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Map: **SS-Grade 7R** Grade Level: **7**District: **Island Trees**Created: **08/28/2009** Last Updated: **08/28/2009**[<< Printable Version](#)

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes	
Unit 1	<p><a href="#">Summer Reading</a></p> <p>How did the American Revolution affect families across the nation?</p> <p>Why is it important to learn about other cultures?</p> <p><b><u>Global Heritage</u></b></p> <p>Why do we study history?</p> <p>Why do we study culture?</p> <p>How do the social scientists use evidence from primary and secondary sources in order to piece together past events?</p> <p>How was the Land Bridge Theory connected to the first settlement of North and South America?</p> <p>How did geographical factors affect economic aspects of life in the early civilizations in North America?</p> <p>What are the political, social, economic</p>	<p><i>My Brother Sam is Dead</i></p> <p>Colonial conflicts within the nation regarding the decision for a revolution.</p> <p><u>Vocabulary:</u></p> <p>Lobsterback</p> <p>Tory</p> <p>Patriot</p> <p>Loyalist</p> <p>Brown Bess</p> <p>Trainband</p> <p><i>The Sign of the Beaver</i></p> <p>Cultural differences are overcome and mutual respect emerges.</p> <p><u>Vocabulary:</u></p>	<p>Compare and contrast the various viewpoints concerning the revolution.</p> <p>Describe the impact of the revolution on the average family.</p> <p>Evaluate the similarities and differences between Attean and Matt.</p> <p>Discuss the relationship between Saknis and Attean.</p> <p>Define the seven social scientists and the roles of each</p> <p>Apply the social sciences to today's world</p>		<p>SS2-K1-1A</p> <p>SS2-K2-1C</p> <p>SS2-K1-1B</p> <p>SS2-K1-1C</p> <p>SS2-K4-1B</p> <p>SS2-K4-1C</p>		

<p>characteristics of each Native American cultural area in North America?</p>	<p>Ruefully Proprietor Endure Defiance Pesky Rigid Gingerly Loomed Pungent</p> <p>History and the other social sciences provide a framework for the study of human cultures</p> <p>The seven social sciences- anthropology, archeology, economics, geography, political science, economics, psychology, and sociology</p> <p>Usage and interpretation of primary and secondary sources and by social scientists</p> <p>The Land Bridge Theory</p>	<p>Examine differences in culture around the world</p> <p>Identify the differences between primary and secondary sources</p> <p>Identify on a map the location of the land bridge Beringia</p> <p>Predict how climate and geography would affect the settlements of North and South America</p> <p>Describe the impact of farming on early Native Americans</p> <p>Evaluate the significance of the Iroquois Confederacy</p> <p>Recognize the importance of the role of women in Iroquois and Algonquin society</p> <p><u>Vocabulary</u> Define and Identify:</p> <p>1. archeologists</p>				
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		<p>The effect of geographical factors on the settlement patterns and living conditions of early Native American cultures</p> <p>Social, political, and economic characteristics of the Iroquois and Algonquin tribes</p>	<p>2. artifacts</p> <p>3. culture</p> <p>4. glacier</p> <p>5. Beringia</p> <p>6. civilization</p> <p>7. cultural area</p> <p>8. primary source</p> <p>9. secondary source</p> <p>10. long house</p> <p>11. tepee</p> <p>12. sachem</p> <p>13. confederacy</p> <p>14. League of the Iroquois</p>			
Unit 2	<p><b><u>European Exploration</u></b></p> <p>Why did Europeans begin looking overseas?</p> <p>How did the events of the Crusades and Renaissance lead to European exploration?</p> <p>Was Columbus a hero or villain?</p> <p>How did Columbus' voyages impact America?</p> <p>What were the positive and negative results of the Columbian Exchange?</p>	<p>Reasons Europeans Looked Overseas</p> <p>1. effects of the Crusades</p> <p>2. technological improvements in navigation</p> <p>3. Gold, God, and Glory (the three G's)</p> <p>Christopher Columbus and his arrival in the New World</p> <p>The development of New England, New</p>	<p>Recall the conditions of the Middle Ages</p> <p>Relate new inventions in connection with European exploration</p> <p>Analyze the motives of European nations and their desire to increase trade in the East</p> <p>Formulate an opinion about Columbus and his actions in the New World</p>		<p><b>SS2-K1-1B</b></p> <p><b>SS2-K1-1C</b></p> <p><b>SS2-K2-1C</b></p> <p><b>SS2-K4-1B</b></p> <p><b>SS3-K1-1C</b></p> <p><b>SS3-K1-1D</b></p> <p><b>SS3-K1-1D</b></p> <p><b>SS3-K2-1C</b></p> <p><b>SS4-K1-1A</b></p> <p><b>SS5-K1-1A</b></p> <p><b>SS5-K1-1C</b></p>	

<p>How did colonial settlements affect the political, economic, and social roots of the Americas?</p> <p>Why did the colonists at Jamestown face challenges?</p> <p>How did Jamestown thrive as a colony?</p>	<p>France, New Netherland and New Spain</p> <p>The economic, political, and social aspects of Jamestown</p>	<p>Summarize the effect of the Columbian Exchange on the Native American population</p> <p>Identify the location of early colonial settlements (New Spain, New France, New Netherland, New England)</p> <p>Analyze the failure at Roanoke, Virginia</p> <p>Explain the reasons for Jamestown's success</p> <p>Describe the government of Jamestown, Virginia</p> <p><u>Vocabulary</u></p> <p>Define and Identify:</p> <ol style="list-style-type: none"><li>1. Colony</li><li>2. Conquistador</li><li>3. Encomienda</li><li>4. Plantation</li><li>5. Northwest Passage</li><li>6. Coureurs de bois</li><li>7. Charter</li><li>8. Burgess</li></ol>				
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			<p>9. House of Burgesses</p> <p>10. Representative government</p>			
Unit 3	<p><b>Colonial America</b></p> <p>Why did people leave England? How did geography affect each colonial region? What are the political, economic, and social roots of colonial settlements in the colonies? How did slavery affect the southern economy? What was life like for slaves along the Middle Passage? How were slaves treated in the South compared to in the North? How did the development of the colonies lead to sectionalism? How was the system of mercantilism beneficial to the mother country? What was life like in the colonies?</p>	<p>Four Main Reasons Why People Left England-</p> <ol style="list-style-type: none"> <li>1. Religious Freedom</li> <li>2. Poor living conditions</li> <li>3. Opportunities- indentured servant, apprenticeships</li> <li>4. Escape debt and prison</li> </ol> <p>Location of the three colonial regions</p> <p>New England Colonies</p> <ol style="list-style-type: none"> <li>1. Mayflower Compact</li> <li>2. Pilgrims and Puritans</li> <li>3. Jobs-fishing, shipping, trading, subsistence farming- corn, beans and squash</li> <li>4. Anne Hutchinson</li> </ol> <p>Middle Colonies-</p> <ol style="list-style-type: none"> <li>1. Founder William</li> </ol>	<p>Identify the reasons why Europeans came to the Americas</p> <p>Locate and label the thirteen colonies on a map</p> <p>Describe how geography affected the economy of each colonial region</p> <p>Explain the significance of key individuals who settled the thirteen colonies</p> <p>Identify the political, economic, social, and geographical features of several English colonies in America</p> <p>Describe the experience along the Middle Passage</p> <p>Analyze the plantation economy and treatment of slaves</p> <p>Define racism and its' affect on African culture</p> <p>Generate reasons why sectionalism developed in the thirteen colonies</p>		<p>SS1-K1-1A</p> <p>SS3-K1-1A</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS4-K1-1G</p> <p>SS4-K1-1A</p> <p>SS5-K1-1A</p> <p>SS5-K2-1E</p> <p>SS1-K3-1B</p> <p>SS1-K3-1C</p> <p>SS1-K3-1D</p> <p>SS1-K4-1C</p> <p>SS1-K4-1B</p> <p>SS1-K4-1D</p>	

		<p>Penn</p> <p>2. Quaker beliefs</p> <p>3. Economy- "Breadbasket Colonies"</p> <p>4. Diverse population</p> <p>Southern Colonies</p> <p>1. Georgia-debtors colony</p> <p>2. Middle Passage</p> <p>3. Plantation life- auctions, slave codes, overseer, slave resistance</p> <p>4. Economy based on cash crops-tobacco, rice, indigo</p> <p>Triangular Trade-</p> <p>1. Theory of Mercantilism</p> <p>2. Navigation Acts</p> <p>3. Reasons for development of sectionalism</p> <p>Life in the colonies- women and children</p> <p>Reasons for development of sectionalism</p>	<p>Evaluate the ways mercantilism helped to benefit England</p> <p><u>Vocabulary</u></p> <p>Define and Identify:</p> <p>1. Great Migration</p> <p>2. Fundamental Orders of Connecticut</p> <p>3. Patroons</p> <p>4. Proprietary colony</p> <p>5. Quakers</p> <p>6. Cash crops</p> <p>7. Breadbasket colony</p> <p>8. Backcountry</p> <p>10. Act of Toleration</p> <p>11. Bacon's Rebellion</p> <p>12. Slave codes</p> <p>13. Racism</p> <p>14. Middle Passage</p> <p>15. Mercantilism</p> <p>16. Import</p> <p>17. Export</p> <p>18. Triangular Trade</p>				
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Unit 4	<p><b><u>The Road to the Revolution</u></b></p> <p>What were the causes of the French and Indian War?</p> <p>How did the Albany Plan of Union attempt to unite the colonies during the French and Indian War?</p> <p>What were the lasting effects of the Albany Plan of Union?</p> <p>How did the French and Indian War lead to tensions between the colonies and Britain?</p> <p>What were the political, economic, and social causes of the American Revolution?</p> <p>What specific British policies galvanized public opinion in the colonies?</p> <p>How did colonial</p>	<p>Causes of French and Indian War</p> <ol style="list-style-type: none"> <li>1. Competition for an Empire in North America (Ohio River Conflict)</li> <li>2. Native American alliances</li> </ol> <p>Albany Plan of Union</p> <ol style="list-style-type: none"> <li>1. Based on the Iroquois Confederacy</li> <li>2. Ben Franklin-"Join, or Die"</li> <li>3. Reasons for rejection by the colonists</li> </ol> <p>Emphasis on early peacemaking strategies in America and influence today (United Nations)</p> <p>Results of the French and Indian War</p> <ol style="list-style-type: none"> <li>1. Pontiac's Rebellion</li> <li>2. Proclamation of 1763</li> <li>3. New Taxes and Laws             <ol style="list-style-type: none"> <li>(a) Sugar Act</li> <li>(b) Quartering Act</li> <li>(c) Stamp Act</li> </ol> </li> </ol>	<p>Analyze a map of European land claims in North America prior to the French and Indian War</p> <p>Analyze the conflict between Britain and France over land in North America</p> <p>Interpret Benjamin Franklin's "Join, or Die" Political Cartoon</p> <p>Describe the impact British policies had on the relationship between the mother country and her colonies</p> <p>Debate whether or not the colonists were justified in staging the Boston Tea Party</p> <p>Evaluate Paul Revere's engraving as an effective propaganda tool</p> <p><u>Vocabulary</u></p> <p>Define and Identify:</p> <ol style="list-style-type: none"> <li>1. French and Indian War</li> <li>2. Albany Plan of Union</li> <li>3. Treaty of Paris of 1763</li> </ol>		<p>SS1-K1-1A</p> <p>SS1-K1-1B</p> <p>SS1-K2-1B</p> <p>SS1-K3-1B</p> <p>SS1-K3-1C</p> <p>SS1-K4-1B</p> <p>SS1-K4-1D</p> <p>SS4-K1-1A</p> <p>SS5-K1-1B</p> <p>SS5-K1-1C</p>		<p>&lt;</p> <p><b>Print This Unit</b></p>

protests against Britain escalate?		<ul style="list-style-type: none"> <li>(d) Townshend Act</li> <li>(e) Writs of Assistance</li> <li>(f) Tea Act</li> <li>(g) Intolerable Acts</li> </ul> <p>Events Leading to the American Revolution</p> <ul style="list-style-type: none"> <li>1. Sons/Daughters of Liberty</li> <li>2. Boston Massacre</li> <li>3. Boston Tea Party</li> </ul> <p>Colonial Protest Methods</p> <ul style="list-style-type: none"> <li>1. Boycotts</li> <li>2. Committee of Correspondence</li> <li>3. Tarring and Feathering</li> <li>4. Hanging in Effigy</li> </ul> <p>First Continental Congress</p> <p>Battles of Lexington and Concord</p>	<ul style="list-style-type: none"> <li>4. Proclamation of 1763</li> <li>5. Boycott</li> <li>6. Repeal</li> <li>7. Stamp Act</li> <li>8. Sons of Liberty</li> <li>9. Daughters of Liberty</li> <li>10. Quartering Act</li> <li>11. Townshend Acts</li> <li>12. Writs of Assistance</li> <li>13. Nonimportation agreement</li> <li>14. Committee of Correspondence</li> <li>15. Tea Act</li> <li>16. First Continental Congress</li> <li>17. Militia</li> <li>18. Minutemen</li> <li>19. Boston Tea Act</li> <li>20. Boston Massacre</li> </ul>				
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Unit 5	<p><b><u>The American Revolution</u></b></p> <p>What were the strengths and weaknesses of the British and Continental Armies?</p> <p>How did views of independence divide the colonists?</p> <p>How did the Second Continental Congress prepare Americans for war?</p> <p>What were the major documents of the independence movement?</p> <p>How did the military course shift throughout the Revolutionary War?</p> <p>How did leadership, commitment, and luck lead the Americans to victory over the British?</p>	<p>Second Continental Congress-</p> <ol style="list-style-type: none"> <li>Olive Branch Petition</li> <li>Creation of the Continental Army</li> <li>George Washington chosen as commanding general</li> </ol> <p>Strengths and Weaknesses of the Continental Army and British</p> <p>Thomas Paine's <i>Common Sense</i> pamphlet-division of Americans into Loyalists and Patriots</p> <p>Declaration of Independence-</p> <ol style="list-style-type: none"> <li>Purpose of the Declaration</li> <li>Key ideas of Government</li> <li>Three Main Parts- (1) Theory on Government (2) Grievances against the King(3) Formal declaration</li> </ol>	<p>Describe the results of the Second Continental Congress</p> <p>Compare and Contrast the strengths and weaknesses of both the Continental and British Army</p> <p>Distinguish the difference between a loyalist and a patriot</p> <p>Analyze documents such as "Olive Branch Petition, Declaration of Independence and Common Sense"</p> <p>Locate where battles took place using a map</p> <p>Generate conclusions on how the colonists were successful in winning the American Revolution</p> <p><u>Vocabulary</u></p> <p>Define and Identify:</p> <p>Loyalist</p> <p>Blockade</p> <p>Continental Army</p> <p>Ratify</p>		<p><b>SS1-K1-1A</b></p> <p><b>SS1-K1-1B</b></p> <p><b>SS1-K2-1B</b></p> <p><b>SS1-K3-1B</b></p> <p><b>SS1-K4-1B</b></p> <p><b>SS1-K4-1D</b></p> <p><b>SS4-K1-1A</b></p> <p><b>SS5-K1-1B</b></p> <p><b>SS5-K1-1C</b></p>		
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			<p>Neutral</p> <p>Patriot</p> <p>Battle of Saratoga</p> <p>Benedict Arnold</p> <p>Thomas Paine</p> <p><i>Common Sense</i></p> <p>Olive Branch Petition</p> <p>Bunker Hill</p> <p><i>The Crisis</i></p> <p>Yorktown</p> <p>Treaty of Paris</p>			
Unit 6	<p><b>The Confederate Era</b></p> <p>How did the first United States government operate?</p> <p>How are the New York State Constitution and the United States Constitution alike and different?</p> <p>Why did the United States need to replace the Articles of Confederation with the United States Constitution?</p>	<p>Strengths and Weaknesses of the Articles of the Confederation</p> <p>1. Structure of the government under the Articles of Confederation</p> <p>a) Congress was the only branch of government</p> <p>b) Each state had equal representation</p> <p>c) Congress' power under the Articles</p> <p>2. Shay's Rebellion and how it led to the Constitutional Convention</p>	<p>Describe the earliest form of government of the United States as expressed in the Articles of Confederation</p> <p>Analyze the strengths and weaknesses of the Articles of Confederation</p> <p>Summarize the causes and effects of Shay's Rebellion</p> <p>Identify the earliest structure of the New York State government</p> <p>Compare and contrast the development of the United States and New York State constitutions</p>		<p><b>SS1-K1-1A</b></p> <p><b>SS1-K1-1B</b></p> <p><b>SS1-K2-1B</b></p> <p><b>SS1-K3-1B</b></p> <p><b>SS1-K3-1C</b></p> <p><b>SS5-K1-1A</b></p> <p><b>SS5-K1-1B</b></p> <p><b>SS5-K1-1C</b></p> <p><b>SS5-K3-1A</b></p> <p><b>SS4-K2-1D</b></p>	

3. Major achievements and contributions of the Articles

a) Land Ordinance of 1785

b) Northwest Ordinance of 1787

Form of early state government

a. similar to colonial government

b. Governor with limited authority

c. Inclusion of rights and liberties

d. First sytem of state courts

e. Bicameral legislature: Senate, Assembly

f. A model for the United States Constitution

Vocabulary

Define and Identify:

1. constitution

2. execute

3. bill of rights

4. Articles of Confederation

5. Land Ordinance of 1785

6. Northwest Ordinance

7. economic depression

8. Shay's Rebellion

9. Constitutional Convention

10. executive branch

11. legislative branch

12. judicial branch

13. compromise

14. Virginia Plan

15. New Jersey Plan

16. Great Compromise

17. Three-Fifths Compromise

Unit 7	<b><u>The United States Constitution</u></b>	The need for Compromise-	Explain how the delegates at the Constitutional Convention settled their disputes		<b>SS1-K1-1B</b>		
	What important compromises were made at the Constitutional Convention?	1. The Great Compromise			<b>SS1-K1-1A</b>		
	Why were Antifederalists reluctant to ratify the United States Constitution?	2. The Three-Fifths Compromise on slavery	Identify the positions of the Federalists and the Antifederalists		<b>SS5-K1-1A</b>		
	How does the Bill of Rights protect American citizens from the powers of the national government?	The ratification debate -	Debate the battle for ratification		<b>SS5-K1-1B</b>		
	How did past governments influence the writing of the United States Constitution?	1. The Federalist Papers	Examine the importance of the Bill of Rights		<b>SS5-K1-1C</b>		
	How does the United States Constitution embody the principles of the Declaration of Independence?	2. Federalists-Hamilton, Madison	Identify several principles of the United States Constitution		<b>SS5-K1-1E</b>		
	How do the principles of separation of powers and checks and balances limit the power of the government?	3. Antifederalists-Patrick Henry	Discuss the influence of those that shaped the United States Constitution		<b>SS5-K2-1D</b>		
	What specific goals are stated in the Preamble of the Constitution?	4. Formal ratification of the Constitution and launching of the new government	Describe the goals stated in the Preamble of the United States Constitution		<b>SS5-K3-1A</b>		
	How can changes be made to the United States Constitution?	Ideas that shaped the United States Constitution	Evaluate the significance of separation of powers and checks and balances		<b>SS5-K3-1B</b>		
		1. Ideas from Europe-Ancient Greece and Rome	Analyze the role of each branch of government				
	2. The Iroquois Confederacy	Summarize the most common method used in amending the Constitution					
	3. The Thirteen Colonies (Mayflower Compact, House of Burgesses)						
	4. Enlightenment Thinkers(Montesquieu and John Locke)						
	Principles of the Constitution-						
	1. Separation of Powers						

Why is it important that the Constitution can be changed?	2. Checks and Balances 3. Federalism	Explain the importance of the elastic clause		
How does the elastic clause allow the Constitution to stretch its power?	4. Representative Government	<u>Vocabulary</u> Define and Identify:		
	The Constitution and the function of government	1. republic 2. John Locke		
	1. The Preamble states the purpose of the document	3. Montesquieu 4. separation of powers		
	2. The structure and role of the legislative branch	5. federalism 6. checks and balances		
	3. The structure and role of the executive branch	7. impeach 8. Electoral College		
	4. The structure and role of the judicial branch	9. Bill of Rights 10. Federalists		
	The Constitution as a living document	11. Antifederalists		
	1. amendment procedure	12. due process 13. representative government		
	2. The elastic clause	14. ratify 15. federal		
		16. veto		
		17. override		
		18. bill		
		19. unconstitutional		
		20. Cabinet		
		21. judicial review		

			22. elastic clause			
Unit 8	<b><u>The New Nation</u></b>	Washington's Gets the New Nation Organized	Evaluate Washington's actions as President		<b>SS1-K1-1A</b>	
	What political , economic, and social issues did the new nation confront under the Constitution?	(a) The first Cabinet	Explain how the national court system was established		<b>SS1-K2-1C</b>	
		(b) The Judiciary Act of 1789			<b>SS1-K2-1D</b>	
		(c) precedents	Identify the first Cabinet established by Washington		<b>SS4-K1-1G</b>	
	How did the new nation establish itself in its' early days and begin to operate?	Alexander Hamilton's Financial Plan	Assess Hamilton's financial plan to get the new nation out of debt		<b>SS5-K1-1A</b>	
	Does the United States owe its early survival to George Washington?	1. Pay off debts from bonds	Explain how Washington maintained neutrality during the French Revolution			
		2. Create a National Bank (Bank of the United States)				
	How did perspectives differ on the new nation's viability under the Constitution?	3. New tax laws-	Determine if Washington was justified in remaining neutral during the French and British conflict			
	How did John Adams settle the conflict between the United States and France?	(a) excise tax on whiskey				
		(b) protective tariff	Identify the main ideas of Washington's Farewell Address			
Why were the Republicans against the Alien and Sedition Acts?	Opposition to Hamilton's Financial Plan-	Recognize how Washington's actions set precedents for future leaders of the United States				
	(a) Southern states					
	(b) The Whiskey Rebellion					
How did the presidential election of 1800 bring an end to the Federalist Party?	Washington's Foreign Policy-	Explain the development of America's first two political parties				
	(a) French Revolution					
	(b) Washington's <i>Neutrality Proclamation</i>	Identify the foreign problems John Adams faced with France				

		<p>(c) Jay's Treaty</p> <p>The Pinckney Treaty</p> <p>Washington's Farewell Address</p> <p><u>First Political Parties in America-</u></p> <p>(a) Federalists</p> <p>(b) Republicans</p> <p>The XYZ Affair-</p> <p>1) Problems with France</p> <p>2) Results</p> <p>The Alien and Sedition Acts</p> <p>The Election of 1800-</p> <p>(1) The 12th Amendment</p> <p>(2) Hamilton-Burr Duel</p>	<p>Evaluate the Alien and Sedition Acts</p> <p>Describe the events of the Election of 1800</p> <p><u>Vocabulary</u></p> <p>Define and Identify:</p> <ol style="list-style-type: none"> <li>1. bond</li> <li>2. national debt</li> <li>3. speculator</li> <li>4. tariff</li> <li>5. protective tariff</li> <li>6. Alexander Hamilton</li> <li>7. Cabinet</li> <li>8. excise tax</li> <li>9. Jay's Treaty</li> <li>10. Whiskey Rebellion</li> <li>11. Farewell Address</li> </ol>			
Unit 9	<p><b><u>The Jefferson Era</u></b></p> <p>Why did the election of Thomas Jefferson bring about changes to the nation?</p> <p>How did the Louisiana Purchase impact the</p>	<p>Judicial Review: Marbury v. Madison</p> <p>The Louisiana Purchase</p> <p>The Lewis and Clark Expedition-</p>	<p>Explain changes Jefferson made to the government when he took office</p> <p>Summarize the concept of judicial review as established by the Marbury v. Madison case</p>		<p>SS1-K1-1A</p> <p>SS1-K2-1B</p> <p>SS1-K2-1C</p> <p>SS1-K2-1D</p> <p>SS1-K3-1B</p> <p>SS3-K1-1A</p>	<p>&lt; Print This Unit</p>

growth of the United States?	(a) Facts and details about the journey	Explain how the United States gained the Louisiana Territory from France	SS3-K1-1C
Why did the United States enter a second war with Great Britain?	(b) Results		SS4-K1-1G
How did the War of 1812 prove the strength of the United States?	Native American concessions and treaties-Tecumseh and Native American losses	Locate the Louisiana Purchase on a map	SS4-K2-1D
What is the relationship between the relative importance of United States domestic and foreign policies over time	War of 1812-second war for independence	Summarize the experience of the Lewis and Clark expedition	SS4-K1-1B
	(a) Causes of the conflict ( <u>Embargo Act</u> ), guaranteeing of boundaries	Evaluate the significance of the Lewis and Clark expedition	SS4-K1-1A
	(b) Brief summary of the important battles	Describe the foreign policy of Thomas Jefferson and the challenges he faced	SS3-K1-1A
	(c) Results (Treaty of Ghent)	Evaluate the effects of the Embargo Act	SS3-K1-1D
	The Purchase of Florida	Defend the reasons War Hawks supported war with Britain	
	(a) introduce Andrew Jackson		
	(b) way that the land was obtained	Analyze why Americans went to war with Britain in 1812	
	The Era of Good Feelings-	Describe the major events and battles of the War of 1812	
	(1) Clay's American system		
	(2) protective tariffs	Evaluate the way that the United States obtained Florida	
	(3) threats to Latin America (The Monroe Doctrine)		
	(4) The Missouri Compromise(extension of slavery)	Summarize the period of time known as "The Era of Good Feelings"	



**The Industrial Revolution**

How did social and economic life change as the United States began to move from an agrarian to an industrial society?

How did geographic factors contribute to this change?

Examine the significance of the Monroe Doctrine

Evaluate the effects of the Missouri Compromise

Vocabulary

Define and Identify:

1. democratic
2. laissez-faire
3. Marbury v. Madison
4. judicial review
5. continental divide
6. Louisiana Purchase
7. impressment
8. embargo
9. Nonintercourse Act
10. War Hawks
11. nationalism
12. Battle of Tippecanoe
13. War of 1812
14. Hartford Convention
15. Treaty of Ghent
16. Monroe Doctrine
17. Missouri Compromise

		Identify inventions that improved production, communication, and transportation in the United States		
		Describe how the Industrial Revolution impacted the United States		
	Causes of the Industrial Revolution in the United States-	Evaluate the affect interchangeable parts had on the United States economy and cities		
	1. British ideas of spinning mill and power loom	Evaluate the impact of the cotton gin		
	2. Eli Whitney and mass production of goods	Explain the relationship between the cotton boom, slavery, and sectionalism		
	3. War of 1812 forces Americans to produce their own products	Identify ways slaves resisted slavery on southern plantations		
	4. Eli Whitney and the cotton gin			
	New Inventions-	<u>Vocabulary</u>		
	1. spinning jenny	Define and identify:		
	2. steam locomotive			
	3. spinning mill	1. Industrial Revolution		
	4. cotton gin	2. spinning Jenny		
	5. Corduroy roads	3. cotton gin		
	6. Erie Canal	4. capitalist		
	7. interchangeable parts	5. factory system		
	8. steam boat	6. interchangeable parts		
	9. telegraph	7. Eli Whitney		
	10. turnpikes			

11. power loom

Transportation  
Revolution

Impact of the Cotton  
Gin on the South and  
Slavery

Sectionalism:

North-Daniel Webster

South-John C.  
Calhoun

West-Henry Clay

Effects of the  
Industrial Revolution-

1. Factory System  
spreads

2. Young women and  
children from nearby  
farms work in mills

3. Growing cities face  
problems of fire,  
sewage, garbage, and  
disease

4. Sectionalism  
develops

5. Increased slavery

8. Lancaster Turnpike

9. turnpike

10. corduroy roads

11. canal

12. sectionalism

13. slave codes

14. Nat Turner

15. overseer

16. flog

17. Cotton Kingdom

18. Erie Canal

Unit 10	<p><b><u>The Jackson Era</u></b></p> <p>What was Jacksonian democracy?</p> <p>How did Jackson's policies affect the political, economic, and social life of the nation?</p> <p>During Jackson's presidency, how were the Native American's impacted?</p>	<p>The Spoils System- replacing qualified government employees with his own supporters</p> <p>The Kitchen Cabinet- -a group of unofficial advisors that Jackson relied on</p> <p>-they would meet in the kitchen of the White House</p> <p>Bank War- a. Bank was too powerful because it controlled loans made by state banks. b. Pet Banks were federal money deposited in state banks. c. Panic of 1837- State banks made too many loans and printed too much money that wasn't backed by gold or silver.</p> <p>Jackson was thought to abuse his power</p>	<p>Compare Jackson to Jefferson</p> <p>Identify and explain the wrong doings of Jackson</p> <p>Debate Jackson's bank veto</p> <p>Describe the impact of the Indian Removal Act on the Cherokee Indians</p> <p><u>Vocabulary</u></p> <p>Define and Identify:</p> <ol style="list-style-type: none"> <li>1. suffrage</li> <li>2. caucus</li> <li>3. nominating convention</li> <li>4. spoils system</li> <li>5. pet bank</li> <li>6. kitchen cabinet</li> <li>7. nullification</li> <li>8. states' rights</li> <li>9. secede</li> <li>10. Indian Removal Act</li> <li>11. Trail of Tears</li> <li>12. Seminole War</li> <li>13. Panic of 1837</li> </ol>		<p>SS5-K1-1C</p> <p>SS4-K1-1E</p> <p>SS1-K2-1A</p> <p>SS1-K3-1A</p> <p>SS1-K4-1D</p> <p>SS1-K4-1D</p> <p>SS3-K1-1A</p> <p>SS3-K2-1C</p> <p>SS1-K1-1A</p> <p>SS3-K1-1A</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K1-1D</p> <p>SS1-K3-1B</p> <p>SS1-K3-1C</p> <p>SS1-K3-1D</p> <p>SS4-K1-1A</p> <p>SS4-K1-1C</p> <p>SS5-K1-1C</p> <p>SS5-K2-1E</p> <p>SS5-K4-1A</p>	
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		Manifest Destiny is the belief that the US was able to expand from "Sea to Shining Sea."					
	<u>Westward Expansion Part I</u>						
	How did the idea of manifest destiny influence the growth of the United States?	49ers moving out west in search of gold					
	What was life like for the people heading west?	Boom Towns/Ghost Towns	Define Manifest Destiny				
	What caused friction between Texas and Mexico?	Americans settled in Texas such as Stephen Austin.	Explain what life was like for Americans traveling west.				
	Why was the Battle at the Alamo significant?	Texas' Independence	Predict the results of the Battle at the Alamo				
	What were the causes of the Mexican War?	Battle of the Alamo	Analyze the causes of the Mexican War				
	Why were people interested in settling in California?	Lone Star Republic - Independence of Texas granted					
			Interpret maps of the				

			trails west			
		Mormon Community set up in Salt Lake, Utah.				
			<u>Vocabulary</u>			
		Beliefs such as polygamy and common Property.	Define and Identify:			
			Mountain Men			
			Oregon Trail			
		Leader - Brigham Young	Oregon Country			
			Annex			
		<u>Causes of the Mexican War</u>	Republic of Texas			
			Alamo			
		Annexation for Texas	Lone Star Republic			
			Stephen Austin			
			Sam Houston			
		Border Issues	New Mexico Territory			
			Manifest Destiny			
		California becomes settled	Bear Flag Republic			
			Mexican War			
			Mexican Cession			
		Debt between the US and Mexico	Gadsden Purchase			
			Cede			
			Forty-Niners			
			Mormons			
		The differences between Native American and European/White Culture	Brigham Young			
	<u>Westward Expansion Part II</u>					
	How did expansion affect the Native Americans and their way of life?					
	How did the invention of the Transcontinental Railroad affect expansion?					

	<p>What type of people settled in the frontier?</p> <p>What role did the Indian Wars play on expansionism?</p> <p>What were the results of Westward Expansion?</p> <p><a href="#">Causes of the Civil War</a></p>	<p>Homestead Act</p> <p>The Building of the Transcontinental Railroad</p> <ul style="list-style-type: none"> <li>-immigrant workers</li> <li>-Promontory Point, Utah</li> <li>-challenges faced by workers</li> </ul> <p>Results of the Transcontinental Railroad</p> <p>The settlement of Miners, Cowboys/Ranchers and Farmers in the Frontier-</p> <ul style="list-style-type: none"> <li>-Areas they settled</li> <li>-Way of life</li> </ul> <p>Indian Wars</p> <ul style="list-style-type: none"> <li>-Chivington Massacre</li> <li>-1876 Battle of Little Bighorn</li> <li>-1877 Retreat of the Nez Perce</li> <li>-1890 Battle of Wounded Knee</li> </ul>	<p>Compare the culture of Native Americans with the culture of Europeans and Caucasians</p> <p>Generate ideas about the life of immigrants working on the transcontinental railroad</p> <p>Summarize the building and effects of the Transcontinental Railroad</p> <p>Identify the way of life for miners, cowboys/ranchers</p>				
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How did sectionalism cause the North and South to grow apart?	<p><b>Results of Westward Expansion</b></p> <ol style="list-style-type: none"> <li>1. Native American culture destroyed</li> <li>2. Manifest Destiny fulfilled</li> <li>3. Farmers Revolt</li> <li>4. Faster/easier travel west</li> </ol>	and farmers		
In what way did abolitionists such as Harriet Tubman and Sojourner Truth have an impact on slavery?		Describe the Indian Wars		
What were the causes of the Civil War?		Discuss the way of life of the Plains Indians		
What was the importance of keeping a balance of power?	<p>Differences between the North and the South</p> <ul style="list-style-type: none"> <li>- Inventions</li> </ul>	Analyze the affect westward expansion and settlement had on the Plains Indians		
What was the spark of the war?	<ul style="list-style-type: none"> <li>- Economy</li> </ul>	Identfy factors that led to the closing of the frontier		
What were the social, political and economic issues that led the United States into the Civil War?	<ul style="list-style-type: none"> <li>- Northern v. Southern Life</li> </ul> <p>Life for African Americans in the North and South</p>			
	<p>Famous Abolitionists-</p> <ul style="list-style-type: none"> <li>- Harriet Tubman</li> </ul>			
	<ul style="list-style-type: none"> <li>- William Lloyd</li> </ul>			



Garrison

- Sojourner Truth

- Harriet Beecher  
Stowe

- Frederick Douglas

- John Brown

Causes of the Civil War

(1) Missouri  
Compromise

(2) Compromise of  
1850

(3) *Uncle Tom's  
Cabin*

(4) Kansas-Nebraska  
Act

(5) Dred Scott Case

(6) Lincoln-Douglas  
Debates

Compare how life was in  
the North and South

Examine what life was  
like for both free and  
enslaved blacks

Identify and recall the  
important abolitionists

Explain how the  
Missouri Compromise

	(7) John Brown's Raid	impacted Congress			
	(8) Election of 1860		Apply prior knowledge of sectionalism in order to make appropriate inferences on how this idea divided the North and South even further		
	Social Issues-				
	a) Way of life				
	b) Fugitive Slave Law				
	Political Issues-		Apply prior knowledge of sectionalism in order to make appropriate inferences on how this idea divided the North and the South even further		
	a) Missouri Compromise				
	b) Kansas-Nebraska Act				
	c) Election of Lincoln 1860				
	Economic Issues-		Describe the cause and effect relationship between the Compromise of 1850 and the Fugitive Slave Law		
	a) How money was made (factories/plantation life)				
	b) slavery, "Cotton Kingdom"		Debate the importance of a balance of power within Congress		
			Describe how <i>Uncle Tom's Cabin</i> further affected sectionalism		

<p><b><u>The Civil War</u></b></p> <p><b>What is the underlying meaning to the quote, "A house divided can not stand" by Abraham Lincoln?</b></p> <p><b>How did the North's advantages change the tide of war?</b></p> <p><b>Why was the Anaconda Plan effective?</b></p>	<p>Paraphrase the events that led up to the Kansas-Nebraska Act</p> <p>Analyze why Dred Scott was not set free by the courts</p> <p>Describe the issues and view point that Lincoln and Douglas took during their debate</p> <p>Evaluate the importance of John Brown's Raid</p> <p>Justify why the Election of 1860 is considered the spark of the Civil War</p> <p>Explain the social, political and economic events and issues that led to the Civil War</p> <p><u>Vocabulary</u></p> <p>Define and Identify:</p>				
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How did the battles affect the soldiers and unity of the nation?

How effective was the Emancipation Proclamation?

What was the purpose of the Gettysburg Address?

How did the war end?

1. sectionalism
2. popular sovereignty
3. Free Soil Party
4. Missouri Compromise
5. fugitive
6. Fugitive Slave Act 1850
7. Compromise of 1850
8. civil war
9. Dred Scott
10. Kansas-Nebraska Act
11. "Bleeding Kansas"
12. Dred Scott Decision
13. arsenal
14. John Brown
15. secede
16. Confederate States of America

Meaning of "A house divided"

-Goal of war

changed from  
slavery to  
Preserving the  
Union

Advantages of the  
North

- 1) Larger  
Population
- 2) More factories
- 3) More Money
- 4) Stronger  
Government
- 5) Navy/Telegraph
- 6) Railroads
- 7) Produced the  
food it needed

Advantages of the  
South

- 1) Experienced  
Generals
- 2) Defensive Plan
- 3) Experienced  
Outdoorsmen
- 4) Hope for foreign  
aide

Major Battles of the  
War

- 1. Fort Sumter -  
started the war

Analyze the meaning  
of the quote "A house

		<p>2. Bull Run</p> <p>3. Antietam</p> <p>4. Vicksburg</p> <p>5. Shiloh</p> <p>6. Gettysburg</p> <p>7. March to the Sea - "Total War"</p> <p>8. Petersburg</p> <p>Emancipation Proclamation</p> <p>Gettysburg Address</p>	<p>divided can not stand. I believe..."</p> <p>Compare and Contrast the advantages and disadvantages for the North and South</p> <p>Identify the significance of the important battles fought</p> <p>Explain the meaning and purpose of the Emancipation Proclamation</p> <p>Predict how the Emancipation Proclamation will change people's feelings about the war</p> <p>Analyze the "Gettysburg Address"</p>				
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#### Key to Standards used in this Map

**SS1-K1-1A** [8 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1A - explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans. [Intermediate]

**SS1-K1-1B** [4 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1B - interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents. [Intermediate]

**SS1-K2-1A** [1 occurrence] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1A - describe the reasons for periodizing history in different ways. [Intermediate]

**SS1-K2-1B** [4 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1B - investigate key turning points in New York State and United States history and explain why these events or developments are significant. [Intermediate]

**SS1-K2-1C** [2 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1C - understand the relationship between the relative importance of United States domestic and foreign policies over time. [Intermediate]

**SS1-K2-1D** [2 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1D - analyze the role played by the United States in international politics, past and present. [Intermediate]

**SS1-K3-1A** [1 occurrence] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1A - complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations. [Intermediate]

**SS1-K3-1B** [6 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1B - gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States. [Intermediate]

**SS1-K3-1C** [4 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1C - describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents. [Intermediate]

**SS1-K3-1D** [2 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1D - classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious. [Intermediate]

**SS1-K4-1B** [3 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1B - understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives. [Intermediate]

**SS1-K4-1C** [1 occurrence] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1C - compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts. [Intermediate]

**SS1-K4-1D** [5 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1D - describe historic events through the eyes and experiences of those who were there. [Intermediate]

**SS2-K1-1A** [1 occurrence] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1A - know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations. [Intermediate]

**SS2-K1-1B** [2 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1B - know some important historic events and developments of past civilizations. [Intermediate]

**SS2-K1-1C** [2 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1C - interpret and analyze documents and artifacts related to significant developments and events in world history. [Intermediate]

**SS2-K2-1C** [2 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1C - study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes. [Intermediate]

**SS2-K4-1B** [2 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1B - analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians. [Intermediate]

**SS2-K4-1C** [1 occurrence] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1C - view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents. [Intermediate]

**SS3-K1-1A** [5 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1A - map information about people, places, and environments. [Intermediate]

**SS3-K1-1C** [4 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1C - investigate why people and places are located where they are located and what patterns can be perceived in these locations. [Intermediate]

**SS3-K1-1D** [6 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1D - describe the relationships between people and environments and the connections between people and places. [Intermediate]

**SS3-K2-1C** [2 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1C - present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models. [Intermediate]

**SS4-K1-1A** [6 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1A - explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources. [Intermediate]

**SS4-K1-1B** [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1B - define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems. [Intermediate]

**SS4-K1-1C** [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1C - understand how scarcity requires people and nations to make choices which involve costs and future considerations. [Intermediate]

**SS4-K1-1E** [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1E - investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems. [Intermediate]

**SS4-K1-1G** [3 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1G - explain how nations throughout the world have joined with one another to promote economic development and growth. [Intermediate]

**SS4-K2-1D** [2 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1D - develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions. [Intermediate]

**SS5-K1-1A** [5 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - explain the probable consequences of the absence of government and rules. [Intermediate]

**SS5-K1-1B** [4 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1B - describe the basic purposes of government and the importance of civic life. [Intermediate]

**SS5-K1-1C** [7 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1C - understand that social and political systems are based upon peoples beliefs. [Intermediate]

**SS5-K1-1E** [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1E - analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs. [Intermediate]

**SS5-K2-1D** [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1D - define federalism and describe the powers granted the national and state governments by the United States Constitution. [Intermediate]

**SS5-K2-1E** [2 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1E - value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality. [Intermediate]

**SS5-K3-1A** [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1A - explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time. [Intermediate]

**SS5-K3-1B** [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1B - understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities. [Intermediate]

**SS5-K4-1A** [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1A - respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint. [Intermediate]

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