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|  | **State Standards** | **ELA Common Core Literacy Standards for History** | **Essential Questions**  | **Essential Skills/Concepts to be Targeted** | **Resources** | **Common Assessment Evidence** |
| ***Pacing Determined by PLC******The American Revolution and The Articles of Confedera-tion******PLC will determine pacing******Understanding Our State and Local Government*****[NB: This is covered in SOC.4226 beginning in AY 2019]*****PLC Determines Pacing******The Debate over the ratification of the Constitution***  | US1.1-US1.6US I.1 Explain the political and economic factors that contributed to the American Revolution. (H, C)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 US I.2 Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)1. the legacy of ancient Greece and Rome
2. the political theories of such European philosophers as Locke and Montesquieu

US I.3 Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson. (H, C)US I.4 Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)US I.5 Explain the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H)1. the Boston Massacre
2. the Boston Tea Party
3. the Battles of Lexington and Concord and Bunker Hill
4. Sam Adams, John Adams, and John Hancock

US I.6 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)US I.17 Explain the major components of Massachusetts’ state government, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)US I.18 Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils. (H, C)US I.19 Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)US I.7 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)US I.8 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)US I.10 On a map of North America, identify the first thirteen states to ratify the Constitution. (H,G)US I.14 Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights. (H,C) | **By the end of this Unit, students will be able to meet the Common Core Standards for Literacy in History/Social Studies listed below:****Reading Standards for Literacy in History/Social Studies Grade 10**2. Write informative/explanatory texts to examine and convey complex ideas,concepts, and information clearly and accurately through the effectiveselection, organization, and analysis of content.6. Use technology, including the Internet, to produce, publish, and updateindividual or shared writing products, taking advantage of technology’scapacity to link to other information and to display information flexibly and dynamically.***Writing Standards for Literacy in History/Social Studies Grade 10***1. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes (a-f).
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. 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 flexible and dynamically.
4. Draw evidence from informational texts to support analysis, reflection, and research.

***Speaking and Listening Standards Grade 10****Comprehension and Collaboration*1. Initiate and participate effectively in a range of collaborative discussions (one-on-one,

 in groups, and teacher-led) with diverse partners on *grades 9–10* *topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively (a-d).2. Integrate multiple sources of information presented in diverse media or formats  (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source*Presentation of Knowledge and Ideas*1. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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4. 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 studies.
5. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

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3. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
 | What were the primary causes for the deterioration of the relationship between Britain and its American colonies?Describe the ‘American’ theory of government as laid out in the Declaration of Independence.How could the Articles of Confederation be considered both a success and a failure?How did the Massachusetts Constitution influence the Constitution of the United States?1.Does the constitution Guard against Tyranny?2. What were the basic government principles that were a key part in the Constitution of the United States?(checks and balances, separation of powers, federal system of government)3. What led to the debate over the ratification of the Constitution between the Federalists and the Anti-Federalists?4. Explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances and the importance of an independent judiciary | ***DESE Social Studies Curriculum Framework Concepts and Skills met:*** ***History and Geography***5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)11. Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)***DESE Social Studies Curriculum Framework Concepts and Skills met:*** ***History and Geography***Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)***DESE Social Studies Curriculum Framework Concepts and Skills met:*** ***History and Geography***Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)Distinguish intended from unintended consequences. (H, E, C)Distinguish historical fact from opinion. (H, E, C)Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)***Civics and Government***Define and use correctly the following words and terms: *parliament, habeas corpus, monarchy, constitution, representative government, natural rights, republic, democracy, bill of rights.* (C)***General Economics Skills***Define and use correctly: *economic growth,* and *entrepreneur.* (E)Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)**U.S. Economics Skills**Explain the basic economic functions of the government in the economy of the United States. (E) | **Prentice Hall Pathways to America:** Chapter 2pp. 42-64Chapter 3 pp.89-94Chapter 4pp.102-137**Seminal Primary Source Documents:**Declaration of IndependenceLand Ordinance of 1785Northwest Ordinance 1787***Seminal Primary Source Documents:***Massachusetts State ConstitutionUnited States ConstitutionSpecific, identified Web Sites contained in the Web Quest**Prentice Hall Pathways to America:** Chapter 5 pp142-172**Seminal Primary Source Documents:**Articles of ConfederationSelected Federalist Papers#’s 10, 47 and 51 United States ConstitutionBill of Rights**Secondary Source Documents:**Background EssayMaps, Charts and Graphs | ***Best Practices include:*** Timeline of events detailing breakdown in British-Colonial Relationship***Analysis of Declaration of Independence******Massachusetts State and Local Government Web Quest***Students will research and acquire background information on the Massachusetts Constitution. Students will also be required to assume a role of a state or city historian as they gather information to complete and present a PowerPoint Presentation.All three components of the Web Quests are required.Argument writing in the form of a document based question:***Does the Constitution of the United States guard against tyranny?***Formative assessment evidence of this argument writing (DBQ)1. Hook exercise
2. Interpretation of pictures
3. Background essay questions
4. Primary and secondary sources analysis sheets
5. Prewriting argument template
6. Colorized writing exemplar activity
7. Summative Assessment: Final Argument Essay answering the claim
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| ***PLC determines Pacing******The Bill of Rights: protection of basic freedoms and restric-tions of govern-ment power******Presiden-cies of George Washing-ton, John Adams and Thomas Jefferson*** ***PLCs determine Pacing******War of 1812/Era of Good Feelings***  | **US I.9** Explain the reasons for the passage of the Bill of Rights. (H, C)1. the influence of the British concept of limited government
2. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes

**US I.10** On a map of North America, identify the first thirteen states to ratify the Constitution. (H,G)US I.22 Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809). (H, C)1. the origins of the Federalist and Democratic-Republican parties in the 1790s
2. the conflicting ideas of Thomas Jefferson and Alexander Hamilton
3. the Alien and Sedition Acts
4. the Louisiana Purchase

US I.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)1. the War of 1812
2. the purchase of Florida in 1819
3. the 1823 Monroe Doctrine
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5. Analyze how a text uses structure to emphasis key points or advance in explanation or analysis.
6. 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.
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author’s claims. Compare and contrast treatments of the same topic in several primary and secondary sources.
9. By the end of grade 10, read and comprehend history/social texts in grades 9-10 text complexity band independently and proficiently.

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 | 1Does the constitution Guard against Tyranny?2. What were the basic government principles that were a key part in the Constitution of the United States?(checks and balances, separation of powers, federal system of government)3. What led to the debate over the ratification of the Constitution between the Federalists and the Anti-Federalists?Explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances and the importance of an independent judiciary.What precedents were set by George Washington as President?Describe the economic policies put in place by Alexander Hamilton.Explain the development of early political parties and their results on the Elections of 1796 and 1800.Identify the achievements of Thomas Jefferson as PresidentExplain the causes and effects of the War of 1812Describe, using specific examples, the growth of nationalism and sectionalism in America in the decade following the War of 1812. | ***DESE Social Studies Curriculum Framework Concepts and Skills met:*** ***History and Geography***Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)Distinguish intended from unintended consequences. (H, E, C)Distinguish historical fact from opinion. (H, E, C)Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)***Civics and Government***Define and use correctly the following words and terms: *parliament, habeas corpus, monarchy, constitution, representative government, natural rights, republic, democracy, bill of rights.* (C)***General Economics Skills***Define and use correctly: *economic growth,* and *entrepreneur.* (E)Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)**U.S. Economics Skills**Explain the basic economic functions of the government in the economy of the United States. (E)**History and Geography**2. Identify multiple ways to express time relationships and dates *(*for example, *1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s).* Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)8. 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Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)19. Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)20. Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)21. Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)  | **Prentice Hall Pathways to America:** Chapter 5 pp142-172**Seminal Primary Source Documents:**United States Constitutionthe Bill of Rights (1791)Supreme Court Case decisions pertaining to the first ten amendments The Greek Tragedy Antigone The Tinker v. Des Moines Supreme Court Case**Secondary Source Documents:**Background Documentation:Supreme Court CasesAntigoneMaps, Charts and Graphs**Pathways to America** Ch.6 pp198-219*Seminal Primary Documents* Washington’s Farewell Address (1796) and Jefferson’s First Inaugural Address (1801)Pathways to the Present:Ch 6 pp219-230Chapter 8 pp290-296 | Project based assessment examining the Bill of Rights to the US Constitution. Enduring understanding.Part 1: Working individually and in groups, students will develop a pamphlet analyzing Supreme Court cases centered on the Bill of Rights.**Students will work in groups of 3-4 students. Each student will be responsible for analyzing and completing 4 templates for the completion of their packet.**Part 2: Students will participate in a mock trial centered on the Tinker .v. Des Moines Supreme Court Case and the Greek Tragedy Antigone.Students will be assigned the roles of lawyer, court justice or court reporter and be required to complete their required reports for the project. Formative assessment evidence of this writing 1. Hook exercise
2. Analysis of court cases
3. Completion of court case template
4. Primary and secondary sources analysis sheets
5. Prewriting argument template
6. Summative Assessment: Final Argument Essay answering the claim
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| ***PLCs Determine Pacing*** ***The Age of Jackson and the Common Man*****Semester 2:** **Quarter 3:****Unit of Study:** *Sectional Issues:**The Slavery**Debate*(Weeks 18 through 20) | US I.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson’s actions as President. (H)1. the spoils system
2. Jackson’s veto of the National Bank
3. Jackson’s policy of Indian Removal

US I.7 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)1. the rights of individuals
2. slavery

US I.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) US I.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H) | ***By the end of this Unit, students will be able to meet the Common Core Standards for Literacy in History/Social Studies listed below:******Reading Standards for Literacy in History/Social Studies Grade 10***1. 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.
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***Writing Standards for Literacy in History/Social Studies Grade 10***Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.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 the purpose and audience.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 flexible and dynamically.Draw evidence from informational texts to support analysis, reflection, and research.***Speaking and Listening Standards Grade 10****Comprehension and Collaboration*1. Initiate and participate effectively in a range of collaborative discussions (one-on-one,

 in groups, and teacher-led) with diverse partners on *grades 9–10* *topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively (a-d).2. Integrate multiple sources of information presented in diverse media or formats  (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source*Presentation of Knowledge and Ideas*1. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**numbering****By the end of this Unit, students will be able to meet the Common Core Standards for Literacy in History/Social Studies listed below:****Reading Standards for Literacy in History/Social Studies Grade 10**1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. 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.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simple preceded them.
4. 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 studies.

Analyze how a text uses structure to emphasis key points or advance in explanation or analysis.***Writing Standards for Literacy in History/Social Studies Grade 10***1. Write arguments focused on *discipline specific content (*a – e).
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes (a-f).
3. Incorporate narrative elements effectively into arguments and informative/explanatory text and to incorporate narrative accounts into their analyses of individuals of events of historical import.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. 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.
6. Draw evidence from informational texts to support analysis, reflection, and research.
7. 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.

***Speaking and Listening Standards Grade 10****Comprehension and Collaboration*1. Initiate and participate effectively in a range of collaborative discussions (one-on-one,

 in groups, and teacher-led) with diverse partners on *grades 9–10* *topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively (a-d).*Presentation of Knowledge and Ideas*1. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
2. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
 | Did Andrew Jackson exercise democratic principles in his dealings with Native Americans, The Spoil System, use of veto power and the National Bank?Did Andrew Jackson advance or hinder the cause of democracy?Was the Age of Jackson a democracy?1. How does the U.S. Constitution both support and refute the institution of slavery?2. Describe the contribution of individual abolitionist groups in the slavery debate. | ***DESE Social Studies Curriculum Framework Concepts and Skills met:*** ***History and Geography***Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)Distinguish intended from unintended consequences. (H, E, C)Distinguish historical fact from opinion. (H, E, C)***Civics and Government***Define and use correctly the following words and terms: *monarchy, tyrant, constitution, representative government, natural rights, republic, democracy, bill of rights.* (C)***DESE Social Studies Curriculum Framework Concepts and Skills met:*** ***History and Geography***Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)Distinguish intended from unintended consequences. (H, E, C)Distinguish historical fact from opinion. (H, E, C) | Primary and secondary sources documents. Lithograph, LC USZ62-1562James D. Richardson, *A Compilation of the Messages and Papers of the Presidents 1789-1902*Daniel Webster, July 11, 1832Senate Documents, 21st Congress, 1829-1830Robert V. Remini, *The Life of Andrew Jackson*, 1968“Memorial of the Cherokee Nation”, Niles Weekly Register, August 21, 1830Maps from various sourcesJohn Spencer Bassett, “Correspondence of Andrew Jackson”, 1931 **Prentice Hall Pathways to America:** Add to this section**Seminal Primary Source Documents:**United States Constitution | Argument writing in the form of a document based question:***Was Andrew Jackson Democratic in his actions?***Formative assessment evidence of this argument writing (DBQ)1. Hook exercise
2. Interpretation of pictures
3. Background essay questions
4. Primary and secondary sources analysis sheets
5. Prewriting argument template
6. Colorized writing exemplar activity
7. Summative Assessment: Final Argument Essay answering the claim

Students will identify evidence from 11 primary and secondary sources to formulate their arguments. Most of this document analysis will be done at home.Students will argue from the perspective of either a pro-slave supporter or abolitionist of ante bellum America.Students will formulate their arguments using excerpts from the United States Constitution so that they can make 5 valid points to support their argument.Students will make an oral presentation of their argument. Students will be assessed based on the argument rubric provided to them.Grading will be based on the argument rubric provided to all students. |

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| **US I.35** Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)**US I.36** Summarize the critical developments leading to the Civil War. (H)1. the Missouri Compromise (1820)
2. the Compromise of 1850
3. the publication of Harriet Beecher Stowe’s *Uncle Tom’s Cabin* (1851-1852)
4. the Kansas-Nebraska Act (1854)
5. The Dred Scott Supreme Court case (1857)
6. the Lincoln-Douglas debates (1858)
7. John Brown’s raid on Harper’s Ferry (1859)
8. the election of Abraham Lincoln (1860)

**US I.37** On a map of North America, identify Union and Confederate States at the outbreak of the war. (H, G)US I.38 Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H, C)US I.39 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H)US I.40 Provide examples of the various effects of the Civil War. (H, E)1. physical and economic destruction
2. the increased role of the federal government
3. the greatest loss of life on a per capita basis of any U.S. war before or since

US I.41 Explain the policies and consequences of Reconstruction. (H, C)1. Presidential and Congressional Reconstruction
2. the impeachment of President Johnson
3. the 13th, 14th, and 15th Amendments
4. the opposition of Southern whites to Reconstruction
5. the accomplishments and failures of Radical Reconstruction
6. the presidential election of 1876 and the end of Reconstruction
7. the rise of Jim Crow laws
8. the Supreme Court case, *Plessy v. Ferguson* (1896)
 | Chapter 10 Sec 1 (pp346-50)* Excerpts from *Uncle Tom’s Cabin*
* Chapter 10 Sec 3,4,5
* (pp355-373)
* Excerpt from Lincoln-Douglas Debate
* Dred Scott Decision
* Map of Kansas- Nebraska Act

Ch 10 Sec 5 (pp369-374)* Lincoln’s First Inaugural Address

Ch 13 (pp 380-401)*Seminal Primary Documents to Read:* Lincoln’s Gettysburg Address (1863) and Lincoln’s second inaugural address (1865)*Seminal Primary Documents to Consider:* Lincoln’s “House Divided” speech (1858)Ch11 Sec 3-4 (pp402-418)* Gettysburg Address
* Lincoln’s Second Inaugural Address

Chapter 12 | 1. Why did many historians believe that the Civil War was unavoidable?2. What arguments did abolitionists make against slavery?3. How did Southerners view slavery?1. How did cultural, economical, and constitutional issues cause biter divisions between the North and the South? 2. How did the issue of state's rights and slavery increase sectional tension between the North and the South?3. How did Congress attempt to resolve these sectional divisions?(Review the Missouri Compromise and discuss the Compromise of 1850 and the Kansas-Nebraska Act.1. How did the results of the Election of 1860 lead to the outbreak of the Civil War?2. Compare and contrast the views that Lincoln and the North had of the United States with the view that the South had of the United States.3. Analyze Lincoln's presidency and his views on slavery.1. Identify the Union and Confederate States at the outbreak of the Civil War. - which states left the Union? - which four slave states stayed in the Union? - where were the other states that remained in the Union located?2. Analyze the roles and policies of various Civil War leaders including: Jefferson Davis, Ulysses S. Grant and Robert E. Lee1. Where did the critical events of the war take place?2. Where were the major battles fought?3. What strategies (ie. control of topography) influenced important developments during the war, including major battles?4. What hardships were experienced during the war?5. How did the war change the lives of women, children and slaves?1. What led to the end of the Civl War?2. What are the basic provisions of the 13th, 14th and 15th Amendments?3. What were the policies and consequences of Reconstruction? | * Prejudice
* Plantation System
* Urbanization
* Industrialization
* Sectionalism
* Popular sovereignty
* Fugitive Slave Act
* Republican Party
* Know Nothing Party
* Freeport Doctrine
* Kansas- Nebraska Act
* Compromise of 1850
* Uncle Tom’s Cabin
* John Brown
* Raid at Harper’s Ferry
* Bleeding Kansas
* Charles Sumner
* Stephen Douglas
* Abraham Lincoln
* Stephen Douglas
* John Bell
* James Crittenden
* Border States
* Anaconda plan
* Rifle
* Writ of Habeus Corpus
* Martial LAw
* Robert E. Lee
* “Stonewall” Jackson
* Ulysses S. Grant
* Battle of Bull Run
* Battle of Antietam
* Battle of Vicksburg
* Battle of Gettysburg
* Gettysburg Address
* Battle of Chancellorville
* Siege
* Pickett’s Charge
* Sherman’s March
* Copperheads
* Appomattox Court House
* John Wilkes Booth
* 13th, 14th, 15th Amendments
* 10% Plan
* Black Codes
* Freedman’s Bureau
* Radical Republicans
* Reconstruction Act of 1867
* Scalawags
* Carpetbaggers
* Tenure of Office Act
* Pardon
* Impeach
* Amnesty Act
* Compromise 0f 1877
* Redeemers
* Plessy v Ferguson
* Separate but equal
* Sharecropping
 | Viewing Uncle Tom’s Cabin silent black and white movie and discuss questions related to prejudice and stereotyping. Why use white actors to portray Black American characters. Cartoon Election of 1860U.S. History Lessons (Election of 1860) |

\* ***The DESE Social Studies Curriculum Frameworks Standards listed below are also examined and assessed Quarter 1 during the first week of class.***

**WHI.12** Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. (H, E)

**WHI.14** Identify the major economic, political, and social effects of the European colonial period in South America. (H, E)