

**Challenges, Economic Growth, and Reform
Second Trimester**

Standards	Vocabulary	Activities /Assessments	Resources
<p>U4.1.1 Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice.</p> <p>U4.1.2 Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine.</p> <p>U4.1.3 Explain how political parties emerged out of the competing ideas, experiences, and fear of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over:</p> <ul style="list-style-type: none"> • Relative power of the national government (e.g. Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g. during the Jacksonian era) • Foreign relations (e.g. French Revolution, relations with Great Britain) • Economic policy (e.g. the creation of a national bank, assumption of revolutionary debt) <p>U4.1.4 Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury vs Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g. McCullouch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden).</p>	<p>Abolitionist Alien Antebellum Anti-federalist Compulsory Doctrine Economy Entrepreneurial Federalist Immigration Jay’s Treaty Judicial Review Louisiana Purchase Manifest Destiny Missionary Monroe Doctrine National Bank Nativism Pickney’s Treaty Sedition Suffrage Temperance Trail of Tears Transcontinental Treaty War of 1812</p>	<p><u>InspirEd</u>, p. 324-330, “Trail of Tears”</p> <p><u>InspirEd</u> p. 339-344, “Six Flags Over Texas”</p> <p><u>American History Simulations</u> p. 55-60, “Hands Off: The Monroe Doctrine”</p> <p>Type 2 writing explaining the two challenges Washington warned about in his farewell address.</p> <p><u>American History Simulations</u> p. 58-59, Manifest Destiny.</p> <p><u>American History Simulations</u> p. 61-61-63, Trail of Tears</p> <p><u>American History Simulations</u> p. 83-84, Woman’s Suffrage</p> <p>As a class, create a Venn Diagram comparing the north and the south. Using this Venn, students write a paper comparing and contrasting the Northeast and South (labor force, economic base, transportation, and class and race relations)</p> <p>After researching an assigned reformer, partners will prepare and perform a mock interview with the reformer (Tubman, Mann, Truth, Garrison, Brown, Douglass, Anthony, Stanton, etc.)</p>	<p>Textbook: <u>History Alive! The United States.</u></p> <p><u>InspirEd U.S. and State Studies</u>, InspirEd Educators, Inc., Atlanta, GA</p> <p><u>American History Simulations</u>, Teacher Created Resources, Inc., Westminster, CA, 2004</p> <p>Literature Connection: <u>Streams to the River, River to the Sea</u></p> <p>Video: <i>The Last of the Mohicans</i></p> <p><i>I Will Fight No More Forever</i> <i>500 Nations</i></p> <p><i>The Battle of the Alamo</i></p>

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<p>U4.2.1 Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of :</p> <ul style="list-style-type: none"> • Agriculture, including changes in productivity, technology, supply and demand, and price • Industry, including entrepreneurial development of new industries, such as textiles • The labor force including labor incentives and changes in labor forces • Transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices • Immigration and the growth of nativism • Race relations • Class relations <p>U4.2.2 Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>U4.2.3 Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.</p> <p>U4.2.4 Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slave-holding states.</p> <p>U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education.</p>			

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<p>U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g. John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.</p> <p>U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g. Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.</p> <p>U4.3.4 Analyze the goals and effects of the antebellum temperance movement.</p> <p>U4.3.5 Evaluate the role of religion in shaping antebellum reform movements.</p>			

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<p>U5.1.1 Explain the differences in the lives of free blacks (including those who escape from slavery) with the lives of free whites and enslaved peoples.</p> <p>U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g. the establishment of Michigan as a free state).</p> <p>U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g. sectionalism, nationalism, federalism, state rights).</p> <p>U5.1.4 Describe how the following increased sectional tensions:</p> <ul style="list-style-type: none"> • The Missouri Compromise (1820) • The Wilmot Proviso (1846) • The Compromise of 1850 including the Fugitive Slave Act • The Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • The Dred Scott v. Sandford decision (1857) • Changes in the party system (e.g. the death of the Whig party, rise of the Republican party, and division of the Democratic party) <p>U5.1.5 Describe the resistance of enslaved people (e.g. Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects o their actions before and during the Civil War.</p> <p>U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery helped explain the Civil War.</p> <p>U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper the Lower South.</p>	<p>Amistad Blockade Civilian Confederacy Emancipation Federalism Fugitive Nationalism Northwest Ordinance Sectionalism Succession</p>	<p><u>InspirEd</u>, p. 390-398, “Women Warriors”</p> <p><u>InspirEd</u>, p. 413-417, “Igniting the Fire!”</p> <p><u>American History Simulations</u>, p. 71-73, The Underground Railroad</p> <p><u>American History Simulations</u> p. 69-70, The Civil War</p> <p><u>InspirEd</u> “Divided States of America”</p> <p>InspirEd, “What Can Your Country Do For You?”</p>	<p>Textbook: <u>History Alive! The United States</u>.</p> <p><u>InspirEd U.S. and State Studies</u>, InspirEd Educators, Inc., Atlanta, GA</p> <p><u>American History Simulations</u>, Teacher Created Resources, Inc., Westminster, CA, 2004</p> <p><u>U.S. Map Skills</u>, Instructional Fair, Inc., Grand Rapids, MI, 1992.</p> <p>Literature Connection: <u>Nightjohn</u> <u>Slave Dancer</u></p> <p>Videos: <i>Gettyburg</i> <i>The Civil War</i> This is an excellent video series By Ken Burns <i>Civil War Diary</i> <i>Remembering Slavery</i> <i>The Era of Segregation</i> <i>The Autobiography of Miss Jane Pittman</i> <i>Glory</i> <i>Gettyburg</i> <i>Amistad</i> <i>Uncle Tom’s Cabin</i></p>

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<p>U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the:</p> <ul style="list-style-type: none"> • Critical events and battles in the war • The political and military leadership of the North and South • The respective advantages and disadvantages, including geographic, demographic, economic, and technological <p>U5.2.3 Examine Abraham Lincoln’s presidency with respect to:</p> <ul style="list-style-type: none"> • His military and political leadership • The evolution of his emancipation policy (including the Emancipation Proclamation) • The role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence. <p>U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.</p> <p>U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.</p> <p>U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p>			

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<p>U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.</p> <p>U5.3.2 Describe the early responses to the end of the Civil War by describing the:</p> <ul style="list-style-type: none"> • Policies of the Freedman’s Bureau • Restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes <p>U5.3.3 Describe the new role of African Americans in local, state, and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.</p> <p>U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p>	<p>Black Codes Discrimination Endorsed Freedman’s Bureau Ku Klux Klan Policy Share Cropping Immigration Industrialization Tariff Transcontinental Urbanization</p>	<p>Create a chart showing country of origin, locale of immigration, reasons for immigrating, and cultural contributions of immigrant group.</p>	