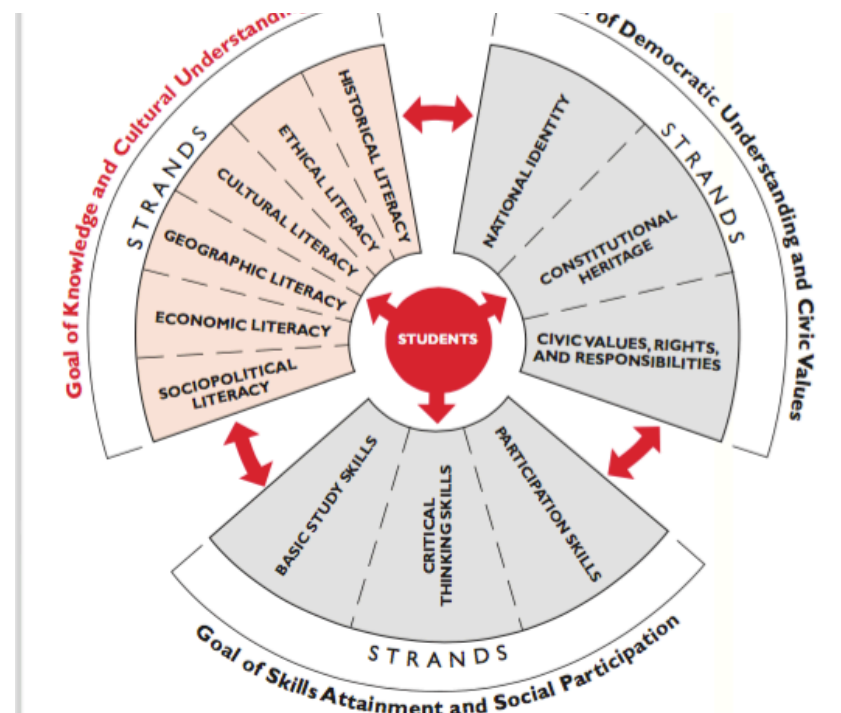




**COMMONPLACE BOOK**  
**US HISTORY**  
**FIRST EDITION**  
**SATURDAY, JULY 18, 2020**





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The banner features a dark blue background. On the right side, there is a circular seal for the Eureka Board of Education. The seal contains the text 'BOARD OF EDUCATION' around the top and 'EUREKA' in the center. Below the text is a classical figure, likely Athena, holding a spear and shield. Overlaid on the left side of the seal is the text 'Grade Eight' in a large, white, serif font.

# Grade Eight

## Grade 8 United States History

### **INTRODUCTION**

Students in United States history class consider and decide over conflicting American views on the Constitution to continue our democracy. Life-long learners need to gain knowledge of the encompassing complicated American history and society to ensure, and continue, the best government that the world has invented in response to old-world tyranny. History opens students to the past record of human experience. It reveals the accommodations, conflicts, struggles that individuals and societies have made. Students need to study the accounts of when and how people confront problems, recording the consequences that have followed the various choices of individuals and society.

In order to understand the present day students must know the past. That past may show us where we need to go next. By studying choices and decisions of the past, students can confront today's problems and choices with a deeper awareness of the alternatives before them and the likely consequences of each, while also recognizing the uniqueness of the historical time they are living in. The United States was founded on diametric ideas. Students need to know current issues that affect them, in order to react to new political events, participate appropriately, and then confidently make decisions for change. Only if we teach students how to critically think can they make good decisions.

However, as society becomes seemingly evermore divided, finding common ground is easier when people understand history's consequences. Several areas of importance critical to continuing our American experiment arise through in-depth study of the Constitution, cultural origins, the tradition of loyal opposition, and mechanisms of compromise, voter participation, and struggles for liberty and sovereignty. After the Revolution, it was unclear if America would stay together with such diverse geographical, economic, and cultural differences and interests.

Our Constitution produced a somewhat peaceful resolution to religious and political conflicts. Convention delegates in Philadelphia were from an aristocratic affluent class; other founders were farmers who had come back from war in debt. The Constitution is still trying to bring all levels of society under one just, legal umbrella. America's Constitution and civic life empowers students to see that voting and participation are important. [Civitas] Madison wanted to stop powerful interests or inappropriate factions from controlling government. His vision was to compose a Constitution that would ensure that the majority can never reign over the few, nor that the few reign over the many.

In 1791, Madison—persuaded by Patrick Henry—protected individuals further by amending the Constitution, adding the Bill of Rights. Historian Garry Wills quoted Madison's support for liberty with: "Amendments, if pursued with proper moderation...may serve the double purpose of...providing additional safeguards in favor of liberty." Students learn that while we can disagree politically, we do so without violence, and that governments can transition without a coup d'état. Students need to see that individual protections, participation, and voting that are pivotal to the foundation of our America. Consequently, if students know that these Constitutional protections exist they might continually participate in American Democracy. Learning American issues in historical context help students face everyday problems with their families, and motivate them to become active participants. America was created for a better civilization in the hands of the people, for the people, and by the people. The government that governs best is a government that has a citizenry that is enlightened, understands natural law, equality, inalienable rights, Aristotle's virtue of participation, the Greek concept of everyone paying their fair share for the safety and security of the state, and American exceptionalism to maintain the Modern United States of America.



# EQUITY GRADING

## STANDARDS BASED LEARNING

This is also called mastery learning...

4 point Rubric scale

Soft Skills

Single point rubric

Document-Based question [DBQ]

Guided Questions[GQ]

Essential Questions{EQ}

Inquiry Questions{IQ}



Historical Thinking from the textbook and historian skills toolbox.

## GUIDED QUESTIONS:

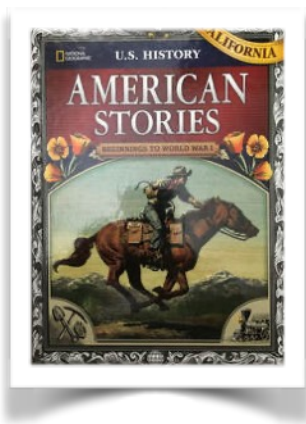
The California Framework

# HISTORY & GEOGRAPHY: GROWTH & CONFLICT

## THE REASON FOR THIS COMMONPLACE E-BOOK

This class takes off from the 5th learning standards and our hope is that some ideas were retained from 2-3 years ago. Here are historical areas to look at for more research and ideas. The class website will also have links to topics that are under the framework. I really reckoned that you take a look at the framework when you are researching your personas, political campaigns, travelogues, cartoons, and letters.

## WHY THE COMMONPLACE BOOK?



So when we are making our IPNB/Scrapbooks and trying to create new Eyewitness projects we will need some help where we may not find information in the textbook. We will be placing our class key learnings ideas into this e-book so you will be able to find key ideas to help you on your endeavor to become a historian. This and the class website should help you. Thomas Jefferson kept a commonplace book for law that he learned and consolidated his annotations for memory. WE will do this here too. We are calling it the *history commonplace book* [HCB]. Historians asking questions is a very good skill to have as students of history. This e-book will have notes, key learnings, and ideas for you to consider. There will also be instructions to help you with parts of the historical thinking questions: GQ, EQ, and IQ you are having problems with understand and researching. The book will be published from time to time for to the class website as a tool for everyone in the course.

## AREAS OF INQUIRY:

The First Americans, European Exploration and Settlement, The English Colonies in North America, Life in the Colonies, Toward Independence, The Declaration of Independence, The American Revolution, Creating the Constitution, The Constitution: A More Perfect Union, The Bill of Rights, Political Developments in the Early Republic, Foreign Affairs in the Young Nation, A Growing Sense of Nationhood, Andrew Jackson and the Growth of American Democracy, Manifest Destiny and the Growing Nation, Life in the West, Mexican Contributions to the Southwest, An Era of Reform, The Worlds of North and South, African

Americans in the Mid-1800s, A Dividing Nation , The Civil War, The Reconstruction Era, Tensions in the West, The Rise of Industry, The Great Wave of Immigration, The Progressive Era, and The United States Becomes a World Power Linking Past to Present.

These are the topics that will help you focus your studies this year. Again, when stuck, please ask for help.Humanities for wisdom class website



Class website structure has links to the topics from the textbook and State frameworks.

Throughout the site there will be links to new ideas and primary sources to further your studies as a historian.



# WHY STUDY US HISTORY?

History opens the students to the past record of human experience. It reveals the accommodations, conflicts, struggles that individuals and societies have made. When people confront problems, and recording the consequences that have followed the various choices by individuals and society, are stories that need to be studied. In order to study the present day students must know the past. That past may show us where we need to go in next for a peaceful future. By studying choices and decisions of the past, students can confront today's problems and choices with a deeper awareness of the alternatives before them and the likely consequences of each. Finally all through school in social science class we must ask ourselves: Who are we? Where are we going? How will we define us? Have we define our unique identity? What is America? Most important, how will we maintain a Democratic Society here and a just world elsewhere? Many Americans believe that this is the public school's purpose. Americans believe this search for adjudication and jurisprudence is the purpose of the United States Constitution and government, through education. The United States was founded on the ideas that Free Speech and the Pursuit of Happiness—which are fundamental for an exceptional Democracy—and are very important to educators for student empowerment. We hope that history can be a subject to help students to become life-long learners. Our job is to bridge most of the dissonance to help them learn our subjects and content. History is particularly hard in that “[h]istory as a disciplined enquiry aims to sustain the widest possible definition of memory, and to make the process of recall as accurate as possible, so that our knowledge of the past is not confined to what is immediately relevant.” [John Tosh. The Pursuit of History. Fifth Edition, p.2]

We are also going to ask tough questions on why America has had a hard time including everyone?

## **Defining American Citizenship**

To understand the sweeping changes that are covered in this period of American history, students consider the ways in which the quests for liberty and freedom have transformed the American populace. The course pays close attention to the opportunities and challenges that have confronted a diverse society. Teachers weave in the recurrent themes of citizenship and voting by emphasizing how these rights and privileges have been contested and reshaped over time. Starting with the freedoms outlined by the framers, students examine the many contributions of Americans seeking to expand civil rights across the country—to move forward in the continuing struggle to become a more perfect union.

# EYEWITNESS TO HISTORY

The Eyewitness to History, by Joan Schur will be one of our ways to document the past as we take the journey of our country's story.<sup>1</sup>

**Diaries:** Writing from Opposing Viewpoints: Writing from a different persona and will make diary entries about their American life. Students can create your own personas or research historical figure to emulate diary entries.. The letters have a political personal call troll an enclosure component.

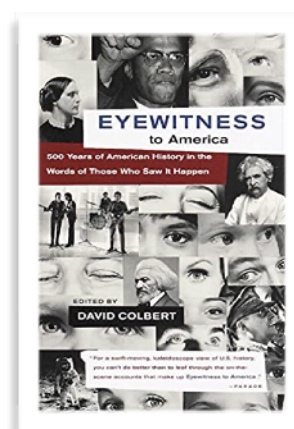
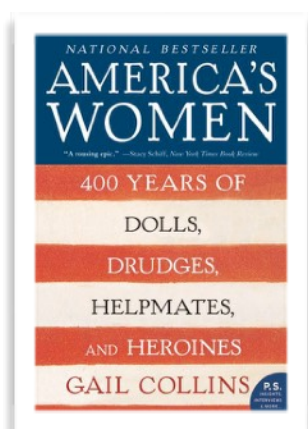
**Travelogues:** these are eyewitness perspectives on a growing nation. Information and students will need for the travel logs can be from their textbooks also supplemental materials and primary source documents.

**Letters:** Letter exchange is when students are put into pairs and write each other A Series of letters those letters are written from two different personas and there are least two rounds of letters written between the two personas. The letters have a political personal call troll an enclosure component.

**Newspapers:** students will be completing accounts of the same units and will become engaged in looking at newspapers to reflect what's going on in different time periods throughout the course. These will be more of a public voice as opposed to a private voice from the diaries and the travel logs and the persona is being used. Students will end up possibly creating their own newspaper.

**Election Speeches:** students will look at election speech is advocating for a candidate that is linked to their persona or political philosophy.

**Scrapbook:** the scrapbook assignment can basically be your interactive personal notebook which includes class notes, textbook notes, and all your research for the eyewitness to the past assignments. I work in the interactive personal notebook will be kept in a paper spiral or you can create a digital notebook on slides in Google Docs.



---

<sup>1</sup> [Eyewitness to the Past Strategies for Teaching American History in Grades 5-12](#)

## TEXTBOOK

On page 2 to explore what it means to be in America who is history's full stories so stressing a little slow moving but others couldn't be more exciting lives in the United States everyone is living history Snapchat autobiography genealogy research a family [ancestry.com](http://ancestry.com)

The story of a continent human existence occupies a small part of the timeline is represented by the small part of the red slipper and to the end of the scene timeline

Page 11 is on the story of the continent earths climate during the place to see a Pok fluctuated between glacial periods of ice ages. Of climate similar to what we know today at the end of the place to seen the climate stabilize it warmer temperatures. The birth and spread of agriculture allowed humans to stay in one place and feed larger populations in hunting and gathering and permitted as a result villages developed following eventually by large communities in each larger communities got larger.

?



# UNIT 1

## EARLY GROWTH & CONFLICT

### EARLY ENCOUNTERS



- Why did Europeans explore?
- What exchanges were established as a result of the age of exploration?
- How did European explorers and natives view each other?
- How did European explorers and settlers interact with American Indians?

- How did American Indians change as a result of the arrival and settlement of European colonists?
- Why did American Indians fight with each other?
- Why did they fight with European settlers?
- What role did trade play in both cooperation and conflict between and among European settlers?

## **HISTORY LINKS:**

<https://www.kshs.org/kansapedia/mennonites-in-kansas/19174>

<https://www.visualcapitalist.com/incredible-map-of-pangea-with-modern-borders/>

<https://anth.uic.edu/profiles/parkinson-william/>

<https://ralphleehopkins.zenfolio.com>

<https://www.aoc.gov/explore-capitol-campus/art/popay>

<https://www.latimes.com/archives/la-xpm-2010-sep-27-la-et-martinez-27sept2010-story.html>

<https://www.latimes.com/la-op-rodriguez21oct21-column.html>



## **EYEWITNESS TOPIC IDEAS:**

### **PERSONAS**

Po'Pay, Nicolas Jose, Pocahontas, Toypurina, Chief Tecumseh, Cortes, Junipero Serra, Moctezuma, Atahualpa, Cabrillo, Pizarro, Columbus, John Smith, John Rolfe, Coronado, Juan de Oñate, Juan Pico, Apollonia Larazana ,Additions will be added

### **TIMELINE**

Historical thinking: determine chronology in the beginning of the 1400s many countries began crossing oceans and other great distances to explore concord lay claim to land and trade with the faraway lands in Mexico to Inka built Citadel of my speech you later in the 1600s did American sold Manhattan Island to the Dutch and African Africa begin the slave trade with Europe in the New World which would've been Portugal.[14-15]

## **CHAPTER 1:THREE WORLDS BEFORE 1500**

### **ESSENTIAL QUESTION: HOW ARE THE EARLY CIVILIZATIONS IN THE AMERICAS AFRICA AND EUROPE BOTH SIMILAR AND DIFFERENT?**

### **AMERICAN STORIES LAND OF PLENTY**

The concept of land of plenty is the relationship between the environment and natural resources just write an archaeologist suggest that early people crossed into the Americas by the way the land bridge from Asia between 15,000 and 20,000 years ago migrating as a follow herds of animals hunted for food early North American people such as those who lived in northwest coast were sustained by the food available in the region and they did not have to access footage from far away in many cases they traded their own resources with other Native American groups.[19]



In the north east coast is a region of giant trees heavy rainfall rivers and moderate temperature and plenty of fish in the northwest were you read about the king of the salmon and many resources for Native Americans to create civilization community and culture and religion.[20-23]

## **SECTION 1 SOCIETIES OF THE AMERICAS**

### **1.1 EARLY AMERICAN CIVILIZATIONS**

Main idea; civilizations immersion thrived in Mesoamerica and South America for thousands of years.

The early American civilizations there was the Olmec the Mayan the Aztec civilizations and they developed in Mesoamerica when you look at your map you'll see that Mesoamerica makes up southern Mexico most of central America and parts of South America. You may refer to the map that's on page 24 to help you no more. If you compare and contrast the highlands in the low lands in Mesoamerica you're fine to Thailand in the low lands at fertile land for our culture. When you look at the map and you see the Andes mountains both the Inca and the Inca benefited from stream water from the mountains and irrigate crops the balance would have provided building materials for Inca cities and isolation and some protection from the conquistadors you later become their enemies and try to conquer both civilizations.[24]

### **1.2 WESTERN AMERICAN CULTURES**

**Main idea** of radio varmint characterized by climate and landforms influence the development of western north American cultures.

More historical thinking so we look at how the tribes and northern and western North America adapt to the environment dilutes in anyway made kayaks from hides and wood and fish people northwest coast made wood houses and boats and fish pump or hunted and fished and gathered plants that's and berries in many cases the Pomo also might have had irrigation engineering. The Mayan ancient Pueblo and Hohokam built large multi level apartment style dwellings from adobe the ancient couple of Hohokam lived around the time of the Mayan at similar farming practices and treated with mounds Americans.[27] Please watch their video link below.

<https://www.kcet.org/shows/tending-the-wild/a-history-of-the-pomo-people-in-california>

### **1.3 EASTERN AMERICAN CULTURES**



**Main idea** Native Americans in eastern northern America establish stable agricultural societies and specialized burial and religious practices.

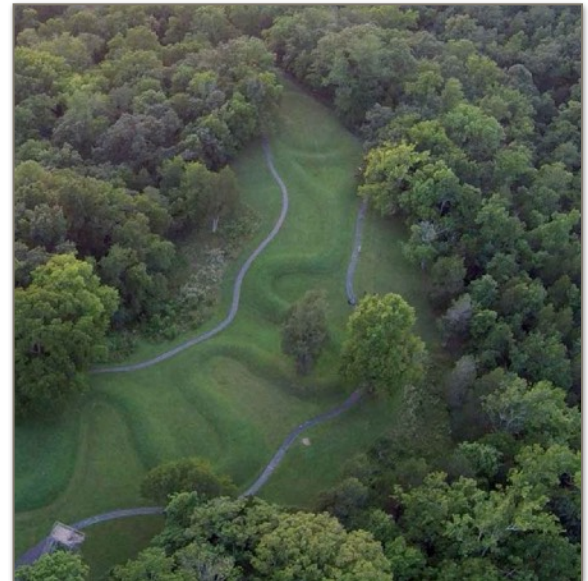
Historical thinking so how did farming help maintain large population in Cahokia it was because farming was provided and dependable food source that could support a large population however there were problems and solutions to eastern Woodlands people would solve the problem of growing food in Forrest eastern Woodland trails practice/and burn agriculture which means it cut down and burn the trees to clear the land for planting when they move the simply cleared new land. There are also environmental concepts of practicing/burn agriculture and those cycle of the natural ecosystems in the region/and burn agriculture destroy trees and plants in the region and probably destroy the homes of wildlife they're forcing animals to relocate to a different environment and niche.[29]

## 1.4 NATIONAL GEOGRAPHIC

**Main idea** archaeologist John Kelly Seebeck excavations of the Cahokia mounds have provided insight into the cities culture and its rise and fall

The mounds of the Mississippi struggle thinking what did the Cahokians built in their city to Cahokians built an urban trading center with houses farmland in Gray Plaza for religious celebrations they also built balance including a huge monks mound many of the mounds burial sites on some mounds in the truck again constructed building

seven. **Analyze Cause & effect:** I did the whole cans decline no one knows for certain whether Cahokia declined some archaeology suggest that climate change or disease may have led to the fall of the Kochia John Kelly says that a massive flood covered the mounds and caused people to leave.[31]. Explorer John Kelly mounds in Mississippi



## 1.5 CURATING HISTORY

**Main idea?**

National museum American Indian Washington DC the national Museum of American Indians and MAI is located in Washington DC on the national mall Museum and his crowns were designed with the help of tribes and communities from across the hemisphere to share the sense and spirit of the Native



Americans with its many visitors the Ottawa moccasins and the thing that canoe paddles were used for every day activities the chief of the undersea mask was also for ceremonies Ottawa moccasins or skillfully crafted the silk cuffs are evenly stitched and beaded the matching diamond and teardrop shapes on each moccasin or intricately beaded stitching on the market since it's so tight it looks like it was done by a machine but they were hand made.[33]

## **1.6 GEOGRAPHY IN HISTORY**

**Main idea** before European settlement 500 Native American tribes and how did North America jogger fee help to shape the diverse cultures

Geographic perspectives **physical geography** vs. **human geography** make make sure you interpret the map on page 34 looking at the great basin in Plateau southwest great Plains Northeast Southeast Arctic and some arctic again these are fifth grade review ideas there's also a chart on page 35 check it out!

**Think like a geographer** the main ideas and details how different Native American groups adapt to the amount of rainfall they received? The pueblo in the southwest had a little rainfall so they plant crops near the Rio Grande the Cherokee and Choctaw and the southeast people had plenty of rainfall and farm growing crops in this for the soil the Algonquin and Iroquois speaking people in the north east use rivers supplied by ample rainfall to practice long-distance trading **Number two to make inferences** what does the Potlatch reveal about the attitudes toward wealth among Native Americans in the Northwest? Native Americans in the northwest gave away some of their accumulated wealth through potlatches given the Potlatch was a way for families to gain honor they must have you having an excess of wealth and something to be avoided.[35]

## **SECTION 2 SOCIETIES OF EUROPE**

### **2.1 THE MIDDLE AGES**

**Main idea** during the middle ages Western Europe underwent many political economic and social changes..

**Historical thinking:** The middle ages review and try to remember the feudal system were peasants are tied to the Lords land and receive protection exchange for the work in the land also remember the Crusaders manage to expand trade successfully between Europe and the eastern Mediterranean region however they were unsuccessful in keeping the land they had

originally captured by feudalism in church provided stability in different ways feudalism provided security and defense for war and kingdoms through a strict social hierarchy the church served as the strongest unifying force in medieval Europe in addition to church help stimulate trade by launching the crusades. But the global pandemic of the black plague change the entire structure of the feudal system and slowly begin to break down feudalism in Europe.[37]

## **2.2 POINT TO THE RENAISSANCE AND REFORMATION**

**Main idea** of the renaissance mark the time of curiosity learning experimentation communication and.

**Historical thinking** reading check from which ancient cultures did the renaissance receive inspiration? The renaissance was inspired by ancient Greece and Rome **second describe** why was the printing press such an important invention during the renaissance? The printing press allowed the ideas of the renaissance to spread quickly and more people have access to print a text especially the Bible and the different translations and languages change the structures of the church so people could read the Bible in other languages than just Latin. By changing the language of the Bible more people had access to that Bible again this is a seventh grade reminder. **Lastly draw conclusions** why do you think the Catholic Church excommunicated Martin Luther? The church excommunicate Luther because the beliefs and the teachings went against official document and had begun to attract followers. Also the Bible was much more open and did not have lists of sacraments that every religious person had to follow. Further priests could Mary and Martin Luther's 95 thesis critiqued the Catholic Church and they were very angry on how Martin Luther wrote about their religion. [39]

## **2.3 TRADE EXPANDS**

**Main idea** new sea routes and developments in ceiling technology allowed for an expansion of trade between European societies in the east.

**Historical thinking** reading check what was the new C route that Bartholomew Diaz first discovered and Vasco da Gama later fall to get to India. The routes that DS and T, follow to arrive in India went around the cape of good hope in southern tip of Africa again another seventh grade review. Second in lies cause-and-effect why did Europeans want to find new sea routes to Asia in the 15th century it was because they wanted to avoid trading with turks on land routes using see routes let them trade directly with countries such as India. Lastly evaluate what might have been some of the advantages and disadvantages of taking a

long voyage in a Caravelle the carovel was light and quick I could sail into the wind it's maneuverability made it safer to sail since the Carrabelle was a new ship however there was probably a shortage of your sealer's with experiencing sailing of it it was probably small and less room for crew supplies and goods.[41]

## **SECTION 3 SOCIETIES OF WEST AFRICA**

### **3.1 THE KINGDOM OF GHANA**

**Main idea** West Africa's location made it a major trade center leading to the rise of the kingdom of Ghana and the spread of Islam please make sure you look at the map and set on page 42.

**Historical thinking** reading check how did the Conners location help it become wealthy? Conners is located near the meeting point of gold traders and salt traders. I was able to collect taxes on the goods again this is another seventh grade review. Second interpret maps identify geographic features that people of the West Africa could have traveled through the trade with others to trade with others the people of West Africa my travel through the Sahara to the north or the forest to the south. Lastly making inferences why did the movement of traders help spread the influence of Islam during the period of time many traders who pass through West Africa all the Islam religion and they practice their religion whatever they traveled they also sought to convert others to Islam another seventh grade review.[43]

### **3.2 MALI AND SONGHI**

**Main idea** well from the kingdom of Mali and Song I spent a long trans-Saharan trade routes in northern Africa and Europe.

**Historical thinking** reading check how did the rise of Mali and Songhai affect trans-Saharan trade? As Mali rose to power they took control of trans-Saharan trade back on once dominated eventually Songhai became more powerful and took control of trade for Mali again another seventh grade review. Second analyze cause-and-effect how did Mansa Musa pilgrimage lead to changes in Timbuktu? That's a loser returned from Mecca out with new ideas and decided to turn Timbuktu into a cultural center he promoted the learning of Arabic to enable people to read the study of the Quran. Further books and libraries were more important than gold knowledge and enlightenment was the number one commodity in Timbuktu. Timbuktu had some of the earliest scholars and professors of enlightenment thinking. Again this is review from seventh grade. Lastly compare and contrast how were



the empires of Mali and Songhai similar both Mali and so I spend the kingdom through conquest gain wealth by controlling translator and trade were both Muslim and had leaders who introduce significant reforms.[45]

### **3.3 DOCUMENT-BASED QUESTION**

Travel to travelers of long record of their observations as they explore new places travel journals from the past reveal details about places as long as were long ago and also gives us insight into how people reacted to different cultures.

**Synthesize & write** what you have learned about travel training religion in West Africa Hansen, Moussa is sitting on his throne holding a piece of gold as a traitor approaches he wears a gold crown and hold a gold staff is portrayal suggests that outsiders view them as a ruler of a rich kingdom with whom they should trade document to answer so them on grand entrances is fine garments the procession of musicians playing gold and silver guitars and hundreds of arm slaves probably made the audience believe that this man was wealthy and powerful last document huge crowds at the mosque for prayer suggest that there are many devoted believers children memorize the Quran so Islam is very important to the people of Mali beginning at an early age again this is seventh grade review.[47]

### **REVIEW**

There are some drawing conclusions. And what we did the crusades hope we can feudalism? Receipts we can feudalism by increasing trade let's trade increased market down screw people left the manners for better jobs in town this week and feudalism again this is seventh grade review.[49] you might even want to interpret the map on page 49 De Gama's voyage 1488 to 1489 inset map shows in going from Europe to Asia and back down again around from.[49]

### **AMERICAN GALLERY-ONLINE**

Cakokia: A Native American City-review and notes. What do you remember from fifth grade?



## **CHAPTER 2 EUROPEAN EXPLORATION OF THE AMERICAS**

### **ESSENTIAL QUESTION: WHAT IMPACT DID EUROPEAN EXPLORATION HAVE ON THE AMERICAS?**

#### **AMERICAN STORIES MISSIONS AND NEW MEXICO**

#### **SECTION 1 SPANISH CLAIMS IN EMPIRE**

##### **1.1 THE AGE OF EXPLORATION**

**Main idea** the search for a western route to Asia during the late 15th and 16th centuries open the Americas to European European.

**Historical thinking** reading check why did the Spanish want to find western route to Asia Spanish merchants wanted to participate in west African and Asian trade but the routes are limited since Pope had given Portugal control of the lands to the south of Europe in East Fort India second drawing conclusions in what ways did the Treaty of Tordesillas support Spains mercantilist economy under Spains mercantilist economy it's all right to trade with its own colonies the Treaty of Tordesillas gave Spain the right to colonize land in the



Americas which with support Spain's economy. Lastly identify main ideas and details how did further explanation prove that Christopher Columbus has not landed in Asia, Vespucci's explorations of the old South America to be a huge landmass that was not part of Asia. Balboa Discover the Pacific and the Magellan the circum voyage revealed the vastness of Pacific.[53]

## 1.2 AMERICAN VOICES CHRISTOPHER COLUMBUS



### Historical thinking reading check

How did Columbus plan to sail to Asia? Columbus plan to sail west from Portugal to Japan based on the calculations he made using an Accu

data about the size of the earth second analyze cause-and-effect what happened as a result of Columbus's voyages? Converses voyages open the New World to exploration colonization last make inferences will call these do you think Columbus possess to plan and carry out his voyages? Columbus had a background in navigation not making an astronomy he possess confidence and his skills was the greatest and optimistic he also turned discipline and able to manage hardships further he probably on more slaves than any other human on the planet as an individual. If you are more interested please read the chapter on Columbus in the textbook lies my teacher told me.[55]

<https://thenewpress.com/books/lies-my-teacher-told-me-about-christopher-columbus>

<https://www.zinnproject.org/materials/lies-my-teacher-told-me-about-christopher-columbus/>

<https://www.nytimes.com/2017/11/21/us/thanksgiving-myths-fact-check.html>





### 1.3 CONQUERING THE AZTECS AND INCA

**Main idea** of variety of factors helped Spanish soldiers and adventures conquer the Astec and Inca empires in the 16th century.

**Historical thinking** reading check what was the goal of the Spanish conquistadors goal was to conquer lands in the Americas and clean them for Spain further they were on a search for gold and wealth to possibly keep or bring back to Spain Cortez will even sync his ships to not go back to Spain and the king and queen of Spain call him back to come to Europe, Cortez will even take an Aztec wife Malinche. Second analyze cause-and-effect what factors helped the Spanish defeat the Aztec and Inca the factors that helped the Spanish conquered the Aztec and Inca were the introduction of European diseases the creation of native American alliances superior military technology and horses and ruthless treatment of Native Americans further making them into Spanish-speaking Catholics when they were converted they were called neophytes, in many cases indigenous people had to convert to the religion of the Spanish or they were told that the Spanish God would kill them. Lastly draw conclusions what might have led Aztec and Inca leaders to underestimate the Spanish invaders? both Cortez and Pizarro lead small groups of men while the Astec Anika empires had large armies. Again this is seventh grade world history review.[57]



## 1.4 CONQUISTADORS IN THE NORTH



**Main idea** conquistadors exploring north America in the 1540s were less successful than Cortez and Pizarro.

**Historical thinking** reading check why won't Spanish exploration successful in North America when he conquistadors search for gold but did not find it Cabrillo and De Soto died while on expedition tobacco was captured and lived with his captors for sometime. But remember the vision in which Debacher actually had after becoming a slave and captive of the Native Americans he thought he would conquer what was the vision of the west the Cabeza de Vaca saw? Second invoice Cozz in effect with social impact and conquistadors have a native populations in the southwest in the southeast the cookie store expeditions were devastating to many Native American communities they brought disease stole things and enslaved and killed many debacle harbor eventually befriended the Native Americans with with. Last interpret maps look at the route to the conquistadors on the map what is one of the common features each of these expeditions all the routes suggest that the conquistadors laundered in search of riches rather than having specific destinations each expedition covered a different territory.[59]

## SECTION 2 EUROPE FLIGHTS OVER NORTH AMERICA

### 2.1 COMPETING CLAIMS



**Main idea** struggles arose in Europe when other countries challenge the claim to Spain and Portugal had made in the Americas.

**Historical thinking** reading check what was Spains response to the claims of other European countries in North America? Spanish were angry about British and French claims in the New World Spain continued its own exploration and attempted to call by force the exploration and settlement of the fence Huguenots and others. Second interpret maps based on the sea route shown on the map which countries were likely competing over the land claims in the western hemisphere the Netherlands and France competed with Hudson overlapping Verrazano's early expedition along the eastern coast of North America. Lastly dry conclusions how did the process reformation influence European relations in the Americas person such as the Huguenots came to the New World to escape which is persecution how are European conflict fault that the French Huguenot battled the Spanish in Florida this resulted in the standard price if you cannot Spanish killed those who refuse to convert to Catholicism. Again this is fifth grade and seventh grade review.[61]

## **2.2 DEFEATING THE SPANISH ARMADA**

**Main idea** because of England strong naval fleet to English victory at Sea challenge Spanish dominance in Europe and the Americas.

**Historical thinking** reading check what political changes to England defeat of the Spanish Armada bring to Europe Spain to France decreased after the defeat of the Spanish Armada the sea dogs continue to steal from the Spanish scallions and protestant sects challenge special and in Jamestown they were Catholic spiee possibly help the downfall of the colony. Second compare contrast what were the different advantages disadvantages of the Spanish and English ships Spanish Galion's were larger but slower the long range cannons were more difficult to load and discharged English ships were similar and more maneuverable they're mounted artillery could be more quickly discharged and we loaded but the ships need to be closer to the targets. Draw conclusions how did the Spanish captain strategy took about the English fleetly to their own defeat Spanish captains expect to use a greater numbers to board English ships and defeat the English in close quarters but the faster the English ships defeated the Spanish before they could do so.[63]



## **2.3 FRENCH AND DUTCH COLONY**

**Main idea** the French and Dutch claim North America lands as

rich sources of trade and wealth but they had trouble establishing colonies.

**Historical thinking** reading check how did explores influence international trade during the 17th century the French and Dutch explores traded with Native Americans for first which are considered valuable in Europe the for trade like France and the Netherlands. Second form and support opinions in your opinion what could the French have done differently to attract settlers and grow the population of new France support your opinion with evidence from the text the French could have followed protestants to settle in the Americas or it could have followed allowed peasants to own land there further in the documentary New York Stuyvesant created many rules that made many people not like the new rules. These new rules made it easy or for New Yorkers or new Amsterdam residence to choose to go with the British when they asked to own new Amsterdam. Last interpret visuals what physical features might have made a Manhattan and attractive place for Dutch to build a community? Manhattan's access to water and it's for us would provide lumber and animals for for training might have made it appealing also it's location was a deal for the docking of chips importing and exporting goods and don't forget 1619 is the date in which slavery began to take hold in the New World which would become the United States.[65]



## **SECTION 3 SPANISH RULE IN THE AMERICAS**

### **3.1 SPANISH COLONIAL RULE**

**Main idea** Spanish colonial social and cultural practices in the Americas had a dramatic affect on the.

“San Gabriel Mission is considered to be the first oil painting completed in California and, with its primitive composition and



**Ferdinand Deppe: San Gabriel Mission-Oil on canvas,  
183227 x 37 inches Gift of Nancy Dustin Wall  
Moure1994.083**



technique, is typical of extant works from that period. In the foreground Ferdinand Deppe has depicted the Shoshone Indians, who became known as the “Gabrielenos,” and who were pivotal in helping to create the Mission complex with Franciscan missionaries under the direction of Father Junípero Serra (1713-1784).

By 1832, the year the painting was made, California had become part of Mexico. The missions were about to undergo a process of secularization and were at the height of their power economically. Deppe alludes to the extensive wealth owned by the Catholic Church by making a point of showing the complex of large buildings that were part of the Mission compound and the river running through it. Although some of the land would be distributed to the Mission Indians, the major beneficiaries of the secularization were those with influence—the former Spanish soldiers and settlers known as the Dons. They were given large land grants, which would become the Ranchos of California.

This change in power and wealth is indicated in Deppe’s San Gabriel Mission with the depiction of two well-dressed Dons in the foreground of the painting. The one on the left walks with a Franciscan monk; another on the right converses with the Gabrieleno Indians. It was from these two sources, the Church and the Indians, that the Dons secured their power. Deppe’s San Gabriel Mission chronicles the end of the mission system and the beginning of the secularization of California. The painting is a rare document of a specific time and place in California history, but it also points to the way the state was to grow and develop. The ranchos established land-use patterns that are still recognizable today as many current communities echo the boundaries of the original ranchos”<sup>2</sup>

**Historical thinking** reading check who were the mestizos and where did they fit in Spanish colonial society? The mestizos were people who were of mixed Spanish and Native American heritage the occupied the middle class of Spanish colonial society. Second compare and contrast how did the echo meander and mission systems compare? Both systems attempted to dominate the Native Americans both used harsh methods in each was only partially successful they differ in that the mission system work to convert Native Americans to Christianity while the encomienda system kept them under control to supply force labor and landowners further omissions also tried to control and committed genocide in many cases to ensure the mission system sustain itself. Both were awful to the indigenous peoples in the Americas specifically southwest and northwest.. Analyze cause-and-effect how did the Spanish mission system affect need of American societies the mission system provided protection for Native Americans and top them skills that were useful in colonial society but a force them to adapt to Spanish culture at the expense of their own also

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<sup>2</sup> [Framing America., Pohl](#)

do not forget about Apollonia Larazana who ended up owning three rancheros after helping the Catholic priests in Southern California.[Latino Americans, PBS][67]

### **3.2 NATIONAL GEOGRAPHIC EXPLORE: GENETICS DISEASE AND NATIVE AMERICANS GEOGRAPHIC EXPLORER PARDIS SABETI, HARVARD UNIVERSITY LAB**

**Main idea** minor scientific research can help explain how diseases from Europe impacted Native Americans in North America.

**Historical thinking** Reading check what kind of research does parties Sebastian do stability research is infectious diseases including how they change over time and how they affect human biology and history next summarize in what ways have infectious disease is shaped human history? Infectious diseases have killed more soldiers in battles have possibly affecting the outcome fours they also lead to destruction many Native American populations true accidental an intentional exposure by Europeans. Last make inferences in what ways might understanding how diseases change over time health doctors prevent future epidemics? Understanding how diseases changed in the past can help me search to make predictions about how they may change in the future then researchers can develop more effective prevention and treatments also might consider what does globalization have to do with the current COVID-19 pandemic and humans coming close to bats and other animals with their viruses and how it has affected human populations globally. The impact of COVID-19 from January 2020 to July 2020 has changed many of our lives globally.[69]

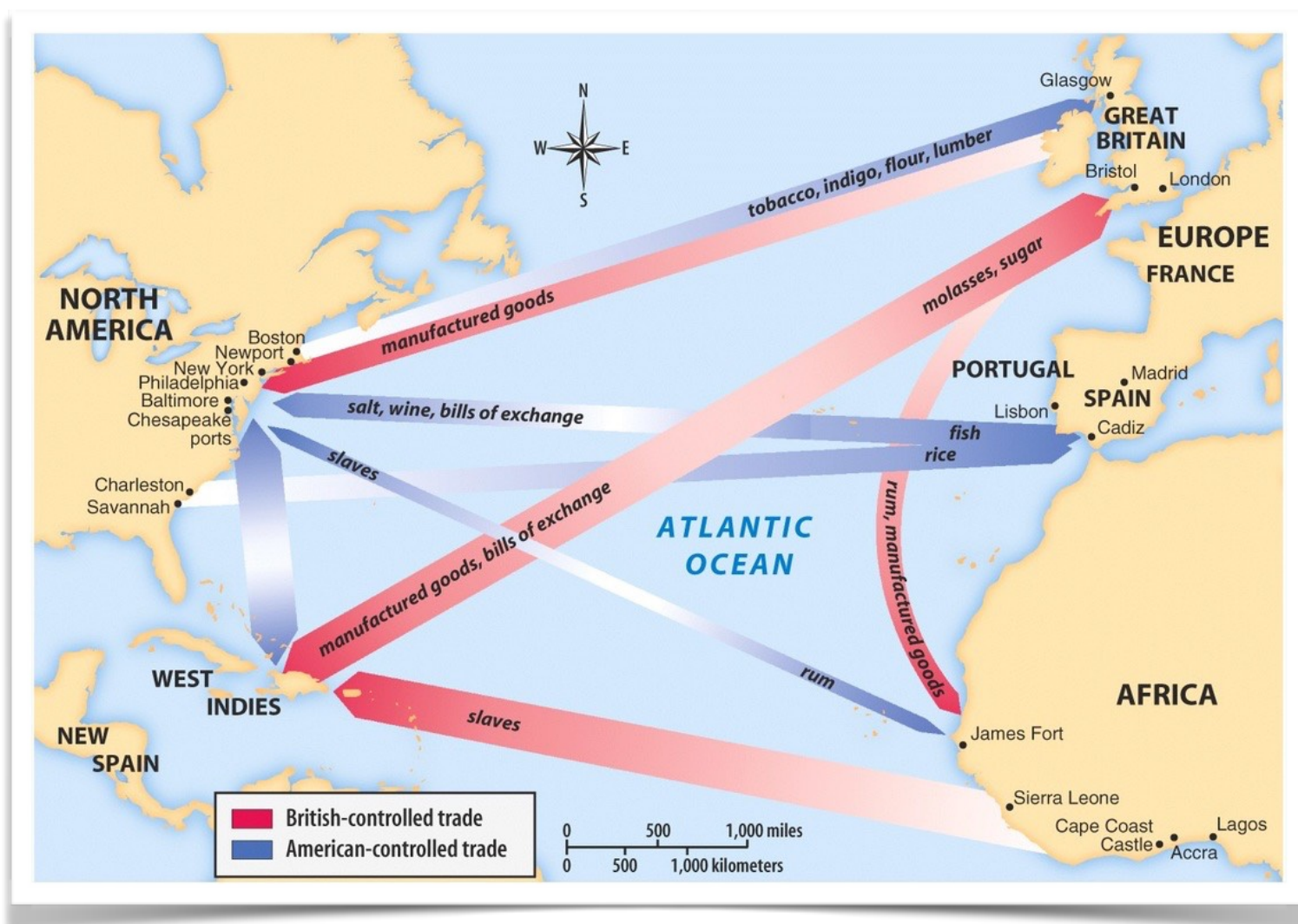
### **3.3 COLUMBIA EXCHANGE**

**Main idea** the Columbia exchange was it is deficient biological event that change societies in environment around the world.

**Historical thinking** reading check why was the Columbian exchange such an important phenomenon in world history? The Columbian exchange introduce people on both sides of the world to new plants animals and germs in improve nutrition and expanded cultures but also resulted in millions of native American deaths due to the transfer of diseases. Do you also notice on the map what is not being shown?

Why is it that the slave trade is completely missing from this map?

Interpret maps based on what you notice on the map what foods do you enjoy today that originated in the Americas? Possible responses might be sweet potatoes potatoes corn and peanuts peppers beans and a different type of squash is all originate in the Americas. The



Compare this map to the one in your book

other thing that does not mention it's sugar! Sugar is one of the most widely used products around the world today and wherever there is sugar slavery occurred to bring sugar to that region.[71]

## SECTION 4 SLAVERY BEGINS IN THE AMERICAS

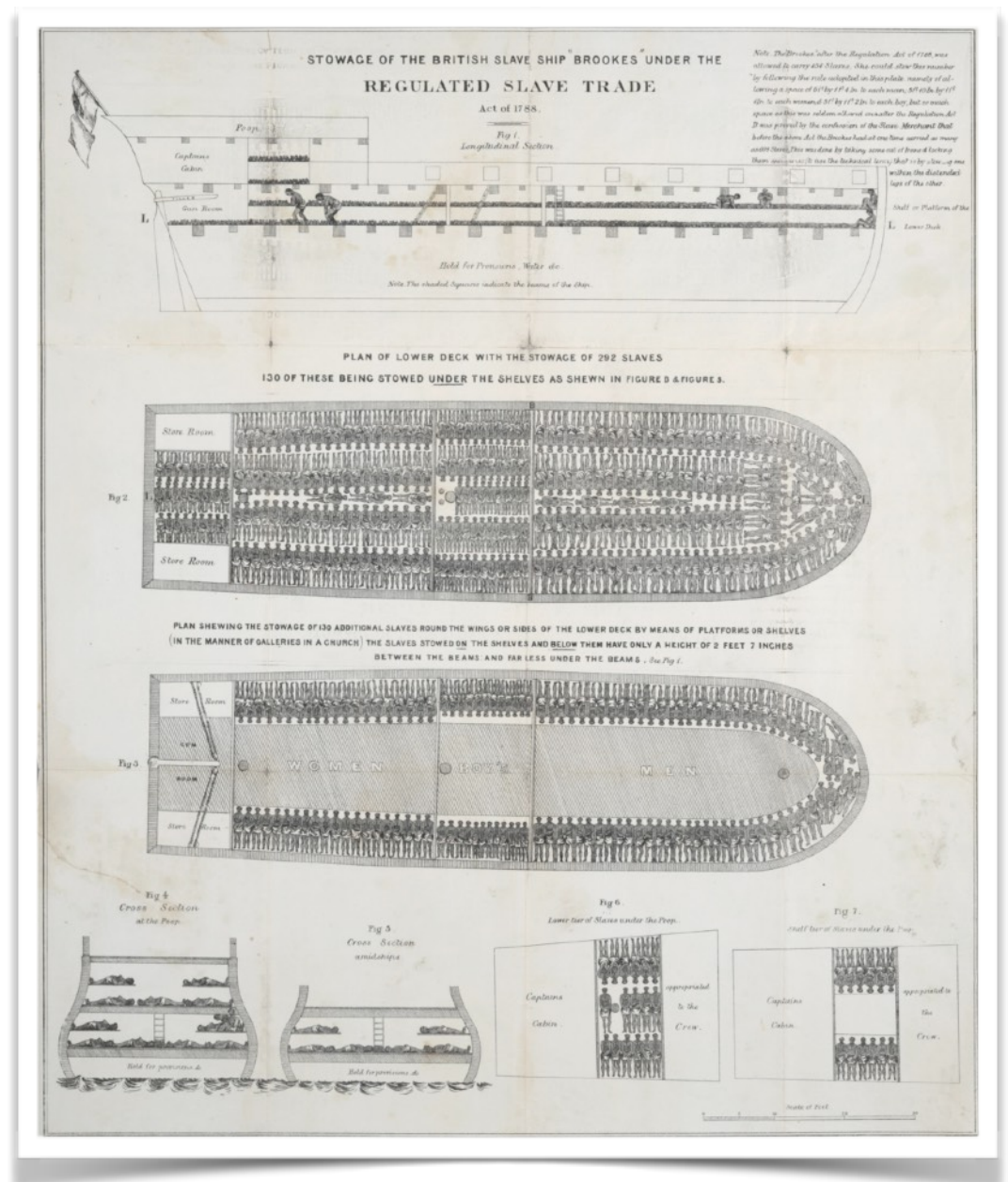
### 4.1 A NEW KIND OF SLAVERY

**Main idea** demand for labor in Europe and the Americas drove the development of a new kind of slavery beginning with the capture of people in west Africa.

**Historical thinking** reading check how was chattel slavery different from most forms of slavery practice an Asian societies? Chattel slavery was permanent and the enslaved person lost almost all rights in early societies slaves were often able to work or buy off the freedom and some of the people bonded themselves to slavery to pay debts indentured servitude change to bondage further and raise power of an illusion which we will watch you will see how characteristics were assigned to people and blackness and slavery became connected by the culture in the United States, at this time are called the Americas American colonies. Please don't forget to look at the 1619 PDF [1619] that is available in your historical studies.. Second summarize what was the triangular trade? The triangular trade was a three-part system that connected Europe Africa and the Americas traders from Europe brought



European goods to Africa and exchange them for enslaved people then slave traders sold these enslaved people in the Americas for payment and the products from the Americas which they brought to Europe and don't forget about the middle passage which we will talk about many times at this course henry gates will talk about these passages and what it meant for African-Americans in our history. Last in a great visuals how would you describe the middle passage? Use details from the text in your description ships on the middle passage for overcrowded with enslaved people lined up in tightly packed rows they did not have room to sit up or lay down and we're shackled to prevent movement. If you have a chance you may try to watch the film Armistad it picks the triangular slave trade please get parental approval to watch this movie.[73]



## 4.2 GROWTH OF SLAVERY

**Main idea** European access to African slave labor paved the way for growth of slave labor in the Americas in the expansion of slave trade.

**Historical thinking** reading check how did slave trade change as demand for African slaves grew? As demand increases more Africans were captured in slave rates they were treated more harshly have longer marches to the sea and endured the Orinda's middle passage voyage to the Americas. Second make inferences in what ways did the African Diaspora change the population of the African continent? The African Diaspora reduce the population of Africa by millions of Africans lived in fear that their villages would be raided and their families ripped apart the slave trade ruined the culture and economy. Last draw conclusions how did Portuguese slave trading off the western coast of Africa help contribute to the development of slavery in the Americas? The Spanish colonies in the Americas initially

bought enslaved Africans from Portuguese plantations when they could no longer use native American forced labor eventually they purchased enslaved Africans directly from the same source as the Portuguese and adopted the same slavery practices.[75]

## **REVIEW**

**NATIONAL GEOGRAPHIC CONNECTION THE FIRST AMERICANS BY GLENN HODGES UNIT INQUIRY ESTABLISH AN EMPIRE.**

**AMERICAN GALLERY ONLINE-THE INCA EMPIRE**

What do you remember from fifth grade? review and take notes.

# **UNIT 2**

## **EARLY SETTLEMENT IN THE NEW WORLD**

### **ENGLISH SETTLEMENT**



- Who moved to and settled in North America? Why did they choose to live where they did?
- Why did English settlers choose to live on the North Atlantic seaboard?
- What was daily life like for those who settled in the southern colonies? Those who settled in New England?
- Why did Jamestown settlers have a high mortality rate?



- Why did so many settlers die, and how did they eventually reverse this trend?
- How did people work in the colonies?
- Why did indentured servitude start, and how did it transition to slavery?
- How did the Middle Colonies differ from New England and the southern colonies in terms of geography, economic activity, religion, social structure/ family life, and government?

## **HISTORY LINKS:**

<https://www.pbs.org/wnet/secrets/jamestown-dark-winter-full-episode/2427/>

## **EYEWITNESS TOPIC IDEAS:**

## **PERSONAS**

Antonio the Negro [Anthony Johnson, ]Nicolas Jose, Pochahontas, Typourina, Chief Tecumseh, Cortes, Junipero Serra, Moctezuma, Atahualpa, Cabrillo, Pizzaro, Columbus, John Smith, John Rolfe, Anne Hutchinson, Roger Williams, John Cotton, Mary Dyer, Thomas Lightfoot, Hannah Dustan, John Winthrop, George Whitelfield, James Blair, Ann Fowler, Mary Johnson, Sarah Harrison, Eleanor Spragg, Captain Thorowgood, William Rascow, Gile Brent, Margaret Brent, William Byrd, Captain & Mistress Bradnox, Alice Burges, Jane Dier, Cicely Bray, Anne Richards, George Yeardley, Eleanor Dare, William Bradford, Priscilla Mullins, Margaret Bent, Elizabeth Poole, Mary Rowlandson, Wetamo, Anne Hibbens, Sarah Good, Additions will be added

## **TIMELINE**

The signing of the Mayflower compact and 1620 indicated the colonist wanted self government Britain's glorious revolution in 1688 showed that people want to curb the power of the monarch.

## **CHAPTER 3: THE 13 COLONIES 1585 - 1732**

## **ESSENTIAL QUESTION HOW DID EARLY SETTLERS COPE WITH CHALLENGES AS THEY ESTABLISH THE FIRST 13 COLONIES?**



# AMERICAN STORIES THE LAST COLONY OF ROANOKE

Reading check what clues about the missing Hollister John white find at Roanoke and why are they important? John Waite found Croatoan carved into a post and letters CRO carved into a tree presumably done by the colonist since native Americans didn't write in English synthesize why is the mystery of Roanoke and important topic to historians? Historians work from facts based on evidence finding new evidence that could explain the disappearance of the colonists would add to our knowledge and possibly change the interpretation of history.



<https://www.sciencemag.org/news/2018/06/archaeologists-start-new-hunt-fabled-lost-colony-new-world>

Make predictions based on the American story you just read, how do you predict the topics in the story will relate to chapter 3 the 13 colonies?[86-91]

## SECTION 1 EARLY COLONIES

### COLONIES HAVE MIXED SUCCESS

#### 1.1 COLONIZING VIRGINIA

**Main idea** Virginia's first colonists struggled with starvation, wars, and disease before finally finding success in their own home.

**Historical thinking** reading check what was the purpose for establishing the English settlement in Virginia?

England establish settlements in Virginia to gain wealth to mercantilism. Settlers provide raw materials to make goods in England they couldn't be shipped to the colonies for sale or trade. Form in support of pens how important do you think John Smith was to the settlers? Use evidence from the reading to support your opinion.

John Smith help to keep settlers alive and productive establish trade with peloton to exchange goods record and put the settlers to work planting crops finishing and building





houses. Make inferences why did John Rolfe's marriage to Pocahontas Spring about peace between the pool wanton and the colonists? The marriage brought about peace because it found the two groups together. And the PBS special you also heard other arguments why the marriage supported peace.[93]

## 1.2 CURATING HISTORY

The fort at Jamestown was built in a low lying area so the water supply may have been unsafe to drink particularly in times of disease or during hot summer months as a population grew water quality may have gotten worse since it was no sanitation system. The colonist provided toys for their children and they played dice games and entertainment thimble shows that they were Taylor's among the colonist who either repaired or made clothing silver hair picker provides evidence of the colonist methods of personal hygiene, and the monogram wine bottles indicate that the colonist brought or made and drink wine. And from seventh grade history you know that most of the time they drink wine because it was safer than water Colorado and other bacteria getting into the water could kill you.[94]

### Historical thinking

#### 1.3 National Geographic Explorer

**Main idea** archaeologist William Kelso has uncovered evidence of Jamestown that is changing how people view the settlement.



**Historical thinking** Reading check what did Kelsey learn about the Jamestown settlers from his excavations? When Kelso excavated skeletons he learned that settlers had hard short live skeletons indicate that many settlers died during the starvation time others did and died in wars with the Native Americans are because they cannot adjust to the environment in PBS the *secrets of the dead* some historians believe that there was a fighting between Protestants and Catholics in Jamestown. Analyze cause-and-effect why did the settlers to Jamestown as the site for the colony? Settlers shows to salvage the colony on an island in order to defend themselves and events the Spanish attacked. Draw conclusions what action on the settlers part was the key to the development of American constitutional democracy? The settlers developed a new form of government that included a representative assembly this was key to the development of the American constitutional democracy.[97]



## 1.4 CONFLICT WITH NATIVE AMERICANS



**Main idea** wars between Native Americans and Virginian colonists raged on and off for decades each group laid claim to the land.

**Historical thinking** reading check how did the treaty of 1646 lead to Bacons rebellion? The treaty required the pool wanting to live on lands north of the York River living the area that Landers Friedman could purchase for themselves they can use colonists frustration to rebel against the colonial government that supported the treaty.

Interpret maps how does the map reflect Native American concerns about Lin? The map shows how the years past, settled larger areas of land pushing Native Americans out. Make inferences why did Nathaniel bacon have public support for his rebellion? Landers Friedman shared Bacons goals of gaining a stronger voice of government as well as more land from the Powhattan.[99]

## SECTION 2 NEW ENGLAND COLONIES

### 2.1 PILGRIMS AND PURITANS

**Main idea** The New England colonists became a new home for groups who wish to create society centered on the religious principles

**Historical thinking** reading check what was the Mayflower compact and why wasn't important? Mayflower compact outline helping grams would govern them selves when they realized it wouldn't be living in Virginia under its laws it was important because it was a new plan of governance. Make inferences why did the Puritans Linksys ship to church membership the Puritans link citizenship to church

membership to maintain control over all the people in the community the congregation was bound to the church by the solemn oath that it gave it authority to punish members who went against the church doctrine. Anne Hutchinson will be one of the first Puritans to contest the religious structures of the theological colony.[101]



### 2.2 AMERICAN VOICES SQUANTO

**Historical thinking** reading check how did Squanto



helped the pilgrims in Plymouth? Squanto served as an interpreter guide and trading ambassador and talk to pilgrims how to plant local crops. Foreman support opinions do you think the treaty with Wampanoag could have created or been created without Squanto? Why or why not? Squanto was indispensable because he was fluent in both English in the Wampanoag language Samoset with his limited English might have broke or the treaty because maintaining peace was crucial to the Wampanoag. Draw conclusions based on his dying words what is going to learn from the pilgrims? It's quite as words on his deathbed indicate he learned belief in Puritan Christianity and his hope that the Englishman's God would welcome him.[103]

## 2.3 DOCUMENT-BASED QUESTION FOUNDATION TO DEMOCRACY

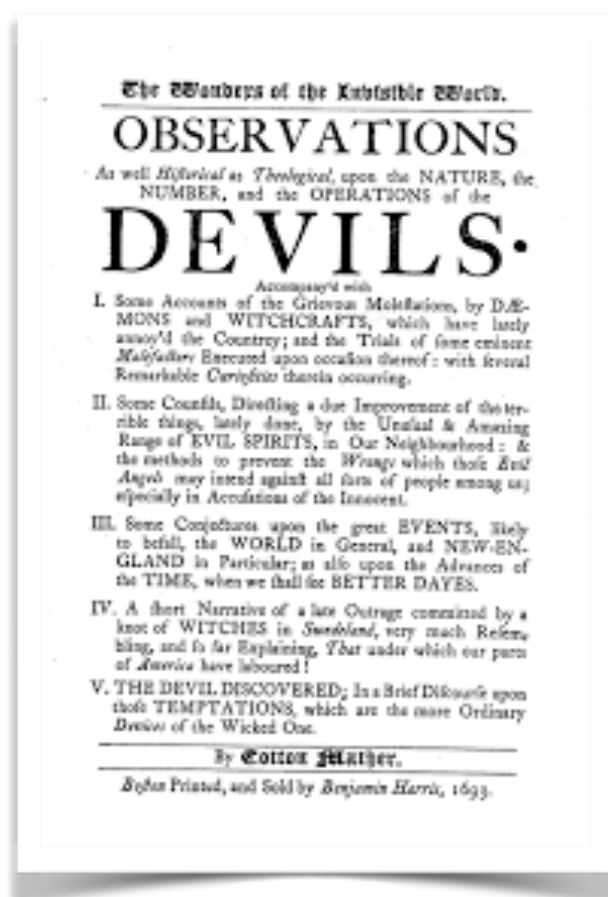
Document one the Magna Carta 1215 up to this point the king could probably do whatever he wanted to judgment by equals insured fair treatment of citizens. document to the Mayflower compact of 1620 the sinners believe that working together will contribute to a more peaceful way of life and aid in their survival in the new colony. document three the fundamental orders of Connecticut 1639 it would better understand the needs of the town citizens because he would know firsthand what was happening there.

synthesize and Write..[105]

## 2.4 WAR AND WITCH TRIALS

**Main idea** in the late 1600s wars with a Americans rage in the New England colonies and witch trials nearly tour the town of Salem apart.

**Historical thinking** reading check why did Metacom attack New Englanders towns? Without evidence the colonist having three Wampanoag for the murder of John Sassaman a Native American who had warned the colonist of impending attack by Metacom Metacom retaliated. Analyze cause-and-effect what effect did king Phillips war have a native Americans in the region? Did American troops suffered from disease hunger and the lack of weapons so the campaign failed thousands of native Americans including Metacom died. Making inferences why were landowning women targets of





witchcraft accusations? The women status as property owners gave them power this power challenge list of gender roles and social norms. PBS secrets of the dead witch trials is an important video you may wanna watch.[107]

## **SECTION 3 MIDDLE AND SOUTHERN COLONIES**

### **3.1 THE MIDDLE COLONIES**

**Main idea** the middle colonies included a diverse mix of cultures and religions as people from different countries began to settle the region. Return

**Historical thinking** reading check people from England France and Netherlands Germany Sweden Finland Portugal and other countries came to the middle colonies these people brought their own religious beliefs and culture is contributing to the diversity of the colony. Analyzing cause-and-effect what caused William Penn to lower Delaware from its own assembly European settlers living in the lord, counties dislike Penn's government and its authority. Been tried for two decades to unite the Europeans in the English but was unsuccessful. To end the conflict panel lower Delaware to form it's on assembly. Interpret maps locate Delaware on the map why does it make sense that pen might have difficulty you know the people who settled there with the settlers who lived in the rest of Pennsylvania? Delaware was separated geographically from the rest of Pennsylvania.[109]

### **3.2 FORMING ALLIANCES**

**Main idea** the earthquake confederacy consist of five tribes that work together to defeat other Native American tribes in the French.

**Historical thinking** reading check how did formulizes of the members of the earthquake confederacy? By banning together rather than fighting one another that reply had more strength and cook better with sand enemies or wage wars. Make inferences in what ways did the demand for beaver for affect alliances among Native Americans and Europeans? The earthquake traded furs with the Dutch and British while Bella Notte and Huron tended to trade with the French because he's treating relationships were important in both native American and colonial economies trade partners ultimate political alliances interpret maps how does the map help you understand why some Native Americans living near the Great Lakes might have been easy targets for the earthquake confederacy? Great lakes near the lands claimed by that real quick confederacy so it would have been easy for members of the confederacy to attack Native Americans who live there.[111]

### 3.3 THE SOUTHERN COLONIES

**Main idea** the southern colonies provided economic opportunities and social challenges for the colonist who settled in them.

**Historical thinking** reading check in what ways was Georgia different from the other southern colonies? Georgia was run by a board of trustees who could not own land or receive money from land sales other colonies generated profit from the proprietors in Georgia unlike other southern colonies slavery was forbidden and settlers had limited land ownership. Make inferences why James Oglethorpe have insisted on limiting the amount of land a similar could have? Limiting the amount of land each person could buy help maintain the quality among all of this. Interpret maps find the city of Charleston on the map and one advantage do you think the city enjoy due to its geographic location Charleston's location on the coast made it easily accessible to southern colonies and attractive to merchants engaged in commerce it was valuable for it we're good could be important.[113]

### 3.4 GEOGRAPHY AND HISTORY

**Main idea** Colonists use the abundant resources around them to develop thriving economies and three colonial regions.

**Think like a geographer** identify main ideas and details for each colonial regions identify an example of a natural resource that help the region to develop specific economic activity New England's forests and iron deposits help develop a shipbuilding industry the fertile soil in the middle colonies help develop wheat for export the rich soil and grass lands of the southern colonies help farmers grow. Interpret charts in what ways are the economic materials and economic activities of the New England colonies in southern colonies alike and different? People in both the New England and southern colonies trapped animals for for harvest timber farmed raise cattle produce from Rich soil in the southern colonies gave way to plantation to crops for export. Analyze environmental concepts in what ways did the quality and quantity of natural resources impact population growth in the 13 colonies? Because the abundance of high-quality natural resources available to the colonist the population increased by more than 2 million people.

### 3.5 WEROWOCOOMOCO

**Main Idea** in the 1600s were a comical what is the capital of the poems and tribes today researchers are exploring excited to learn about the tribes and their interactions with English colonists.

**Historical thinking** reading check what types of items to the pope wanting and Jamestown settlers trade with each other? They traded goods including such items as copper pots spoons and beads. Make connections think about what you learned about Jamestown in this chapter in what ways did geography affect your relationship between Jamestown and where are chemical? Although both supplements were located on off rivers off Chesapeake Bay or a comb ago it was built above the water on Bluffs of Jamestown location on low swampy land made it necessary for settlers to seek help from Paul wanting to. Make generalizations what purposes do exploring and preserving sites like we are chemical serve? Exploring sites provides information about the challenges and Native American societies overtime such as how they maintain control over their territories and interact with European settlers preserving these sites allows future researchers searchers to build on accumulated knowledge.[117]

## **REVIEW**

## **AMERICAN GALLERY ONLINE A PORTRAIT OF THE PILGRIMS**



## **CHAPTER 4: COLONIAL DEVELOPMENT 1651 - 1763**

### **ESSENTIAL QUESTION HOW DID THE DEVELOPING AMERICAN IDENTITY UNITE THE COLONIES?**

### **AMERICAN STORIES THE COLLIDING OF CULTURES THE FOR TRADE**

## **SECTION 1 NEW ENGLAND COMMERCE AND RELIGION**

### **1.1 HARVESTING LAND AND SEA**

**Main idea** New England colonial economy was based on agriculture commerce and small scale.

**Historical thinking** reading check what for economic activities were important in New England? Important economic activities including farming fishing whaling and shipbuilding. Draw conclusions what conclusions can be drawn about the relationship between a family's farm and it's social class? The Atlantic ocean provided food trade goods industry and Life on the sea for many New England colonies. Analyze environmental concepts: In what ways were the goods provided by the Atlantic oceans natural systems essential to the livelihood economy and culture of the New England colonies? Ship manufacturing provided employment for builders and those who supplied ship building materials such as wood iron and rope in addition the ships were sold to merchants in fishers in the colonies and the customers overseas there by Jerry profits for colonial shipbuilders some of the wealthiest American colonists were wailers in whaling towns.

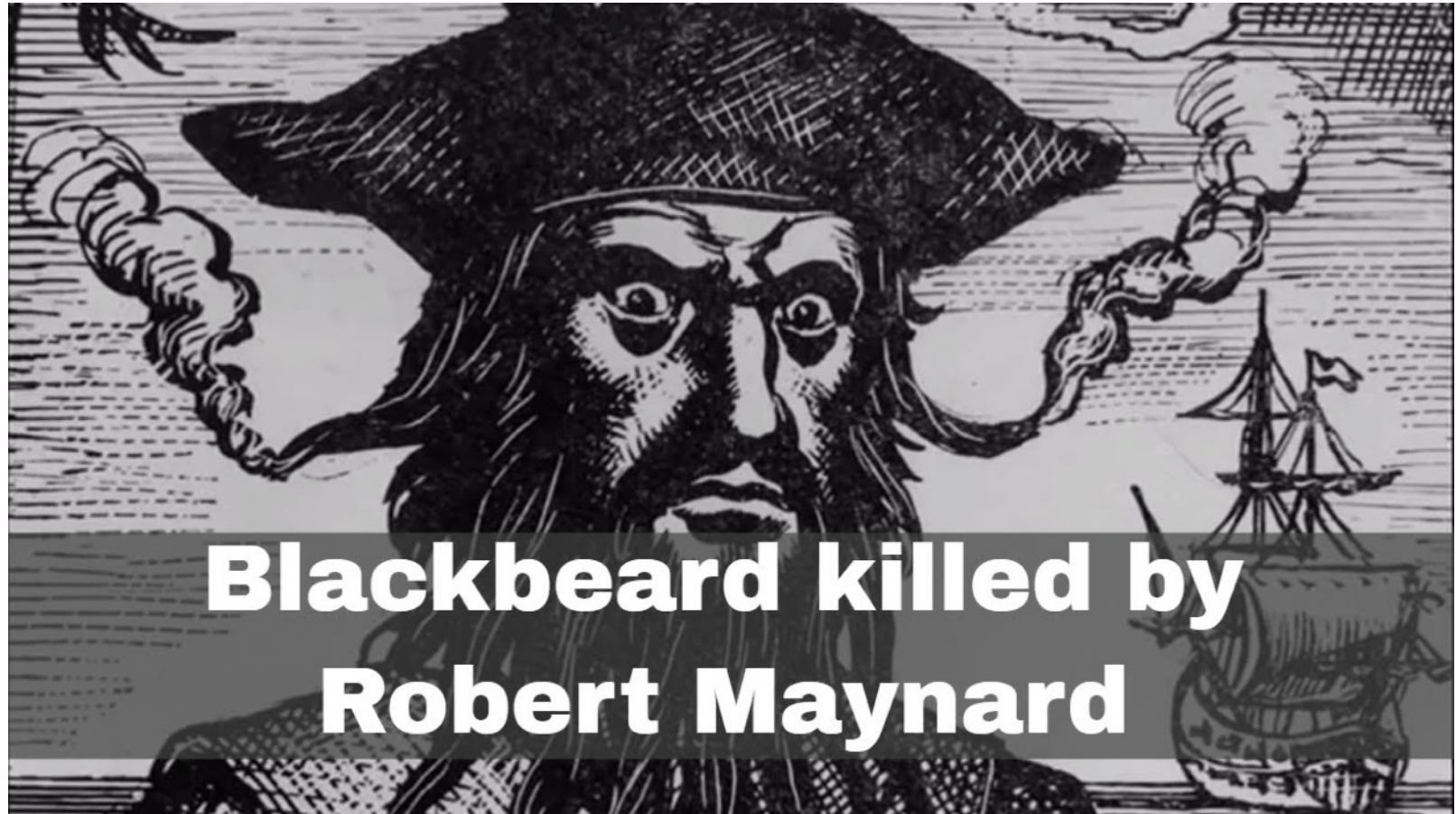
### **1.2 COLONIAL TRADE**

**Main idea** New England merchants expanded the colonial economy through Atlantic trade.

**Historical thinking** reading check what different types of trade did New England merchants carry out? New England merchants for partnerships among them selves with English merchants to conduct trade along the north American coast at across the Atlantic they were involved in food drink and text I'll trade as well as slave trade.



Analyze cause and effect why did Parliament passed the navigation acts? Parliament passed the navigation acts to shut out foreign competition and to force American colonist to do business only with England also English merchants could make extra. Interpret maps how do the items set from North America differ from those exported from Europe? The good shit from North America consist of rum and Rob material such as sugar tobacco and cotton Europe ships manufactured goods.[125]



### **1.3 SOCIETY AND RELIGION**

**Main idea** New England was different from other colonial regions in terms of its use of slave labor and religious.

**Historical thinking** reading check why was the percentage of enslaved African-American slow in New England? Most New England farmers had no need for large numbers of enslaved workers because their farms are generally. Identify main ideas and details what types of tests did most enslaved and free African-Americans in New England perform? Most enslaved African-Americans worked as household servants farmhands artisans and laborers many free African-Americans worked in the shipyards. Analyze Cause and effect what impact did the 1691 Massachusetts charter have on puritanism? The charter required Puritans to tolerate other religions it guaranteed freedom for all protestants and based voting rights on property owner. [127]

## 1.4 EDUCATION AND LITERACY

**Main idea** education and literacy were important to New England colonies and had a major impact on the regions economic and social.

**Historical thinking** reading check what types of schools in colonial New Englanders establish colonial New Englanders establish common schools in Latin grammar schools they also establish Harvard College and 1636 in your college in 17 oh. Draw conclusions what role did religion play in the importance of education in New England? New Englanders thought that people needed to be able to read so we can understand the Bible and learn about God most graduates from New England College is joined the clergy. Make generalizations why would a newspapers emphasis on European events in politics be helpful to colonial merchants? Colonial merchants depending on Atlantic trade political discussions and decisions and events in Europe such as war affected trade.[129]

## 1.5 NATIONAL GEOGRAPHIC EXPLORER DONALD SLATER

**Main idea** archaeologists Donald Slater investigates colonial New England graveyards and architecture to learn about American American.

**Historical thinking** reading check: what does Slater study when he investigates colonial graveyards? Slater analyzes the iconography and epitaphs on colonial gravestones in order to understand evolving religious ideas in the 1600s and 1700s. Analyze cause and effect according to Slater why am I a cherub head have replaced the deaths head on later graves? Slater believes that a religious movement that began in 1720 replace the idea that a persons place after death was determined at birth with the view that people could get in to Heaven by demonstrating a Faith in God. Make inferences: why do you think the architectural developments for the 1700s suggest about New England colonies? Colonial builders constructing buildings adapted to colonial conditions rather than simply using local materials to construct English designs. this may indicate that colonist were thinking of themselves as more American than English and we're developing a uniquely American.[131]

## SECTION 2 THE SOUTHERN COLONIES

### 2.1 SLAVERY EXPANDS

**Main idea** the southern colonies develop a system of plantation agriculture that relied on increasing numbers of enslaved.



**Historical thinking** Reading check: Why were tobacco and rice good cash crops for Virginia Maryland in the Carolinas? Tobacco thrived in Virginia and coastal Maryland's hot, humid growing season. Rice was well suited to the semitropical swampy lowlands and tidal areas of coastal rivers in the Carolinas. Analyze visuals: After which step in the rice process are the grains of rice collected? The rice grains were collected after step three, the threshing. Identify main ideas and details: What factors led to the expansion of slave labor in the southern colonies? The need for workers with rice-growing experience and the ruling that all English merchants could participate in the slave trade led to the expansion of slave labor. [133]

## 2.2 FROM PLANTATIONS TO BACK COUNTRY

**Main idea** life in the coastal areas of the southern colonies differently from life further inland and revolve extensively around slavery

**Historical thinking** check the struggle thinking what was the social structure like in the Chesapeake in the 1700s at the top where the wealthy and powerful players who owned large amounts of land and many slaves. Below them were owners of small plantations and the farmers never became wealthy. At the bottom of the vast numbers of enslaved people who work the plantations. Second compare and contrast how did work patterns differ for slaves in South Carolina and the Chesapeake? In South Carolina each state receive certain amount of work to perform each day. In the Chesapeake mostly use some plantation slavery for specific number of hours or until they were told to stop. Analyze cause-and-effect how did the environment of the back country affect how people settling their made a living.[135]

## 2.3 LIFE UNDER SLAVERY

**Main idea** plantation slaves kept their African culture and traditions alive even though their living and working conditions were often very difficult-understatement?

Starts about  
here

**Historical thinking** reading check what measures did owners used to for slaves to work harder? Overseer sometimes use whips and other punishments to force slaves to work harder or more productively. Second identify main ideas and details what are some of the ways in which enslaved people asserted the humanity and kept their traditions alive? Possible response you could say would be slaves grew African crops, produced traditional arts and crafts, and played African music they asserted that humanity with activities from crying according to freaking illness or running away. Analyze cause-and-effect what were the long-term negative consequences of the Stono Rebellion on enslaved people? Rebellion led the

South Carolina legislature to pass a harsh slave code in 1748 prohibited slaves from learning to read and write and make slavery permanent for all slaves and their offspring. You should ask your self why did they want to resell?[137]

Starts about here with  
main idea & basic  
answers

## **2.4 DOCUMENT BASED QUESTIONS SLAVE NARRATIVES**

This would be a great place to start your notes.[138-39]

## **SECTION 3 THE MIDDLE COLONIES**

This would be a great place to start your notes for the course. Thus far we have helped to get you the main idea and basic historical thinking. All of the above happens to be review from 5th grade. As we move on you may use this a guide to gather information to place into your notebook/scrapbook.

### **3.1 AGRICULTURAL PRODUCTION**

This would be a great place to start your notes.[140]

### **3.2 A DIVERSE SOCIETY**

This would be a great place to start your notes.[142]

### **3.3 CULTURES OF THE MIDDLE COLONIES**

This would be a great place to start your notes.[144]

## **SECTION 4 ROOTS OF AMERICAN DEMOCRACY**

### **4.1 COLONIAL MEN AND WOMEN**

This would be a great place to start your notes.[146]

### **4.2 GREAT AWAKENING ENLIGHTENMENT**

This would be a great place to start your notes.[148]

Whitefield-God in America

<https://www.pbs.org/video/frontline-god-in-america-one-a-new-adam/>



## **4.3 RIGHTS IN ENGLAND AND THE COLONIES**

## **4.4 PETER ZINGER AND FREE SPEECH**

## **SECTION 5 FRENCH AND INDIAN WAR**

### **5.1 WAR BEGINS**

### **5.2 QUEBEC IN EMERGE VICTORY**

### **5.3 THE IMPACT OF WAR**

## **REVIEW**

## **AMERICAN GALLERY ONLINE COLONIAL GRAVEYARDS**



# UNIT 3

## DEVELOPMENT OF AMERICAN DEMOCRACY

### A NEW NATION



Caption

- Why was there an American Revolution?
- How did the American Revolution develop the concept of natural rights?
- What were the legacies of the American Revolution?
- How and why did Indians participate in the American Revolution?
- How did the alliances and treaties made by American Indians affect their relationships with both the Patriots and the British?
- How did American calls for independence inspire other nations, such as France and the French colony of Haiti?
- Why were slave-holding provisions so important to southern delegates?
- How could the nation's ideals of freedom, liberty, and democracy be adopted alongside slavery?

- What were the long-term costs of slavery, both to people of African descent and to the nation at large?
- How did the American Revolution start?
- How was the war fought differently, depending on where the battles took place and who was fighting?
- How were Natives, free blacks, slaves, and women important in the conduct of the war?

## **STANDARDS**

### **8.1 STUDENTS UNDERSTAND THE MAJOR EVENTS PRECEDING THE FOUNDING OF THE NATION AND RELATE THEIR SIGNIFICANCE TO THE DEVELOPMENT OF AMERICAN CONSTITUTIONAL DEMOCRACY.**

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

## **HISTORY LINKS:**

### **BLACK PATRIOTS**

<https://history.com/news/black-heroes-american-revolution>

<https://www.metmuseum.org/art/collection/search/11417>

<https://www.c-span.org/video/?427455-1/washington-crossing-delaware>

<https://www.c-span.org/video/?419410-2/washington-crossing-delaware>

<https://www.c-span.org/video/?c4670752/washington-crossing-delaware>

<https://classroom.google.com/c/NDExODE0MTEwMDZa>

## **EYEWITNESS TOPIC IDEAS:**

"context by synthesizing the major ideas of the Enlightenment and the origins of constitutional and self-government in the Magna Carta, the English Bill of Rights of 1689, the Mayflower Compact, the Virginia House of Burgesses, and New England town hall meetings." [Framework, p.241]

ownership of property

Bill of Rights

Marbury v. Madison

Mayer, Holly A., and Carol Berkin. *The American Historical Review* 111, no. 3 (2006): 827-28. Accessed July 9, 2020. doi:10.1086/ahr.111.3.827a.

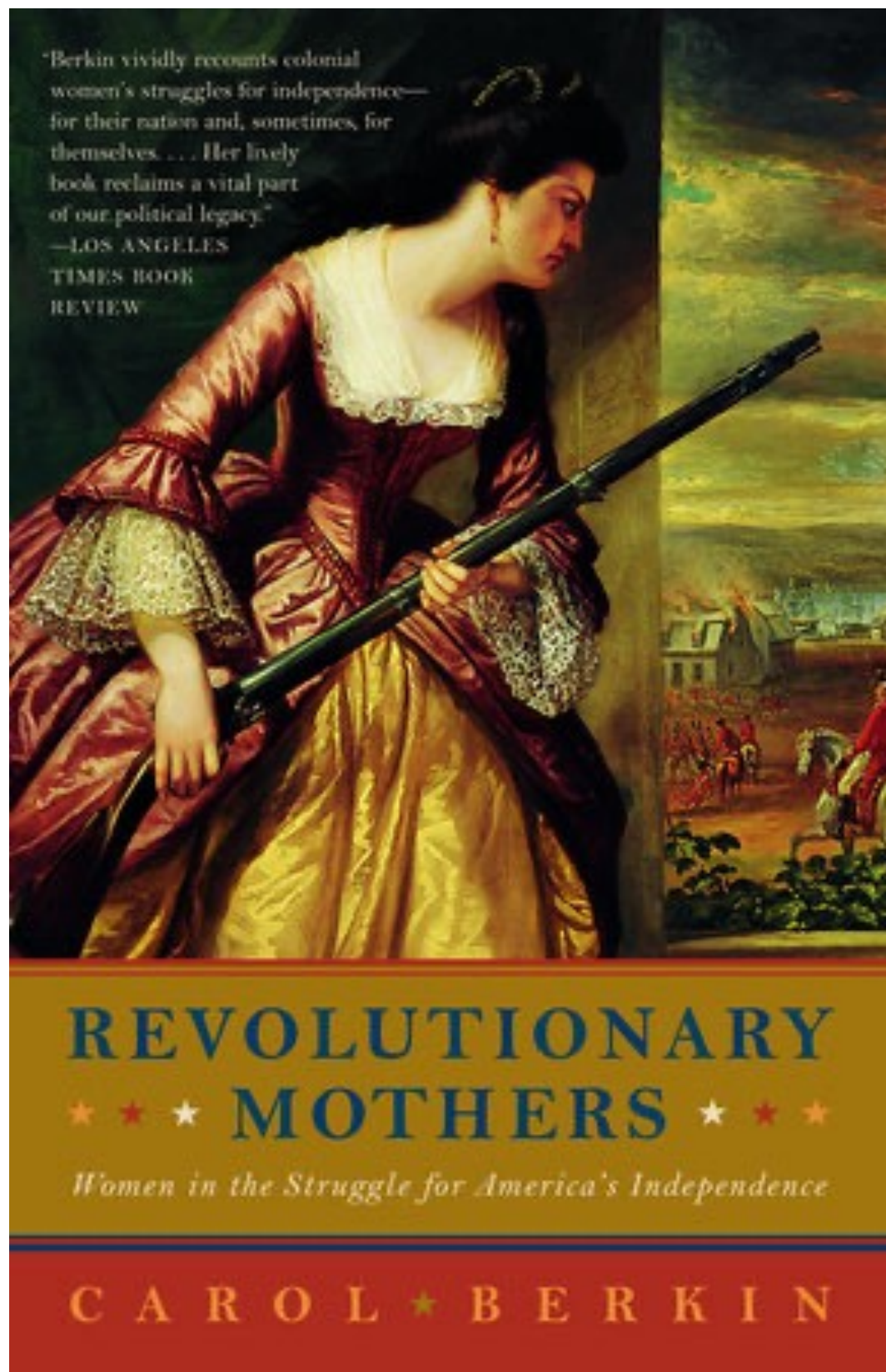
"Berkin summarize it's not only what women contributed to the revolution but with the revolution in for them she notes the paradoxical nature of that effect explaining how the enlarged fear of the helpmate during the war shrank into a more domestic one afterward women were somewhat empowered by the revolution but where they could exercise the power was restricted such analysis provides the essential context for what is the heart of the book the vignettes of individual women the stories are important not just as evidence for generalization". but because they name women. As Berkin mentioned, after the war the heroines return to the kitchens and parlors to nurseries and gardens and to the anonymity their society considered appropriately feminine. page 146 such have anybody that is trying to neglect them then when scholars started knowledge them it was often only as groups and numbers naming in effect gives them faces". An "account of how women's contributions to American independence for acknowledged in the early republic and almost ignored by professional historians until the 1970s constitute a succinct introduction to the early historiography of the subject.<sup>3</sup>

## **PERSONAS**

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<sup>3</sup> Mayer, Holly A., and Carol Berkin. *The American Historical Review* 111, no. 3 (2006): 827-28. Accessed July 9, 2020. doi:10.1086/ahr.111.3.827a.





There are many people to study: Phyllis Wheatley, Titus Conrelius, Crispus Attucks, Peter Salem, George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison, Benjamin Rush, Daniel Shays, Benedict Arnold, and Alexander Hamilton, Mum Bett-Elizabeth Freedom, Equiano, Cato, Hercules Mulligan, Robert Townsend, and Abigail Adams. Additions will be added.

## **TIMELINE**

## **CHAPTER 5: THE ROAD TO REVOLUTION 1763 TO 1776**

**ESSENTIAL QUESTION WHY DID THE COLONIST  
DECIDED TO BREAK FROM BRITAIN?**

**AMERICAN STORIES ARE AMERICAN IDENTITY**

### **SECTION 1 BRITISH CONTROL**

#### **1.1 LIMITS ON FREEDOM**

#### **1.2 TAXATION WITHOUT REPRESENTATION**

#### **1.3 THE STAMP ACT**

#### **1.4 AMERICAN BOYS**

**BENJAMIN FRANKLIN**

### **SECTION 2 REBELLION IN THE COLONIES**

**2.1 COLONIAL PROTEST  
GROW TO POINT TO THE  
BOSTON MASSACRE**

#### **2.3 THE BOSTON TEA PARTY**



## **2.4 CURATING HISTORY**

## **SECTION 3 LEXINGTON AND CONCORD**

3.1 preparing to fight

3.2 to the midnight ride of Paul revere

## **REVOLUTIONARY MYTHS**

3.3 shot heard round the world

3.4 American places north bridge

## **SECTION 4 DECLARING INDEPENDENCE**

4.1 the colonial army forms

4.2 geology and history

4.3 breaking with Britain

4.4 drafting the declaration



4.5 decorations of freedom

## REVIEW

### AMERICAN GALLERY ONLINE COLONIAL BOSTON COLESCOTT<sup>4</sup>



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<sup>4</sup> *George Washington Carver Crossing the Delaware: Page from an American History Textbook*, 1975, Robert Colescott, acrylic on canvas (Private collection, Saint Louis, © 2017 Estate of Robert Colescott / Artists Rights Society (ARS), New York, photo: Jean Paul Torno)



## **CHAPTER 6: THE AMERICAN REVOLUTION 1775 TO 1783**

### **ESSENTIAL QUESTION WHAT FACTORS HELPED AMERICA WIN THE WAR?**

#### **AMERICAN STORIES BITTER WINTER AT VALLEY FORGE**

### **SECTION 1 EARLY YEARS**

1.1 war in the middle states

1.2 the struggle for New York

1.3 battles of Saratoga

### **SECTION 2 THE WAR EXPANDS**

2.1 seeking help from Europe

2.2 to hardships and challenges

2.3 women's roles in the revolution

2.4 war at sea

## **SECTION 3 THE PATH TO VICTORY**

3.1 in the southern colonies

3.2 to the tide turns

3.3 the war ends

3.4 geography and history

3.5 legacy of the war

## **REVIEW**

### **AMERICAN GALLERY ONLINE COLONIAL VERNACULAR ARCHITECTURE**

colony over Vernacular architecture

<https://www.thenational.scot/news/14947786.scotland-back-in-the-day-loyalties-of-scots-were-divided-in-americas-revolution/>

## **CHAPTER 7: FROM CONFEDERATION TO CONSTITUTION IN 1776 TO 1791**

### **ESSENTIAL QUESTION HOW DID IDEAS ABOUT THE ROLE OF STATE AND NATIONAL GOVERNMENT EVOLVE?**

#### **STANDARDS**

#### **8.2 STUDENTS ANALYZE THE POLITICAL PRINCIPLES UNDERLYING THE U.S. CONSTITUTION AND COMPARE THE ENUMERATED AND IMPLIED POWERS OF THE FEDERAL GOVERNMENT.**

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

### **8.3 STUDENTS UNDERSTAND THE FOUNDATION OF THE AMERICAN POLITICAL SYSTEM AND THE WAYS IN WHICH CITIZENS PARTICIPATE IN IT.**

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.

2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.

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7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

### **8.4 STUDENTS UNDERSTAND THE FOUNDATION OF THE AMERICAN POLITICAL SYSTEM AND THE WAYS IN WHICH CITIZENS PARTICIPATE IN IT.**



1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

## **AMERICAN STORIES PHILADELPHIA SUMMER OF 1787**

### **SECTION 1 THE CONFEDERATION ERA**

1.1 state and national governments

1.2 ordinances of 1785 and 77

1.3 controversies about the articles

### **SECTION 2 DRAFTING THE CONSTITUTION**

2.1 the constitutional convention

2.2 the big question how did how to divide power

2.3 slavery in trade

## **SECTION 3 RATIFICATION OF THE BILL OF RIGHTS**

3.1 Federalist and anti-Federalist

3.2 the Bill of Rights

3.3 document-based question the Bill of Rights

## **REVIEW**

**AMERICAN GALLERY ONLINE HISTORIC PHILADELPHIA**

# UNIT 4

## ENVISIONING A NEW AMERICA

### THE EARLY REPUBLIC



Caption

- How much power should the federal government have, and what should the government do?
- How did the government change during the Early Republic?
- Was the Louisiana Purchase constitutional?
- What was life like in the Early Republic?

#### **HISTORY LINKS:**

## **EYEWITNESS TOPIC IDEAS:**

“Students also examine the economic and social lives of ordinary people in the new nation, including farmers, merchants, laborers, and traders; women; African Americans, both slave and free; and American Indians.” [Framework, p.247]

<https://www.loc.gov/search/?in=&q=Federalist+papers&new=true&st=>

## **PERSONAS**

Reading excerpts from works by James Fenimore Cooper, Washington Irving, Olaudah Equiano, and Abigail Adams Additions will be added

## **TIMELINE**

## **AMERICAN GALLERY ONLINE FEDERAL WASHINGTON**

## **CHAPTER 8: GROWING PAINS IN THE REPUBLIC 1789 TO 1800**

## **ESSENTIAL QUESTION WHAT CHALLENGES DID AMERICANS IN THE NEW REPUBLIC CONFRONT?**

## **STANDARDS:**

## **8.4 STUDENTS ANALYZE THE ASPIRATIONS AND IDEALS OF THE PEOPLE OF THE NEW NATION.**

1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).



4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

## **AMERICAN STORIES GEORGE WASHINGTON'S MOUNT VERNON**

### **SECTION 1 WASHINGTON'S PRESIDENCY**

1.1 setting up the government

1.2 cabinet in quarts

1.3 Hamilton's economic plan

1.4 American places

### **SECTION 2 POLITICS IN THE 1790S**

2.1 political parties form

2.2 competition for territory and French revolution

DBQ talking to this question Washington's farewell address

2.3 for the parties in conflict

## **REVIEW**

**AMERICAN GALLERY FEDERAL WASHINGTON**

## **CHAPTER 9: THE JEFFERSONIAN YEARS 1800 TO 1816**

### **ESSENTIAL QUESTION IN WHAT WAYS DID THOMAS JEFFERSON'S POLICIES CHANGE THE COUNTRY?**

#### **STANDARDS:**

#### **8.5 STUDENTS ANALYZE U.S. FOREIGN POLICY IN THE EARLY REPUBLIC.**

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced west ward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.section 1Jeffersonian democracy

1.1 Jefferson's vision of America

1.2 American voices Thomas Jefferson Monticello

1.3 the Supreme Court

#### **SECTION 2 WESTWARD EXPANSION**

2.1 Louisiana purchase

2.2 geography and history Lewis and Clark

2.3 National Geographic digital nomad robbery

## **SECTION 3 THE WAR OF 1812 APPROACHES**

3.1 neutrality or war?

<https://www.smithsonianmag.com/history/the-10-things-you-didnt-know-about-the-war-of-1812-102320130/?no-ist>

3.2 Native American tonight

3.3 the war of 1812 American gallery New Orleans French Spanish and American city

## **REVIEW**

**AMERICAN GALLERY ONLINE NEW ORLEANS IN  
FRENCH SPANISH AND AMERICAN CITY**



## **CHAPTER 10: EXPANSION AND GROWTH 1800 TO 1844**

**ESSENTIAL QUESTION HOW DID NEW INDUSTRIES AND INVENTIONS TRANSFORM THE UNITED STATES ECONOMICALLY, SOCIALLY, AND GEOGRAPHICALLY?**

### **AMERICAN STORIES THE MIGHTY MISSISSIPPI**

#### **SECTION 1 AMERICAS FIRST INDUSTRIAL REVOLUTION**

1.1 from farm to factory

1.2 innovations and inventions

1.3 geography and history Roosevelt roads and canals

1.4 American places in Mississippi river

#### **SECTION 2 PLANTATION SLAVERY SPREAD**

2.1 curating history the Henry Ford Museum

2.2 growth of the cotton industry

2.3 slavery and resistance

#### **SECTION 3 NATIONALISM AND SECTIONALISM**

3.1 the young nation expands

3.2 increasing regional tensions

3.3 document-based question the Monroe doctrine

3.4 women in the early republic

## **REVIEW**

**AMERICAN GALLERY ONLINE AMERICAN RAILROADS**

# UNIT 5

## DIVERGENT PATHS OF AMERICAN PEOPLE

### PUSHING NATIONAL BOUNDARIES



Caption

- How did individual regions of the United States become both more similar and more different?
- What was family life like in each region?
- How did work change between 1800 and 1850?
- What was the impact of slavery on American politics, regional economies, family life, and culture?
- What did the frontier mean to the nation in the first half of the nineteenth century?
- Why go to school?

- What did Freedom mean and how to change over time?
- How did the country become more connected in the first half century?
- What were slaves lives like?
- How do you sleep families live in ways that were similar to and different from non-slave families?
- How did people work to end slavery in what opposition did they face?
- Why did Freddie Douglas believe in the United States should abolish slavery?

## **STANDARDS**

### **8.5 STUDENTS ANALYZE U.S. FOREIGN POLICY IN THE EARLY REPUBLIC.**

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced west ward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

## **HISTORY LINKS:**

<https://www.kcet.org/shows/lost-la/we-feel-the-want-of-protection-the-politics-of-law-and-race-in-california-1848-1878>

## **PERSONAS**

Mariano Guadalupe Vallejo, Juan Seguin, Antonio Lopez Santa Anna, Charles Finney Dorothea Dix, Pio Pico, Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow, Richard Allen



of AME, Susan B Anthony, Cadie Stanton, Eliza Jane, Bertha Anderson, Elizabeth Custer, Jesse Hill Rowland, Susana Townsend, Elizabeth Custer, Martha Farnsworth, Nellie Wetherbee, Pretty Shield, Sarah Winnemucca, George Custer, Susan Parrish, Julia Lovejoy, Calamity Jane [Martha Canary], Bill Cody, Mr. Bull Snake, Wild Bill Hickok, Anne Oakley[related to my wife], Sitting Bull, Charlie Parkhurst, Martha Ga Masterson, Fredrick Olmsterad, Horace Mann Additions will be added

## **TIMELINE**

<http://www.pbs.org/latino-americans/en/timeline/>

## **CHAPTER 11: THE OF JACKSON 1824 TO 1840**

### **ESSENTIAL QUESTION HOW DID ANDREW JACKSON'S POLICIES IMPACT DIFFERENT GROUPS OF PEOPLE IN AMERICA?**

### **STADARDS:**

#### **8.6 STUDENTS ANALYZE THE DIVERGENT PATHS OF THE AMERICAN PEOPLE IN THE WEST FROM 1800 TO THE MID-1800S AND THE CHALLENGES THEY FACED.**

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.

5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

## **AMERICAN STORIES THE ERIE CANAL**

### **SECTION 1 JACKSONIAN DEMOCRACY & STATES RIGHTS**

1.1 State's Rights and expanding democracy

1.2 President of the people

1.3 debating states rights

### **SECTION 2 JACKSON'S POLICY TOWARD NATIVE AMERICANS**

2.1 expanding into Native American lands

2.2 Native American resistance

2.3 the trail of tears

### **SECTION 3 PROSPERITY AND PANIC**

3.1 economic arises trade crisis

3.2 a new party system

## **REVIEW**

**AMERICAN GALLERY ONLINE ANDREW JACKSON**

# **SPRING SEMESTER 2**

## **CHAPTER 12: MANIFEST DESTINY 1821 TO 1853**

### **ESSENTIAL QUESTION WHY WERE AMERICANS INSPIRED TO MOVE WEST?**

#### **AMERICAN STORIES THE GOLDEN CITY**

#### **SECTION 1 TRAILS WEST**

1.1 the pull of the West

1.2 point to manifest destiny

1.3 trails of the West

1.4 pioneers and Native Americans

#### **SECTION 2 THE TEXAS REVOLUTION**

2.1 the Tejano's

2.2 settlement and rebellion

2.3 independence annex annexation



2.4 American voices Sam Houston

2.5 curating history

## **SECTION 3 WAR WITH MEXICO**

3.1 tensions with Mexico three point to the United States at war

3.3 consequences of the war

## **SECTION 4 THE CALIFORNIA GOLD RUSH**

4.1 the Spanish and Mexicans in California

4.2 the gold rush

4.3 the mining frontier

## **REVIEW**

## **AMERICAN GALLERY ONLINE THE WESTWARD TRAILS**

## **CHAPTER 13: THE CHANGING AMERICAN IDENTITY 1830 TO 1860**

### **ESSENTIAL QUESTION HOW DID IMMIGRATION AND REFORM INFLUENCE AMERICAN IDENTITY?**

#### **STANDARDS:**

#### **8.6 STUDENTS ANALYZE THE DIVERGENT PATHS OF THE AMERICAN PEOPLE FROM 1800 TO THE MID-1800S AND THE CHALLENGES THEY FACED, WITH EMPHASIS ON THE NORTHEAST.**

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

## **8.8 STUDENTS ANALYZE THE DIVERGENT PATHS OF THE AMERICAN PEOPLE IN THE SOUTH FROM 1800 TO THE MID-1800S AND THE CHALLENGES THEY FACED.**

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

## **8.9 STUDENTS ANALYZE THE EARLY AND STEADY ATTEMPTS TO ABOLISH SLAVERY AND TO REALIZE THE IDEALS OF THE DECLARATION OF INDEPENDENCE.**

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).

6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

## **AMERICAN STORIES THE UNDERGROUND RAILROAD SECTION**

### **SECTION 1 THE IMMIGRANT EXPERIENCE**

1.1 the Lord of America

1.2 the different countries

1.3 American places

1.4 opposition to immigration

### **SECTION 2 REFORMING AMERICAN SOCIETY**

2.1 the second great awakening to point to educating and advocating

2.3 fighting for better pay

2.4 creative expression

### **SECTION 3 ABOLITION AND WOMEN'S RIGHTS**

3.1 the abolition movement

3.2 voices get slavery

3.3 women's rights in Seneca Falls

## **REVIEW**

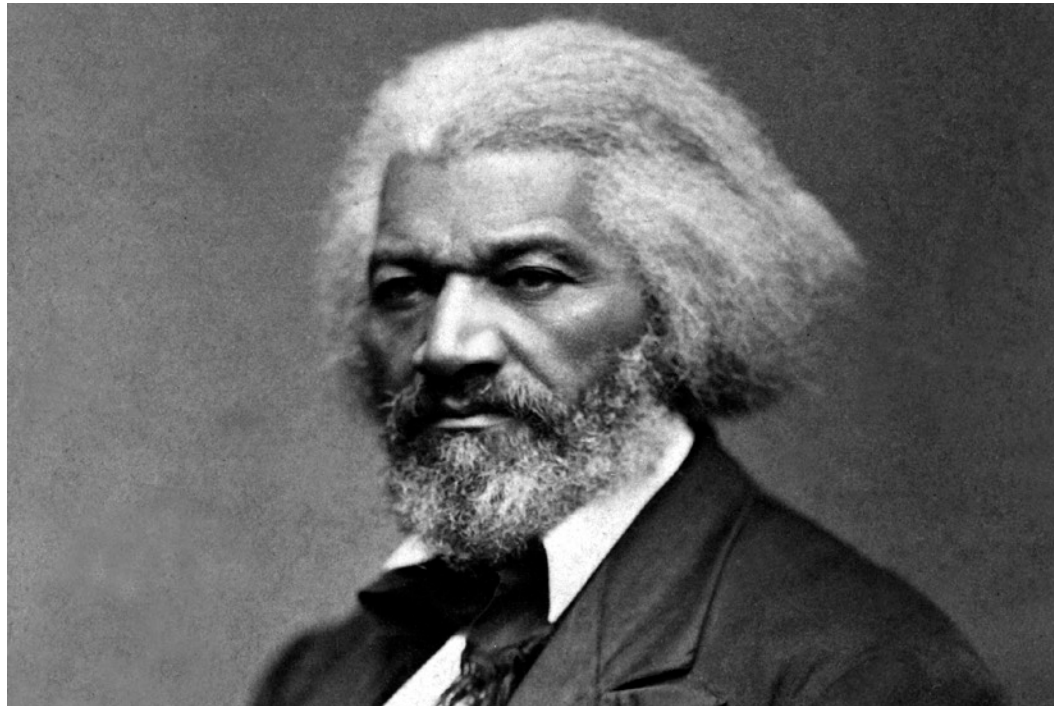
## **AMERICAN GALLERY ONLINE WOMEN'S RIGHTS**



# **UNIT 6**

## **CAUSES, COURSE, & CONSEQUENCES OF CIVIL WAR**

### **CIVIL WAR & RECONSTRUCTION**



**Caption**

- Why was there a Civil War?
- How did the United States transform during the Civil War?
- How was the Civil War conducted militarily, politically, economically, and culturally?
- How was slavery abolished through the Civil War?
- How did individual battles affect the course of the war? How did these battles reflect broader patterns or struggles in the war?

- How and why did the war become a war to end slavery?
- How did the Civil War change the United States?
- How did Reconstruction redefine what it meant to be an American?

## **STANDARDS:**

### **8.9 STUDENTS ANALYZE THE EARLY AND STEADY ATTEMPTS TO ABOLISH SLAVERY AND TO REALIZE THE IDEALS OF THE DECLARATION OF INDEPENDENCE.**

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
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4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

### **8.10 STUDENTS ANALYZE THE MULTIPLE CAUSES, KEY EVENTS, AND COMPLEX CONSEQUENCES OF THE CIVIL WAR.**

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

## **HISTORY LINKS:**

## **LINCOLN**

February 26th 2020, WAYBACK

Essential Question; How was this compared to St. Paul? Why?

<http://www.abrahamlincolnonline.org/lincoln/speeches/cooper.htm>

[https://www.youtube.com/watch?v=4KXG\\_RQ3seQ](https://www.youtube.com/watch?v=4KXG_RQ3seQ)

<https://www.youtube.com/watch?v=6Jx9QILJeEY>

<http://cwmemory.com/civilwarmemorysyllabus/>

## **PERSONAS<sup>5</sup>**

Abraham Lincoln, Frederick Douglass, Clara Barton, U.S. Grant, Harriet Tubman, Robert Smalls, Katherine Warmeley, Mary Ann “mother” Bickerdyke, Phoebe Yeats Pember, Amanda Sims, Keziah Brevard, Kate Rowland, Lewis B. Norwood, Mary Chesnut, Betsey Witherspoon, Colonel Hoestetters, Pinkham, Eugene O’Neil, Sears & Roebuck, Dr. Marion Sims, Dr. E. W. Cushing, Victoria Woodhull, Catherine Beecher, Jane Cunningham Croly, Miss Ella LaRue, Myra Bradwell, Elizabeth Blackwell, Antoinette Brown, A.T. Stewart, Clarence Day, Grace Greenwood, Gov. John Campbell, Esther Morris, Mrs. Theresa Jenkins, Anna Dickinson, Esther McQuigg Morris, Mary Ann Pleasant, Clara Brown, Williana Hickman, Eliza Jane, Bertha Anderson, Elizabeth Custer, Jesse Hill Rowland, Julia Lovejoy, Calamity Jane [Martha Canary], Bill Cody, Mr. Bull Snake, Wild Bill Hickok, Anne Oakley[related to my wife], Sitting Bull, Charlie Parkhurst, Martha Ga Masterson,

Donaldina Cameron, Mattie Silks,

Additions will be added

## **TIMELINE**

### **CHAPTER 14: A BROKEN NATION 1846 TO 1861**

#### **ESSENTIAL QUESTION HOW DID SLAVERY DIVIDE THE COUNTRY?**

#### **AMERICAN STORIES UPON EXPRESS**

#### **SECTION 1 GROWING TENSIONS BETWEEN NORTH & SOUTH**

1.1 controversy or territories

1.2 slavery and racism

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<sup>5</sup> [America's Women 400 Years of Dolls, Drudges, Helpmates, and Heroines By Gail Collins](#)

## **SECTION 2 SLAVERY DOMINATES POLITICS**

2.1 a country in crisis

2.2 the Dred Scott case

2.3 Lincoln Douglas debate's

## **SECTION 3 LINCOLN'S ELECTION & SOUTHERN SECESSION**

3.1 the election of 1863

3.2 southern states secede

3.3 efforts and compromise

## **REVIEW**

## **AMERICAN GALLERY ONLINE ABRAHAM LINCOLN**



## **CHAPTER 15: BEGINNINGS OF WAR 1861 TO 1862**

**ESSENTIAL QUESTION HOW DID THE EARLY YEARS OF THE CIVIL WAR AFFECT PEOPLE ON BOTH SIDES OF THE CONFLICT?**

### **AMERICAN VOICES VOICES FROM THE CIVIL WAR**

#### **SECTION 1 WAR ERUPTS**

1.1 shots at Fort Sumter

1.2 in early Confederate victory

1.3 curating history

#### **SECTION 2 LIFE IN THE ARMY**

2.1 hardships and weapons

2.2 women in the war

2.3 National Geographic Civil War photography

#### **SECTION 3 WAR WITHOUT END**

3.1 different strategies

3.2 geography and history differences between North and South

3.3 war in the west & East

3.4 bloody 1862

## **REVIEW**

**AMERICAN GALLERY ONLINE THE DAILY LIVES OF CIVIL  
WAR SOLDIERS**

# **CHAPTER 16: THE TURNING PORTS OF THE WAR 1863 TO 1865**

## **HOW DID THE UNITED STATES TRANSFORM DURING THE CIVIL WAR?**

### **AMERICAN STORIES THE SECRET WEAPON OF THE SOUTH**

#### **SECTION 1 EMANCIPATION PROCLAMATION**

1.1 we can issue the emancipation proclamation

1.2 American voices Frederick Douglass

1.3 African-American soldiers

#### **SECTION 2 AMERICANS AT WAR**

2.1 conflict over the draft

2.2 paying for the war

2.3 wartime prison camp

#### **SECTION 3 THE TIDE TURNS**

3.1 Vicksburg and Gettysburg

3.2 Sherman's march in grants victory

3.3 Lincoln's vision

3.4 Appomattox

3.5 American places

## **SECTION 4 WARS AFTER MATH**

4.1 landmark amendments in terrible lost

4.2 legacy of the war

## **REVIEW**

## **AMERICAN GALLERY ONLINE BATTLEFIELD MEDICINE**

Hospital photo is from the Hunitington Library collection.



## **CHAPTER 17: RECONSTRUCTION OF THE NEW SOUTH 1865 TO 1877**

**ESSENTIAL QUESTION IN WHAT WAYS DID  
RECONSTRUCTION BOTH SUCCEED AND FAIL?**

**STANDARDS:**

**8.11 STUDENTS ANALYZE THE CHARACTER AND  
LASTING CONSEQUENCES OF RECONSTRUCTION.**

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.



2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

["Reconstruction](#) historiography [1863-[1877](#)]<sup>6</sup> has always spoken directly to current concerns—another way of saying that the arrow remains remarkably relevant. Even if you remain unaware of it, Reconstruction is part of our lives even today. Issues that agitate American politics—who is an American citizen and what rights come along with citizenship, relative powers of the national government and the states, affirmative action, in the relationship between [political and economic democracy](#), the proper response to [terrorism](#)<sup>7</sup>—or Reconstruction questions. Reconstruction is embedded in our judicial processes. Every session of the [Supreme Court](#) adjudicates issues arising from the [14th amendment and the civil rights legislation Reconstruction](#). Assumptions about Reconstruction back to the [Dunning School](#) long influence the Court's understanding of the Fourteenth Amendment with regard to race, and even today remain embedded in established jurisprudence, leading to a cramped understanding of this key constitutional provisions when it comes to government efforts to promote racial justice.<sup>8</sup> At the same time, the definition of "[liberty](#)" guaranteed to all American citizens in the Amendment has continued to expand. In the past decade of the 14th amendment has provided the basis for the Court to overturn state and local laws making illegal homosexual acts between consenting adults, and barring the possession of handguns.<sup>9</sup>

Citizenship, rights, freedom, democracy—as long as these questions remain sensual to our society, so too with the necessity of an accurate understanding of the Reconstruction. These are not only historical and political questions, but moral ones. Reconstruction history has always been more of the inflicted, because writing about the period forces the historian to think about where he or she stands in relation to key problems of our own time. The Dunning School, with the emphasis on the alleged horrors of Republican Reconstruction, provided a

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<sup>6</sup> Eric Foner. *The Second Founding*. 2019—"Long Reconstruction" into 1880s. p.xx

<sup>7</sup> Watch [Lest we forget](#)- this will take you to the terrorism and 11th-grade coursework

<sup>8</sup> See Eric Foner, "The Supreme Court in the History of Reconstruction —and Vice Versa," *Columbia Law Review*, 112 (November, 2012), 1585 — 1606 and Pamela Brandwein, *reconstructing reconstruction: the Supreme Court in the production of Historical Truth* (Durham, 1999)

<sup>9</sup> HSS Framework page 531-532. [Fair Act](#), [Obergefell v. Hodges](#)

scholarly legitimization of for [Jim Crow](#), [black disenfranchisement](#), and the now long-departed solid a Democratic South. Reconstruction revisionism arose in tandem with and provided a usable past for the civil rights movement. More than most historical subjects, Reconstruction history [matters](#). Whatever the ebb and flow of [historical interpretations](#), I hope we never lose sight of the fact that something very important for the future of [our society](#) is taking place during Reconstruction”.

[—Eric Foner](#)

2014

"In effect, the Klan was a military force serving the interests of the Democratic party, the planter class, and all those who desired the restoration of white supremacy. It aimed to destroy the Republican party's infrastructure, undermine the Reconstruction state, reestablish control of the black labor force, and restore racial subordination in every aspect of Southern life." Eric Foner. *A Short History of Reconstruction* (1990) p. 184

## **AMERICAN STORIES FREEDOM READERS**

### **SECTION 1 REBUILDING THE UNION**

1.1 reconstruction under Andrew Johnson

1.2 radical reconstruction

### **SECTION 2 RECONSTRUCTION CHANGES DAILY LIFE**

2.1 free African-Americans gain a voice

2.2 education and land

2.3 resistance in the south

## **SECTION 3 THE END OF RECONSTRUCTION**

3.1 grants presidency

3.2 the election of 1876

## **REVIEW**

**AMERICAN GALLERY ONLINE FREED SLAVES IN THE  
CIVIL WAR**

# **UNIT 7**

## **RISE OF INDUSTRIAL AMERICA**

### **AMERICA ON THE MOVE**



Caption

- How did America's economy, industries, and population grow after the Civil War?
- Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?
- How did the federal government affect the country's growth in the years following the Civil War?

#### **STANDARDS:**

**8.12 STUDENTS ANALYZE THE TRANSFORMATION OF THE AMERICAN ECONOMY AND THE CHANGING SOCIAL AND POLITICAL CONDITIONS IN THE UNITED**

## **STATES IN RESPONSE TO THE INDUSTRIAL REVOLUTION.**

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

## **HISTORY LINKS:**

<https://www.newyorker.com/magazine/2019/11/25/the-legacy-of-a-radical-black-newspaperman>

<https://www.youtube.com/watch?v=t7fzkDJKuas>



## **PERSONAS**

Ida B. Wells, Mary Turner, Carrie Catt, E.B.W. Dubois, Jose Martí, Dick Rowland, Sarah Page, Margaret Louise Higgins, Sadie Sachs, Margaret Sanger, Dorothy Dunbar Bromley, Vita Scudder, Ida Craddock, Anthony Comstock, Dr. Prince Morrow, Frances Willard, May Sheriff, Frances Perkins, Sylvanie Williams, Alice Paul, Harriet Stanton Blatch, William McPherson, Robert Ingersoll, Carie McWilliams, Upton Sinclair, Rose Cohen, Rosa Cavalleri, Fiorella LaGuardia, Winsor Macay,

## **TIMELINE**

<http://www.pbs.org/latino-americans/en/timeline/>

## **CHAPTER 18: WESTWARD MOVEMENT 1860 AND 1900**

**ESSENTIAL QUESTION HOW DID WESTERN MIGRATION AFFECT THE CULTURE AND WAY OF LIFE OF NATIVE AMERICAN GROUPS?**

**AMERICAN STORIES THE FALL AND RISE OF THE AMERICAN BISON**

### **SECTION 1 GOLD SILVER AND CATTLE**

1.1 mining boom towns

1.2 cattle in the long drive

### **SECTION 2 FARM ECONOMIES AND POPULISM**

2.1 farming in the west

2.2 women and children on the prairie

2.3 farmers in populism

## **SECTION 3 NATIVE AMERICANS FIGHT TO SURVIVE**

3.1 Americans of the plains

3.2 National Geographic conservation of American bison

3.3 Americans west of the northwest and southwest

3.4 wounded knee

## **REVIEW**

## **AMERICAN GALLERY ONLINE BUFFALO SOLDIERS**

# **CHAPTER 19: INDUSTRIALIZATION AND IMMIGRATION 1860 TO 1914**

## **ESSENTIAL QUESTION HOW DID THE INDUSTRIAL AGE TRANSFORM AMERICA?**

### **AMERICAN STORIES A COUNTRY OF IMMIGRANTS ANGEL ISLAND**

#### **SECTION 1 AMERICAN ENTERS THE INDUSTRIAL AGE**

1.1 industrial revolution gather steam

1.2 American places

1.3 the age of invention

1.4 growth of big business

1.5 mass culture during the gilded age

#### **SECTION 2 IMMIGRATION IN MODERN URBAN GROWTH**

2.1 the new immigrants

2.2 curating history tenement Museum

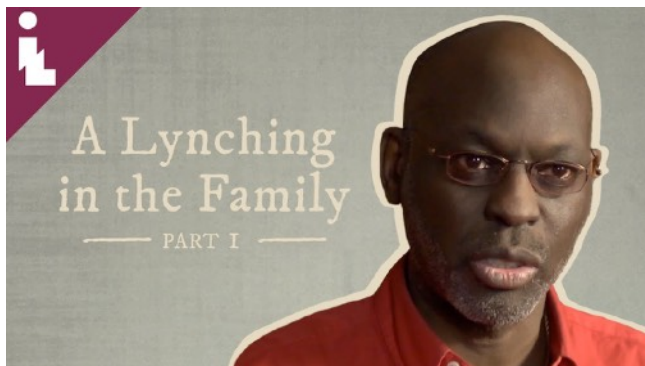
2.3 cities grow rapidly

2.4 geology in history

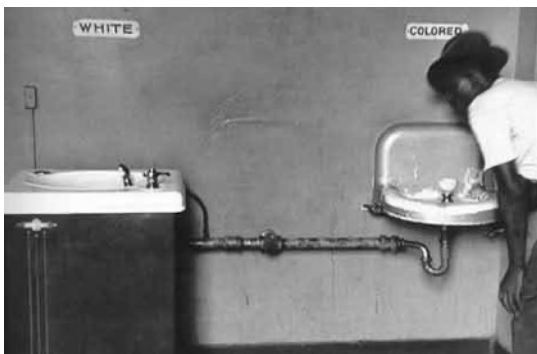
2.5 document-based question urban poverty

## **SECTION 3 DISCRIMINATION AGAINST MINORITIES**

3.1 racism and segregation



3.2 separate but equal



3.3 fighting against segregation

## **SECTION 4 THE LABOR MOVEMENT**

4.1 the lives of workers

4.2 point to the rise of labor unions

4.3 Labor conflicts

## **REVIEW**

**AMERICAN GALLERY ONLINE THE SKYSCRAPERS OF  
NEW YORK CITY**



## CHAPTER 20: THE PROGRESSIVE ERA 1890 TO 1920

### ESSENTIAL QUESTION WHY DID THE PROGRESSIVE ERA RISE?

#### AMERICAN STORIES AMERICA'S NATIONAL PARKS

### SECTION 1 TEDDY ROOSEVELT AND PROGRESSIVISM

#### 1.1 progressivism attacks problems

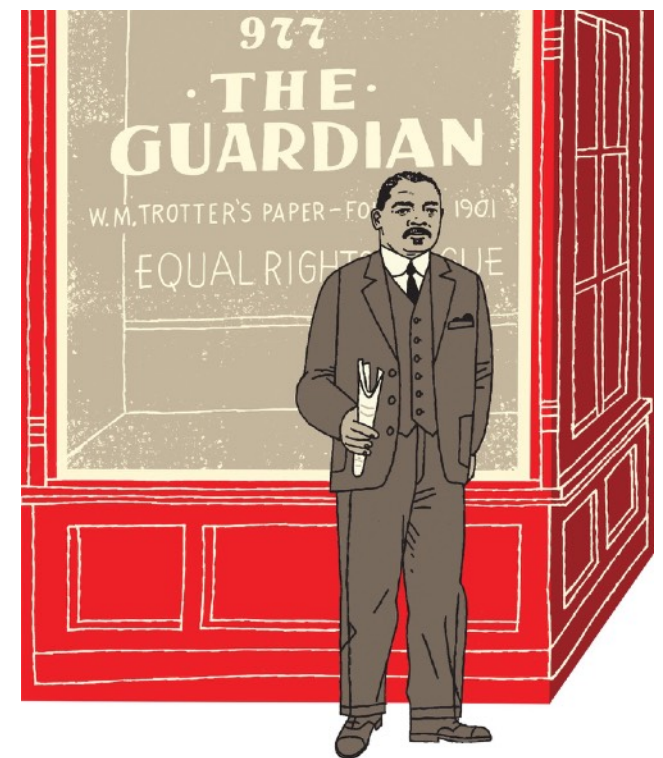
#### 1.2 American voice is the muckrakers

William Trotter: descendant of the Hemings family at Monticello, William Monroe Trotter was born on April 7, 1872, near Chillicothe, Ohio, just south of Columbus. His mother was the great-granddaughter of Sally Hemings's sister, born free into a mixed-race family only one generation removed from slavery; his father was the child of an enslaved black woman and her white owner. Trotter's parents were married in Ohio, after his father returned from fighting in the Civil War with the Massachusetts 55th; eventually, the family moved to Boston, where they raised their son and two daughters

Published in the print edition of the November 25, 2019, issue, with the headline "Uncompromising."

#### 1.3 expanding democracy and reform and government

#### 1.4 teddy Roosevelt and the square deal



*The motto of Trotter's newspaper was "For every right, with all thy might."* Illustration by Paul Rogers

## **SECTION 2 THE PROGRESSIVES**

2.1 progressivism under Taft

2.2 Wilson continues to form

2.3 motor technology and mass market

## **SECTION 3 WOMEN WIN NEW RIGHTS**

3.1 women's changing roles

3.2 women as leaders

3.3 the 19th amendment

## **SECTION 4 AMERICA ON THE WORLD STAGE**

4.1 United States expand

4.2 the Spanish American war

4.3 the Filipino American war

4.4 involvement in Latin America and Asia



4.5 geography in building the panama canal

## REVIEW

**AMERICAN GALLERY ONLINE YOSEMITE NATIONAL PARK**

**THE DECLARATION OF INDEPENDENCE R3**

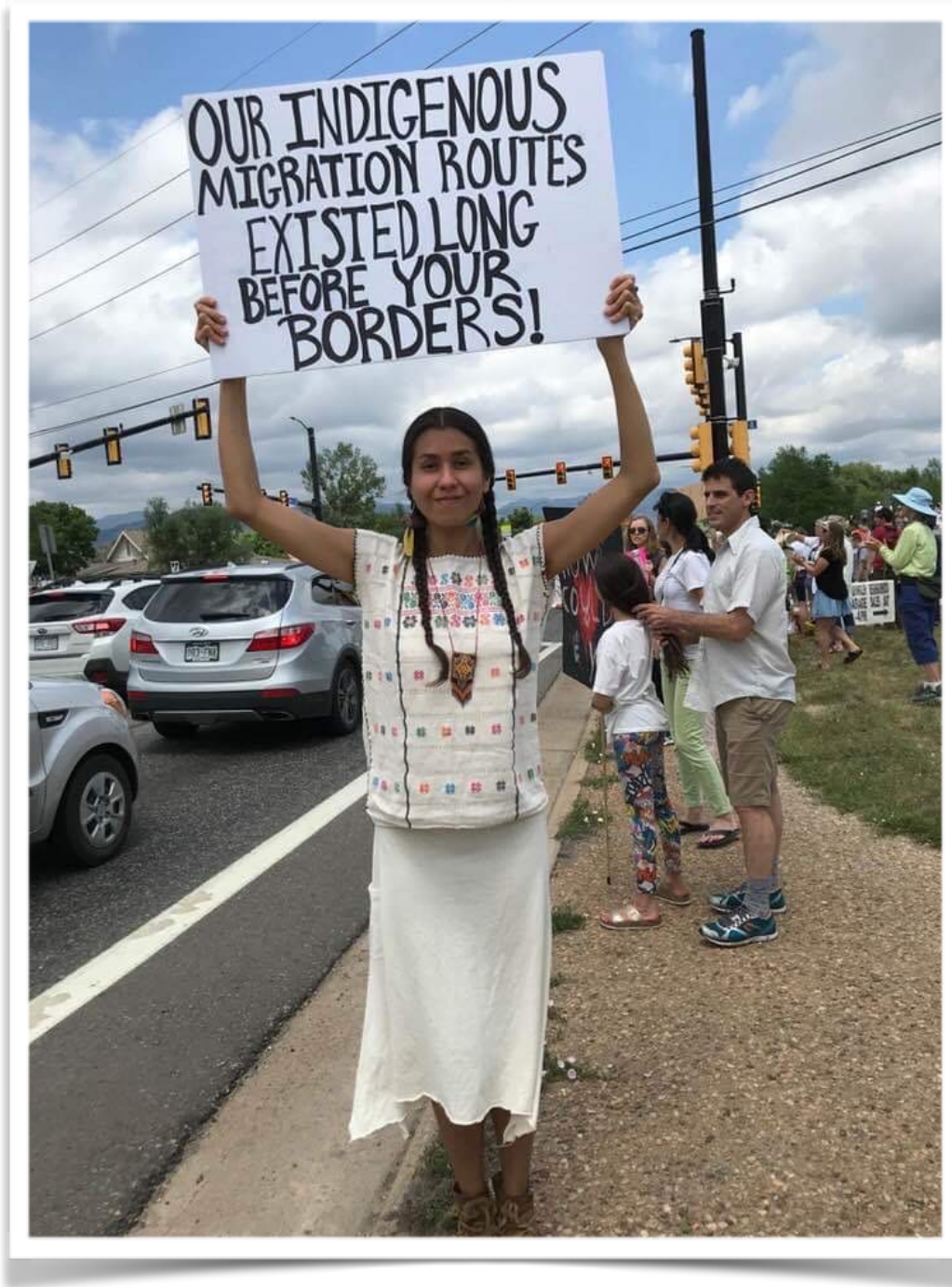
**THE US CONSTITUTION ARE EIGHT**

**THE 2016 ELECTION ONLINE FEATURE**



# CONNECTIONS

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<https://www.politico.com/news/2020/01/27/supreme-court-enforce-trump-immigration-rule-106520>

<https://www.vox.com/2020/7/10/21318796/supreme-court-mcgirt-oklahoma-native-american-neil-gorsuch>



<https://www.npr.org/sections/codeswitch/2015/02/08/383279630/100-years-later-whats-the-legacy-of-birth-of-a-nation>





# CONCLUSIONS?



WHAT HAVE WE LEARNED?

WORKS CITED