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>CC.8.5.9-10.G Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CC.8.5.9-10.H Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CC.8.5.9-10.I Compare and contrast treatments of the same topic in several primary and secondary sources.</p>

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	<p>CC.8.5.9-10.J By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.8.6.9-10.A Write arguments focused on discipline-specific content.</p> <p>CC.8.6.9-10.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.8.6.9-10.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.8.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.8.6.9-10.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.8.6.9-10.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

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	<p>CC.8.6.9-10.H Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>CC.8.6.9-10.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>United States History</p> <p>5.1.C Analyze the principles and ideals that shape United States government: Liberty/Freedom, Democracy, Justice, and Equality.</p> <p>5.1.D Compare and contrast the basic principles and ideals found in significant documents.</p> <p>5.2.A Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.</p> <p>5.2.B Analyze strategies used to resolve conflicts in society and government.</p> <p>5.2.C Examine political leadership and public service in a republican form of government.</p> <p>5.2.D Evaluate and demonstrate what makes competent and responsible citizens.</p> <p>5.3.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>5.3.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p> <p>5.4.A Explain how United States foreign policy is developed.</p> <p>6.1.A Analyze how choices are made because of scarcity.</p> <p>6.1.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.</p>

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	<p>6.1.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>6.2.A Analyze the flow of goods and services in the national economy.</p> <p>6.2.C Evaluate the impact of advertising and media on individual and group behavior throughout United States history.</p> <p>6.2.D Explain how the laws of supply and demand impacted individuals and groups behavior over time.</p> <p>6.2.E Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression.</p> <p>6.2.F Analyze the impact of private economic institutions on individuals and groups over time.</p> <p>6.2.G Compare and contrast various economic systems.</p> <p>6.3.B Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States:</p> <ul style="list-style-type: none"> • Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability <p>6.4.A Explain how specialization contributes to economic interdependence on a national and international level.</p> <p>6.4.C Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>6.4.D Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.</p> <p>6.5.B Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p>

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	<p>6.5.E Define wealth and describe its distribution within and among the political divisions of the United States.</p> <p>7.1.A Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.3.A Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>8.1.A Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.C Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.</p> <p>8.2.A Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States.</p> <p>8.2.B Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to United States.</p> <p>8.2.C Evaluate continuity and change in Pennsylvania are interrelated to the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

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	<p>8.2.D Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.3.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.B Compare the impact of historical documents, artifacts, and places which are critical to the United States.</p> <p>8.3.C Evaluate how continuity and change have impacted the United States:</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the US:</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability