

UNITED STATES HISTORY I COURSE SYLLABUS

Course Title: United States History I H2 and H3

Department: Social Studies

Primary Course Materials: *America: Pathways to the Present*

Course Description: In the United States History I students examine the historical and ideological origins of the United States, beginning with the colonial wars for empire. Further areas of examination include the following: the Revolutionary period, Constitutional era, the basic framework of American democracy, westward expansion, the establishment of political parties, economic and social change, and the section conflicts leading to the Civil War, and Reconstruction

Essential Questions:

1. Why study history? What are the links between the past and the present?
2. Has America effectively incorporated the ideals of constitutional government, democratic representation, justice and equality in our system of government? Where have we succeeded and where have we failed?
3. How has geography shaped the American character, prosperity, and way of life?
4. How has ethnic, racial, and religious diversity shaped national development?
5. What is American culture; how does it reflect the diversity, creativity, and experiences of its people?
6. What economic forces (principles, resources, and technological advances) influenced the development of the United States?

Course Objectives:

Skills to be developed:

1. Developing questions that guide inquiry and research in class work
2. Analysis of effective argument and critical thinking from the historic record
3. Expressing oneself clearly and effectively through writing and speaking
4. Critical analysis of maps, graphs, and other graphic data

Common Goals:

Thinking and Communicating

- 1) Read information critically to develop understanding of concepts, topics and issues.
- 2) Write clearly, factually, persuasively and creatively in Standard English.
- 3) Speak clearly, factually, persuasively and creatively in Standard English.
- 4) Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5) Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines

- 6) Gain and Apply Knowledge in:
 - a) Literature and Language
 - b) Mathematics
 - c) Science and Technology
 - d) Social Studies, History and Geography
 - e) Visual and Performing Arts
 - f) Health and Physical Education

Work and Contribute

- 7) Demonstrate personal responsibility for planning one's future academic and career options.
- 8) Participate in a school or community service activity.
- 9) Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Concepts and Skills, Grades 8-12

<i>Students should be able to:</i>		
<input type="checkbox"/>		HISTORY AND GEOGRAPHY
<input checked="" type="checkbox"/>	1	Apply the skills of pre-kindergarten through grade seven.
<input checked="" type="checkbox"/>	2	Identify multiple ways to express time relationships and dates (for example, <i>1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s</i>). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)
<input checked="" type="checkbox"/>	3	Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)
<input checked="" type="checkbox"/>	4	Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
<input checked="" type="checkbox"/>	5	Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)
<input checked="" type="checkbox"/>	6	Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)
<input checked="" type="checkbox"/>	7	Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)
<input checked="" type="checkbox"/>	8	Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)
<input checked="" type="checkbox"/>	9	Distinguish intended from unintended consequences. (H, E, C)
<input checked="" type="checkbox"/>	10	Distinguish historical fact from opinion. (H, E, C)
<input checked="" type="checkbox"/>	11	Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)
<input type="checkbox"/>		CIVICS AND GOVERNMENT
<input checked="" type="checkbox"/>	12	Define and use correctly the following words and terms: <i>Magna Carta, parliament, habeas corpus, monarchy, and absolutism</i> . (C)
<input type="checkbox"/>		GENERAL ECONOMICS SKILLS
<input checked="" type="checkbox"/>	13	Define and use correctly <i>mercantilism, feudalism, economic growth, and entrepreneur</i> . (E)
<input checked="" type="checkbox"/>	14	Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)
<input type="checkbox"/>	15	Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)
<input checked="" type="checkbox"/>	16	Define and use correctly <i>gross domestic product, economic growth, recession, depression, unemployment, inflation, and deflation</i> . (E)
<input type="checkbox"/>	17	Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)
<input checked="" type="checkbox"/>	18	Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)
<input type="checkbox"/>	19	Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)
<input checked="" type="checkbox"/>	20	Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)
<input type="checkbox"/>	21	Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)
<input type="checkbox"/>	22	Define and distinguish between <i>absolute</i> and <i>comparative advantage</i> , and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)
<input type="checkbox"/>	23	Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)
<input type="checkbox"/>	24	Differentiate between fiscal and monetary policy. (E)

<input type="checkbox"/>		U.S. ECONOMICS SKILLS
<input checked="" type="checkbox"/>	25	Explain the basic economic functions of the government in the economy of the United States. (E)
<input checked="" type="checkbox"/>	26	Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)
<input checked="" type="checkbox"/>	27	Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)
<input checked="" type="checkbox"/>	28	Analyze how federal tax and spending policies affect the national budget and the national debt. (E)

Learning Standards from the Massachusetts Curriculum Framework:

U.S. History I Learning Standards		
<input checked="" type="checkbox"/>		THE POLITICAL AND INTELLECTUAL ORIGINS OF THE AMERICAN NATION: THE REVOLUTION AND THE CONSTITUTION, 1763–1789
<input checked="" type="checkbox"/>	1	Explain the political and economic factors that contributed to the American Revolution. (H, C)
<input type="checkbox"/>	1 A	the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775
<input type="checkbox"/>	1 B	how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution
<input type="checkbox"/>	2	Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)
<input type="checkbox"/>	2 A	the legacy of ancient Greece and Rome
<input type="checkbox"/>	2 B	the political theories of such European philosophers as Locke and Montesquieu
<input type="checkbox"/>	3	Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson.
<input type="checkbox"/>	4	Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war.
<input type="checkbox"/>	5	Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts.
<input type="checkbox"/>	5 A	the Boston Massacre
<input type="checkbox"/>	5 B	the Boston Tea Party
<input type="checkbox"/>	5 C	the Battles of Lexington and Concord and Bunker Hill
<input type="checkbox"/>	5 D	Sam Adams, John Adams, and John Hancock
<input type="checkbox"/>	6	Explain the reasons for the adoption of the Articles of Confederation in 1781 including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shays’s Rebellion) leading to the Constitutional Convention.
<input type="checkbox"/>	7	Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached.
<input type="checkbox"/>	7 A Major Debates	the distribution of political power
<input type="checkbox"/>	7 B Major Debates	the rights of individuals
<input type="checkbox"/>	7 C Major Debates	the rights of states
<input type="checkbox"/>	7.D Major Debates	slavery
<input type="checkbox"/>	7.A Founders	Benjamin Franklin
<input type="checkbox"/>	7 B Founders	Alexander Hamilton
<input type="checkbox"/>	7.C Founders	James Madison
<input type="checkbox"/>	7.D Founders	George Washington

<input type="checkbox"/>	8	Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary.
<input type="checkbox"/>	9	Explain the reasons for the passage of the Bill of Rights.
<input type="checkbox"/>	9 A	the influence of the British concept of limited government
<input type="checkbox"/>	9 B	the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes
<input type="checkbox"/>	10	On a map of North America, identify the first 13 states to ratify the Constitution.
<input checked="" type="checkbox"/>		THE FORMATION AND FRAMEWORK OF AMERICAN DEMOCRACY
<input type="checkbox"/>	11	Describe the purpose and functions of government.
<input type="checkbox"/>	12	Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (
<input type="checkbox"/>	13	Explain why the United States government is classified as a democratic government.
<input type="checkbox"/>	14	Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights.
<input type="checkbox"/>	15	Explain the varying roles and responsibilities of federal, state, and local governments in the United States.
<input type="checkbox"/>	16	Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense.
<input type="checkbox"/>	17	Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers.
<input type="checkbox"/>	18	Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils.
<input type="checkbox"/>	19	Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.
<input type="checkbox"/>	20	Explain the evolution and function of political parties, including their role in federal, state, and local elections.
<input type="checkbox"/>	21	Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public.
<input checked="" type="checkbox"/>		POLITICAL DEMOCRATIZATION, WESTWARD EXPANSION, AND DIPLOMATIC DEVELOPMENTS, 1790–1860
<input type="checkbox"/>	22	Summarize the major policies and political developments that took place during the presidencies of George Washington (1789–1797), John Adams (1797–1801), and Thomas Jefferson (1801–1809).
<input type="checkbox"/>	22 A	the origins of the Federalist and Democratic-Republican parties in the 1790s
<input type="checkbox"/>	22 B	the conflicting ideas of Thomas Jefferson and Alexander Hamilton
<input type="checkbox"/>	22 C	the Alien and Sedition Acts
<input type="checkbox"/>	22 D	the Louisiana Purchase
<input type="checkbox"/>	23	Analyze the rising levels of political participation and the expansion of suffrage in antebellum America.

<input type="checkbox"/>	24	Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President.
<input type="checkbox"/>	24 A	the spoils system
<input type="checkbox"/>	24 B	Jackson's veto of the National Bank
<input type="checkbox"/>	24 C	Jackson's policy of Indian Removal
<input type="checkbox"/>	25	Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803).
<input type="checkbox"/>	26	Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails.
<input type="checkbox"/>	26 A	the War of 1812
<input type="checkbox"/>	26 B	the purchase of Florida in 1819
<input type="checkbox"/>	26 C	the 1823 Monroe Doctrine
<input type="checkbox"/>	26 D	the Cherokees' Trail of Tears
<input type="checkbox"/>	26 E	the annexation of Texas in 1845
<input type="checkbox"/>	26 F	the concept of Manifest Destiny and its relationship to westward expansion
<input type="checkbox"/>	26 G	the acquisition of the Oregon Territory in 1846
<input type="checkbox"/>	26 H	the territorial acquisitions resulting from the Mexican War
<input type="checkbox"/>	26 I	the search for gold in California
<input type="checkbox"/>	26 J	the Gadsden Purchase of 1854
<input checked="" type="checkbox"/>		ECONOMIC GROWTH IN THE NORTH AND SOUTH, 1800–1860
<input type="checkbox"/>	27	Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.
<input type="checkbox"/>	28	Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America.
<input type="checkbox"/>	28 A	the technological improvements and inventions that contributed to industrial growth
<input type="checkbox"/>	28 B	the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
<input type="checkbox"/>	28 C	the rise of a business class of merchants and manufacturers
<input type="checkbox"/>	28 D	the roles of women in New England textile factories
<input type="checkbox"/>	29	Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.
<input checked="" type="checkbox"/>		SOCIAL, POLITICAL, AND RELIGIOUS CHANGE, 1800–1860
<input type="checkbox"/>	30	Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.
<input type="checkbox"/>	31	Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism.
<input type="checkbox"/>	31 A	Frederick Douglass
<input type="checkbox"/>	31 B	William Lloyd Garrison
<input type="checkbox"/>	31 C	Sojourner Truth
<input type="checkbox"/>	31 D	Harriet Tubman
<input type="checkbox"/>	31 E	Theodore Weld
<input type="checkbox"/>	32	Describe important religious trends that shaped antebellum America.
<input type="checkbox"/>	32 A	the increase in the number of Protestant denominations
<input type="checkbox"/>	32 B	the Second Great Awakening
<input type="checkbox"/>	32 C	the influence of these trends on the reaction of Protestants to the growth of Catholic immigration
<input type="checkbox"/>	33	Analyze the goals and effect of the antebellum women's suffrage movement.
<input type="checkbox"/>	33 A	A. the 1848 Seneca Falls convention

<input type="checkbox"/>	33 B	Susan B. Anthony
<input type="checkbox"/>	33 C	Margaret Fuller
<input type="checkbox"/>	33 D	Lucretia Mott
<input type="checkbox"/>	33 E	Elizabeth Cady Stanton
<input type="checkbox"/>	34	Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and American literature, including the contributions of Henry David Thoreau and Ralph Waldo Emerson.
<input checked="" type="checkbox"/>		THE CIVIL WAR AND RECONSTRUCTION, 1860–1877
<input type="checkbox"/>	35	Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.
<input type="checkbox"/>	36	Summarize the critical developments leading to the Civil War.
<input type="checkbox"/>	36 A	the Missouri Compromise (1820)
<input type="checkbox"/>	36 B	the South Carolina Nullification Crisis (1832–1833)
<input type="checkbox"/>	36 C	the Wilmot Proviso (1846)
<input type="checkbox"/>	36 D	the Compromise of 1850
<input type="checkbox"/>	36 E	the publication of Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i> (1851–1852)
<input type="checkbox"/>	36 F	the Kansas-Nebraska Act (1854)
<input type="checkbox"/>	36 G	the Dred Scott Supreme Court case (1857)
<input type="checkbox"/>	36 H	the Lincoln-Douglas debates (1858)
<input type="checkbox"/>	36 I	John Brown’s raid on Harper’s Ferry (1859)
<input type="checkbox"/>	36 J	the election of Abraham Lincoln
<input type="checkbox"/>	37	On a map of North America, identify Union and Confederate States at the outbreak of the war.
<input type="checkbox"/>	38	Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered.
<input type="checkbox"/>	39	Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events.
<input type="checkbox"/>	39 A Leaders	Jefferson Davis
<input type="checkbox"/>	39 B Leaders	Ulysses S. Grant
<input type="checkbox"/>	39 C Leaders	Robert E. Lee
<input type="checkbox"/>	39 A Battles	the Massachusetts 54th Regiment and the Battle at Fort Wagner
<input type="checkbox"/>	39 B Battles	Antietam
<input type="checkbox"/>	39 C Battles	Vicksburg
<input type="checkbox"/>	39 D Battles	Gettysburg
<input type="checkbox"/>	40	Provide examples of the various effects of the Civil War. (H, E)
<input type="checkbox"/>	40 A	physical and economic destruction
<input type="checkbox"/>	40 B	the increased role of the federal government
<input type="checkbox"/>	40 C	the greatest loss of life on a per capita basis of any U.S. war before or since
<input type="checkbox"/>	41	Explain the policies and consequences of Reconstruction.
<input type="checkbox"/>	41 A	Presidential and Congressional Reconstruction
<input type="checkbox"/>	41 B	the impeachment of President Johnson
<input type="checkbox"/>	41 C	the 13th, 14th, and 15th Amendments
<input type="checkbox"/>	41 D	the opposition of Southern whites to Reconstruction
<input type="checkbox"/>	41 E	the accomplishments and failures of Radical Reconstruction
<input type="checkbox"/>	41 F	the presidential election of 1876 and the end of Reconstruction
<input type="checkbox"/>	41 G	the rise of Jim Crow laws
<input type="checkbox"/>	41 H	the Supreme Court case, <i>Plessy v. Ferguson</i> (1896)

