**MS American History I**

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| **Theme 1- Tools of Social Science Inquiry-** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.   * Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) * Develop compelling questions and research the past. * Anticipate and utilize the most useful sources to address their questions. * Develop and test claims and counter-claims to address their questions. * Take informed action based on their learning | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Disciplinary Tools** | 1. Create and use tools to analyze a chronological sequence of related events that happen at the same time. 2. Explain connections among historical context and peoples’ perspectives at the time.   C. With assistance, develop a research plan, identify appropriate resources for investigating social studies’ topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue. | A. Analyze laws, policies,  and processes to determine how governmental systems affect individuals and groups in society prior to c. 1870. | A. Create and use maps  and other graphic representations in order to explain relationships and reveal patterns or trends in American history prior to c. 1870.  B. Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture. | A. Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870. | 1. Using an American history lens, describe how peoples’ perspectives shaped the sources/artifacts they created. 2. Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. |
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| 1. **Theme 1- Tools of Social Science Inquiry-** | | | | | |
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|  | D. Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.  E. Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem. |  | C. Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world’s continents, and oceans; and major topographical features of the United States. |  |  |

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| **Theme 2- Settlements-**Early American History begins with a study of pre-Colombian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain. | | | | | |
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| **Key Concepts and Understandings** | 1. Trace the causes and consequences of   indigenous peoples arriving in the Americas beginning c. 15,000 BCE.   1. Compare motivating factors leading European nations to settle in the New World to explain colonial diversity and regional differences in North and South America. 2. Trace the causes and consequences of conflict and cooperation between Native Americans and north and South American colonists, using multiple viewpoints. 3. Describe the causes and consequences of the Seven Years War as a turning point in American history.   E. Analyze the concept of Manifest Destiny as a catalyst for change in American history. | 1. Compare the governmental systems of European powers to determine effect on colonization in the Americas. 2. Explain how the founding of European colonies influenced their governments and expectations for self- rule. 3. Analyze local and colonial governments in North and South America to trace the factors influencing their structure and function. | 1. Analyze diverse Native American cultures in north, Central and South America to explain the way they adapted to their various environments. 2. Analyze the geography of colonial regions in North and South America to explain their cultural, social and economic differences.   C. Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life. | 1. Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America. 2. Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain. | A.Analyze the religious. cultural, political and intellectual developments of Spanish, Portuguese, British and French regions to explain the development of diverse cultures throughout the Americas.  B. Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity.  C. Compare and contrast the interaction of European settlers with native populations in both North and South America. |

**Possible Sources of Study**

**Primary Sources**

* Albany Plan (1754)
* Iroquois Confederacy Treaty (1792)
* Jay Treaty (1794)
* Benjamin Franklin, Poor Richard’s Almanac (1732-1758)
* Jonathan Edwards, *Sinners in the Hands of an Angry God* (1741)
* Fundamental Orders of Connecticut (1639)
* John Winthrop, *City on a Hill* (1630)
* Roger Williams, *The Bloody Tenant of Persecution for Cause of Conscience* (1644)
* William Bradford, *Of Plymouth Plantation* (1651)
* John Smith, *General Historie of Virginia* (1624)
* Bartolome Las Casas, *In Defense of the Indians* (1550)
* Benjamin Franklin, *Autobiography* (1793)
* Native American artifacts, art, architecture
* Thematic maps of colonial settlements
  + Historic artifacts from the period; including music, pictures, propaganda, maps, videos/film, letters, diaries, architecture, etc.

**Secondary Sources**

* Roger Williams, *On Religious Liberty* (2008)
* Fred Anderson, *George Washington Remembers*(2004)
* Jill Lepore , *The Name of War: King Philip’s War and the Origins of American Identity* (1998)
* Edmund S Morgan, *Inventing the People: The Rise of Popular Sovereignty in England and America.* (1988)
* , *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (1975)
* Mary Beth Norton, *In the Devil’s Snare: The Salem Witchcraft Crisis of 1692* (2002)
* Alan Taylor, *American Colonies (* 2001)
* Bruce G Trigger, *The Cambridge History of the Native Peoples of North America.* (1996)
* Bernard Bailyn, *The Peopling of North America* (1986)
* Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (1998)
* Alan Taylor, *American Colonies* (2001)

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| **Theme 3- Founding-** The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity. | | | | | |
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| **Key Concepts and Understandings** | 1. Trace the events leading to escalating conflict between Great Britainand the colonies, from multiple viewpoints. 2. Analyze the Declaration of Independence to determine the historical forces and political philosophies that influenced its creation. 3. Evaluate the strengths and weaknesses of the American colonies and England to explain the American victory in the Revolution. 4. Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution. | A. Evaluate the impact of the French and Indian Wars on Great Britain’s approach to colonial rule.  B.Apply the concept of representation to the conflict between the colonies and England.  C. Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence.  D.Evaluate the successes and challenges of the *Articles of Confederation* to explain the need for a Constitutional Convention. | 1. Draw conclusions about regional conflict and cooperation as a consequence of physical geography. 2. Evaluate the relationships among population, representation, and their effect on power in the new government.   C. Compare major patterns of population distribution, demographics and migrations in the United States during this era c. 1763-1812. | 1. Describe the function and purpose of taxes imposed by Great Britain following the Seven Years War, evaluating colonial responses to them. 2. Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict. 3. Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth. | 1. Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War. 2. Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity. 3. Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies. |
| **Theme 3- Founding-con’t** | | | | | |
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| **Key Concepts and Understandings** | 1. Evaluate the responses of early American leaders to the social, political, economic and religious. challenges facing the new nation.   F. Infer how events of this period led to the development of philosophies, interest groups and political parties. | E. Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.  F.Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.  G. Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges. |  |  | D.Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.  E. Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity. |

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| **Possible Sources**  **of Study** | **Primary Sources:**   * Phillis Wheatley, Poems on Various Subjects, Religious and Moral (1773) * John and Abigail Adams’ Letters To One Another * Thomas Paine, Common Sense (1775) * Washington Irving, Rip Van Winkle (1819) * Magna Carta (1215) * Paul Revere’s Boston Massacre Engraving * Patrick Henry, Give me Liberty or give me death (1775) * Olive Branch Petition (1775) * Judiciary Act of 1789 * James Madison, Property (1775) * Journal of the Federal Convention (1787) * Texts of British Acts following Seven Years War * John Dickinson, Letters from a Pennsylvania Farmer (1768) * Federalist Papers (1787) * Antifederalist Papers (1787) * Hartford Convention (1814-15) * Thomas Jefferson, Virginia Statute on Religious Liberty (1777) * Summary View of the Rights of British America (1774) * Articles of Confederation (1781) * The United States Constitution (1787/1788) * The Bill of Rights (1791) * Declaration of Independence (1776) * Washington’s Farewell Address (1796) * Alien and Sedition Acts (1798) * Kentucky and Virginia Resolutions (1798-1799) * Star Spangled Banner (1812) * Marbury v. Madison (1803) | **Secondary Sources:**   * Joseph J Ellis, Founding Brothers: The Revolutionary Generation (2000) * Robert Hughes, American Visions: The Epic History of Art in America.(1797) * Leonard Levy, Origins of the Bill of Rights (2001) * David McCullough, John Adams (2001) * Robert Middlekauff, The Glorious Cause: The American Revolution, 1763 – 1789 (1982) * Michael Kammen, A Machine That Would Go of Itself: The Constitution in American Culture (1986) * Bernard Bailyn, The Ideological Origins of the American Revolution (1992) * David Hackett Fischer, Paul Revere’s Ride (1995) * Jack P. Greene, Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture (1988) * Michael Kammen, American Visions: The Transformation of Tradition in American Culture (1991) * Leonard Levy, Origins of the Bill of Rights (2001) * Forrest MacDonald, Novus Ordo Seclorum: The Intellectual Origins of the Constitution (1985) * Robert Middlekauff, The Glorious Cause: The American Revolution, 1763 – 1789 (1982) * Edmund S Morgan, Inventing the People: The Rise of Popular Sovereignty in England and America (1988) * Richard Wheeler, Voices of 1776: The Story of the American Revolution in the Words of Those Who Were There (1972) * Gordon S. Wood, The American Revolution: A History (2002) * Gordon S. Wood, The Radicalism of the American Revolution   (1992)   * Alfred F. Young, The Shoemaker and the Tea Party: Memory and the American Revolution. (1999) * Howard Fast, Haym Salomon; Son of Liberty (1966) * Wiiliam Cooper Nell, The Colored Patriots of the American Revolution (1855) * Carol Berkin, Revolutionary Mothers (2005) |

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| **Theme 4: Expansion:** After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America. | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Key Concepts and Understandings** | 1. Analyze the expansion of the United States in the early 19th century to trace U.S. growth and form hypotheses about future conflicts. 2. Evaluate the responses of North and South American leaders to the social, political, economic and religious. challenges of the period.   C. Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilization. | A.Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.  B.Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power.  C. Explain how the principles of rule of law, separation of powers, checks and balance, and federalism were impacted by Jacksonian democracy. | 1. Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans. 2. Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas.   C. Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life in this time period. | 1. Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion. 2. Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions. 3. Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth. | 1. Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals. 2. Analyze the experiences of enslaved peoples in North and South America to determine the cultural impact and enduring consequences. 3. Analyze diverse artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation. 4. Describe the culture and accomplishments of native Americans and African American s in the ways they responded to American expansion. 5. Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development of the United States. |

Possible Sources of Study

Primary Sources- Secondary Sources

* Journals of the Lewis and Clark Expedition (1804)  William Styron, *Confessions of Nat Turner* (1967)
* Henry David Thoreau, *Walden* (1854)  John Gilbert, *Trail of Tears Across Missouri* (1996)
* Ralph Waldo Emerson, *Essays* (1841)  Eugene Genovese, *Roll, Jordan, Roll: The World the Slaves*
* Alexis de Tocqueville, *Democracy in America* (1831) *Made* (1976)
* Walt Whitman, *Leaves of Grass* (1855)  Robert Remini, *Andrew Jackson* (1998)
* Indian Removal Act (1830)
* Worcester v. Georgia (1832)
* Gibbon v. Ogden (1824)
* Charles River Bridge Company v. Warren Bridge Company (1837)
* Declaration of Sentiments (1848)
* Frederick Douglas, *Narrative of the Life of Frederick Douglass*

(1845)

* Horace Mann, *Reports on Education* (1839-1844)
* Frederic Bastiat, *The Law* (1850)
* , *Economics Sophisms* (1845)
* John O’Sullivan, *Great Nation of Futurity* (1839)
* Elizabeth Cady Stanton, *Great Speeches Collection* (1868)
* Monroe Doctrine (1823)
* Margaret Fuller, *Woman in the 19th Century* (1845)
* Sarah and Angelina Grimke, *Appeal to the Christian Women of the South* (1836)
* William Lloyd Garrison, *The Liberator* (1831)
* Historic artifacts from the period; including music, pictures, propaganda, maps, videos/film, letters, diaries, architecture, etc.

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| **Theme 5 Conflict and Crisis-** The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation. | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Key Concepts and Understandings** | 1. Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts. 2. Trace the events as well as political, cultural and social conditions leading to conflict between Northern and Southern states. 3. Describe critical developments and turning points in the Civil War including major battles. | 1. Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and after the Civil War. 2. Analyze federalism and popular sovereignty to explain peoples’ expectations of the role of government and their place in governance. 3. Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.   D.Compare and contrast the governmental systems  of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems. | 1. Analyze the geography of U.S. North, South, and West in order to explain their cultural, social and economic differences. 2. Evaluate the significance of geography on the conduct of the war and strategy of the North and South.   C. Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life in this time period. | 1. Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions. 2. Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War. | A. Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the varying perspectives of American people, groups and movements.  B. Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and groups.  C. Analyze the evolution of the women’s movement to trace its continued development and evaluate its impact.  D.Analyze the evolution of the abolitionist movement to trace its continued development and evaluate its impact.  E.Trace the development of African American culture in non-slave states and in the context of slavery. |

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| Possible Sources of Study | **Primary Sources:**   * Amendments 13, 14, 15 (1865-1870) * Abraham Lincoln’s Inaugural Addresses (1861, 1865) * Abraham Lincoln, *Gettysburg Address* (1863) * Emancipation Proclamation (1863) * Lincoln-Douglas Senatorial Debates (1858) * Harriet Beecher Stowe, *Uncle Tom’s Cabin* (1852) * William Lloyd Garrison, *The Liberator* (1831) * Winfield Scott, *Anaconda Plan* (1861) * Frederick Douglas, *Narrative of the Life of Frederick Douglass* (1845) * Frederick Douglass, *What to the slave is the Fourth of July?*(1852) * Clara Barton, *The Red Cross—In Peace and War* (1898) * The Constitutions of the United States (1788) and Confederate States of America (1861) * Ordinances of Secession (1860-1861) * Missouri Compromise (1820) * Kansas-Nebraska Act (1854) * Homestead Act (1862) * Fugitive Slave Act (1850) * Abraham Lincoln, *House Divided Speech* (1858) * Sojourner Truth, *Ain’t I a Woman?* (1851) * Dred Scott v. Sanford (1857) * Sarah Bradford, *Scenes in the Life of Harriet Tubman* (1869) * Historic artifacts from the period; including music, pictures, propaganda, maps, videos/film, letters, diaries, architecture, etc. | **Secondary Sources:**  Doris Kearns Goodwin, *Team of Rivals* (2006)  Charles L. Perdue, *Weevils in the Wheat: Interviews with Virginia Ex-*  *Slaves* (1991)  William E. Gienapp, *Abraham Lincoln and Civil War America*: *A*  *Biography* (2002)  Gary Wills, *Lincoln at Gettysburg: The Words that Remade America (1933)* |

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