

Map: **SS Grade 7RP** Grade Level: **7**District: **Island Trees**Created: **03/07/2007** Last Updated: **03/07/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	<p><b>Global Heritage</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 is the land bridge theory connected with the settlement of North and South America?</p> <p>How did geographical factors affect the economic aspects of life in the early civilizations of North and South America?</p> <p>What are the political, social and economic characteristics of each Native American cultural area in North America?</p>	<p>History and the other social sciences provide a framework for the study of human cultures.</p> <p>7 Social Sciences- anthropology, archeology, economics, geography, political science, psychology, and sociology.</p> <p>Usage and interpretation of primary and secondary sources by the 7 social sciences.</p> <p>Land Bridge Theory</p> <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 Algonquin and Iroquois tribe.</p>	<p>Define the 7 social sciences.</p> <p>Apply social sciences to today's world.</p> <p>Examine the 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 settlement 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 way of life, education and importance of the role of women in Algonquin and Iroquois society.</p> <p><b>Vocabulary:</b></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>SS2-K4-1D</b></p> <p><b>SS2-K4-1C</b></p>

			<p>Define and Identify:</p> <ol style="list-style-type: none"> <li>1. Archeologists</li> <li>2. Artifacts</li> <li>3. Gatherers</li> <li>4. Culture</li> <li>5. Irrigation Canals</li> <li>6. Totem Poles</li> <li>7. Survive</li> <li>8. Tepees</li> <li>9. Confederation</li> <li>10. Civilization</li> <li>11. Pyramids</li> <li>12. Human Sacrifices</li> <li>13. Empires</li> <li>14. Terraces</li> </ol>		
Unit 2	<p><b>European Exploration</b></p> <p>Why did Europeans begin looking overseas?</p> <p>How did the events of the Crusades and Renaissance lead to exploration?</p>	<p>Reasons Europeans Looked Overseas-Crusades, Technological Advances, Gold, God and Glory (3 G's)</p> <p>New Inventions- Magnetic Compass, Astrolabe and the Printing Press</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><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-K1-1A</b></p> <p><b>SS3-K1-1C</b></p>	

<p>Was Columbus a hero or villain?</p>	<p>Christopher Columbus and his arrival in the New World</p>	<p>Formulate an opinion about Columbus and his actions in the New World</p>	<p>SS3-K1-1D</p>
<p>What were the results of Christopher Columbus' voyages?</p>	<p>The development of New England, New France, New Netherland and New Spain</p>	<p>Is Christopher Columbus a villain or hero?</p>	<p>SS3-K2-1C</p>
<p>What were the positive and negative results of the Columbian Exchange?</p>	<p>The economic, political and social aspects of Jamestown</p>	<p>Summarize the effects of the Columbian Exchange on the Native American population</p>	<p>SS4-K1-1A</p>
<p>What were the political, economic, and social roots of early colonial settlements in the Americas?</p>	<p>The economic, political and social aspects of Jamestown</p>	<p>Identify the location of early colonial settlements (New Spain, New France, New Netherland, New England)</p>	<p>SS5-K1-1A</p>
<p>Why and how did Jamestown thrive as a colony?</p>	<p>The economic, political and social aspects of Jamestown</p>	<p>Analyze the failure at Roanoke, Virginia</p>	<p>SS5-K1-1C</p>
		<p>Explain the reasons for Jamestown's survival</p>	
		<p>Recall the conditions of the Middle Ages</p>	
		<p>Describe the government of Jamestown, Virginia</p>	
		<p><b>Vocabulary:</b></p>	
		<p>Define and Identify:</p>	
		<p>1. Crusades</p>	
		<p>2. Magnetic Compass</p>	
		<p>3. Astrolabe</p>	
		<p>4. Colony</p>	
		<p>5. Northwest Passage</p>	

			<p>6. Protestant Reformation</p> <p>7. Henry Hudson</p> <p>8. Samuel Champlain</p> <p>9. Charter</p> <p>10. Representative Government</p> <p>11. Magna Carta</p> <p>12. Pilgrims</p> <p>13. Mayflower</p> <p>14. House of Burgess</p>		
	<p><b>Thirteen Colonies</b></p> <p>Why did people leave England?</p> <p>How did geography affect</p>	<p>4 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-</li> </ol>	<p>Identify the reasons the why Europeans left England for the colonies.</p> <p>Locate and label the 13 colonies on a map.</p> <p>Describe how geography</p>		<p><b>SS1-K1-1A</b></p> <p><b>SS1-K2-1B</b></p> <p><b>SS1-K2-1C</b></p> <p><b>SS1-K2-1D</b></p>

Unit 3	each colonial region?	( indentured servants and apprentices)	affected the economy of each colonial region.	<b>SS1-K3-1A</b>
	How did the political, economic and social roots of colonial settlements develop in the colonies?	4. Escape debt/prison	Explain the significance of key individuals who settled in the 13 colonies.	<b>SS1-K3-1B</b>
		Location of the 3 colonial regions.	Identify the political, economic, social and geographical characteristics of several English Colonies.	<b>SS1-K3-1C</b>
	How did slavery affect the southern economy?	New England Colonies		<b>SS1-K3-1D</b>
	What was life like for slaves during the Middle Passage?	1. Mayflower Compact	Describe the experience along the Middle Passage.	<b>SS1-K4-1D</b>
	How were the slaves treated in the South compared to in the North?	2. Pilgrims and Puritans		
	How did the development of the colonies lead to sectionalism?	3. Jobs (Fishing industry, small farms-corn, beans, and squash, shipping, trading, whaling)	Analyze the plantation economy and treatment of slaves.	
	How was the system of mercantilism beneficial to the mother country?	4. Anne Hutchinson	Formulate opinions of racism and its impact on African culture.	
	What was life like in the colonies?	Middle Colonies	Generate reasons why sectionalism developed in the 13 Colonies.	
		1. Founder- William Penn		
	2. Quaker beliefs			
	3. Economy - "breadbasket colonies"	Evaluate the ways mercantilism helped to benefit England.		
	4. Diverse population			
	Southern Colonies			
	1. Georgia- Debtor's Colony			
	2. Middle Passage	<b><u>Vocabulary</u></b>		
	3. Plantation life (auctions, slave codes, overseer, slave resistance)	Define and Identify		
	4. Economy based on cash crops- tobacco,			

	indigo, and rice	1. Puritans		
		2. Great Migration		
	Triangular Trade	3. Toleration		
	1. Theory of Mercantilism	4. Act of Toleration		
	2. Importance of Navigation Acts	5. Proprietary Colony		
	Reasons for the development of sectionalism.	6. Background		
	Life in the Colonies (women and children)	7. Patroon		
		8. Cash Crop		
		9. Quakers		
		10. Middle Passage		
		11. Mercantilism		
		12. Import		
		13. Export		
		14. Triangular Trade		
		15. Yankees		

			16. Legislature			
			17. Indentured Servant			
			18. Great Awakening			
			19. Enlightenment			
			20. Slave Code			
			21. Racism			
			22. Bacon's Rebellion			
			23. English Bill of Rights			
			24. Gentry			
			25. Public School			

	Essential Questions	Content	Skills	Standards/PIs
Unit 4	<p><b><u>French and Indian War / Road to the American 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?</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 thirteen colonies and Britain?</p> <p>What were the political, economic and social causes of the American Revolution?</p> <p>During the time of the American Revolution, what specific policies galvanized public opinion in the colonies?</p> <p>How did colonial protests against Britain escalate?</p>	<p>Causes of French and Indian War</p> <p>1. Competition for an Empire in North America (Ohio River Conflict)</p> <p>2. Native American Alliances</p> <p>Albany Plan of Union</p> <p>1. Based on Iroquois Confederacy</p> <p>2. Ben Franklin - "Join or Die"</p> <p>3. Reasons for Rejection by colonists</p> <p>Emphasis on early peace-making strategies in America and its influence today (United Nations)</p> <p>Results of French and Indian War</p> <p>1. Pontiac's Rebellion</p> <p>2. Proclamation of 1763</p> <p>3. New Taxes and Laws</p> <p>a. Sugar Act</p> <p>b. Quartering Act</p> <p>c. Stamp Act</p> <p>d. Townshend Act</p>	<p>Interpret Ben Franklin's Join or Die Political Cartoon</p> <p>Analyze a map of European land claims in North America Prior to the French and Indian War</p> <p>Examine the conflicts between France and Britain over land in North America</p> <p>Describe the strict British policies and the impact they had on the relationship between the colonists and the mother country</p> <p>Debate whether or not the colonists were justified in staging the Boston Tea Party</p> <p>Evaluate the effectiveness of Paul Revere's engraving as an effective propaganda tool</p> <p><b><u>Vocabulary:</u></b></p> <p>Define and Identify:</p> <p>1. French and Indian War</p> <p>2. Albany Plan of Union</p> <p>3. Treaty of Paris of 1763</p>	<p>SS1-K1-1A</p> <p>SS1-K1-1B</p> <p>SS1-K2-1B</p> <p>SS1-K3-1B</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>



e. Writs of Assistance	4. Sons of Liberty/Daughters of Liberty
f. Tea Act	
g. Intolerable Act	5. Tea Act
	6. Townshend Acts
Events leading to the American Revolution	7. Writs of Assistance
1. Sons/Daughters of Liberty	8. Nonimportation Agreement
2. Boston Massacre	9. Boycott
3. Boston Tea Party	10. Proclamation of 1763
Colonial Protest Methods	11. Quartering Act
1. Boycotts	12. Boston Tea Party
2. Committee of Correspondence	13. Boston Massacre
3. Tarring and Feathering	14. First Continental Congress
4. Effigy	15. Intolerable Act
	16. Stamp Act
	17. Committee of Correspondence
	18. Repeal
First Continental Congress	19. Minutemen
Lexington and Concord	

Unit 5	<p><b><u>The American Revolution</u></b></p> <p>How did the Second Continental Congress prepare the colonists for war?</p> <p>What were the strengths and weaknesses of the British and Continental armies?</p> <p>How did the views of independence divide the colonists?</p> <p>What were the major documents of the independence movement?</p> <p>How did the military course shift throughout the 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 officer</li> </ol> <p>Strengths and Weaknesses of the British and Continental Armies</p> <p>Thomas Paine's Common Sense Pamphlet- division of America into loyalists and patriots.</p> <p>Declaration of Independence</p> <ol style="list-style-type: none"> <li>Purposes</li> <li>Theory of Government <ul style="list-style-type: none"> <li>Grievances against the King</li> <li>Formal Announcement of Independence</li> </ul> </li> <li>Key Ideas of Government</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><b><u>Vocabulary</u></b></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-K2-1A</b></p> <p><b>SS1-K2-1D</b></p> <p><b>SS5-K1-1A</b></p> <p><b>SS3-K1-1A</b></p>

Neutral

Patriot

Battle of Saratoga

Benedict Arnold

Thomas Paine

*Common Sense*

Olive Branch Petition

Bunker Hill

*The Crisis*

Yorktown

Treaty of Paris

Natahan Hale

Green Mountain Boys

Valley Forge

			<p>Major George Washington</p> <p>Cavalry</p> <p>Traitor</p> <p>General Charles Cornwallis</p> <p>General John Burgoyne</p> <p>Betsy Ross</p> <p>Deborah Sampson</p> <p>Declaration of Independence</p>			
Unit 6	<p><b>The New Nation</b></p> <p>How did the first U.S. government operate?</p> <p>How are the New York State Constitution and the United States Constitution alike and different?</p> <p>Why did the U.S. need to</p>	<p>Strengths and Weaknesses of the Articles of Confederation</p> <p>1. The structure of 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>Describe the earliest form of government in the U.S. expressed in the Articles</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 formal structure of the New York State Government</p>		<p><b>SS5-K1-1B</b></p> <p><b>SS5-K1-1C</b></p> <p><b>SS1-K1-1B</b></p>	

	<p>replace the Articles of Confederation with the U.S. Constitution?</p>	<p>2. Shay's Rebellion and how it led to the Constitutional Convention</p> <p>3. Achievements and contributions of the Articles</p> <p>a) The Land Ordinance of 1785</p> <p>b) Northwest Ordinance, 1787</p> <p>Form of early State government</p> <p>a) Similar to colonial government</p> <p>b) Governor with limited authority and 3-year term</p> <p>c) Inclusion of rights and liberties</p> <p>d) First system of State courts</p> <p>e) Bicameral legislature: Senate-4 year term and Assembly-1 year term</p> <p>f) Used as a model for the United States Constitution</p>	<p>Compare and contrast the development of the United States and New York State constitutions</p> <p><b><u>Vocabulary:</u></b></p> <p>Define and Identify:</p> <p>1. constitution</p> <p>2. execute</p> <p>3. bill of rights</p> <p>4. Articles of Confederation</p> <p>5. Land Ordinance of 1785</p> <p>6. Northwest Ordinance</p> <p>7. economic depression</p> <p>8. Shay's Rebellion</p> <p>9. Constitutional Convention</p> <p>10. executive branch</p>			
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	Essential Questions	Content	Skills	Standards/Pis
Unit 7	<p><b>Constitution</b></p> <p>What important compromises were made at the Constitutional Convention?</p> <p>Why were Anti-federalists reluctant to ratify the Constitution?</p> <p>How does the Bill of Rights protect American citizens from the powers of the national government?</p> <p>How did the past governments influence the writing of the Constitution?</p> <p>How does the Constitution embody the principles of the Declaration of Independence?</p> <p>How do the principles of separation of powers and checks and balances limit the power of government?</p> <p>What specific goals are stated in the Preamble of the Constitution?</p> <p>How can changes be made to the Constitution?</p>	<p><u>The need for Compromise-</u></p> <ol style="list-style-type: none"> <li>1. The Great Compromise</li> <li>2. The 3/5ths compromise on slavery</li> </ol> <p>1. The Federalist Papers</p> <ol style="list-style-type: none"> <li>2. Federalists-Hamilton, Madison</li> <li>3. Anti-federalists-Patrick Henry</li> <li>4. Formal ratification of the Constitution and launching of the new government</li> </ol> <ol style="list-style-type: none"> <li>1. Ideas from Europe and Ancient Rome</li> <li>2. The Iroquois Confederacy</li> <li>3. Thirteen Colonies (Mayflower Compact, House of Burgesses)</li> <li>4. Enlightenment Thinkers (Montesquieu and John Locke)</li> </ol> <ol style="list-style-type: none"> <li>1. Separation of Power</li> <li>2. Checks and</li> </ol>	<p>Explain how the delegates at the Constitutional Convention settled their disputes</p> <p>Identify the positions of the Federalists and the Anti-Federalists</p> <p>Debate the battle for ratification</p> <p>Examine the importance of the Bill of Rights</p> <p>Identify several principles of the Constitution</p> <p>Discuss the influence of those that shaped the Constitution</p>	<p><b>SS1-K1-1A</b></p> <p><b>SS1-K1-1B</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-K1-1E</b></p> <p><b>SS5-K2-1D</b></p> <p><b>SS5-K3-1A</b></p> <p><b>SS5-K3-1B</b></p>

	<p>Why is it important that the Constitution can be changed?</p> <p>How does the elastic clause allowt he Constitution to stretch its power?</p>	<p>Balances</p> <p>3. Federalism</p> <p>4. Representative Government</p> <p><u>The Constitution and the Function of Government</u></p> <p>1. The Preamble states the purpose of the document</p> <p>2. The structure and role of the legislative branch</p> <p>3. The structure and role of the executive branch</p> <p>4. The structure and role of the judicial branch</p> <p>1. The Amendment Procedure</p> <p>2. The elastic clause</p>				
<p>Unit 8</p>	<p><b>George Washington</b></p> <p>What political, economic, and social issues did the new nation confront under the Constitution?</p> <p>How did the new nation establiish itself in its early days and begin to operate?</p>	<p>Washington's Gets the New Nation Organized</p> <p>(a) The first Cabinet</p> <p>(b) The Judiciary Act of 1789</p>	<p>Evaluate Washington's actions as President</p> <p>Explain how the nation's court system was established</p> <p>Identify the first Cabinet</p>		<p><b>SS1-K1-1A</b></p> <p><b>SS1-K2-1C</b></p> <p><b>SS1-K2-1D</b></p> <p><b>SS4-K1-1G</b></p> <p><b>SS5-K1-1A</b></p>	



What impact does George Washington have on the U.S.'s early survival?	(c) precedents established by Washington	
How did perspectives differ on the new nation's viability under the Constitution?	Alexander Hamilton's Financial Plan	Assess Hamilton's financial plan to get the new nation out of debt
Why were the Republicans against the Alien and Sedition Acts?	1. Pay off debts from banks	Explain how Washington maintained neutrality during the French Revolution
How did the presidential election of 1800 bring an end to the Federalist Party?	2. Create a National Bank	
	3. New tax laws-	
	(a) excise tax on whiskey	Determine if Washington was justified in remaining neutral during the French and British conflict
	(b) protective tariff	
	Opposition to Hamilton's Financial Plan-	Identify the main ideas of Washington's Farewell Address
	(a) Southern states	Recognize how Washington's actions set precedent for future leaders of the United States
	(b) The Whiskey Rebellion	
	Washington's Foreign Policy-	Explain the development of

		<p>(a) French Revolution</p> <p>(b) Washington's <i>Neutrality Proclamation</i></p> <p>(c) Jay's Treaty</p> <p>The Pinckney Treaty</p> <p>Washington's Farewell Address</p>	<p>America's first two political parties</p> <p>Identify the foreign problems John Adams faced with France</p>		
Unit 9	<p><b>Jefferson Era</b></p> <p>Why did the election of Thomas Jefferson bring about changes to the nation?</p> <p>What is the relationship between the relative importance of United States domestic and foreign policies over time</p>	<p>Judicial Review: Marbury v. Madison</p> <p>The Louisiana Purchase</p> <p>The Lewis and Clark Expedition-</p> <p>(a) Facts and details about the journey</p> <p>(b) Results</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>Explain how the</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>SS4-K1-1G</p> <p>SS4-K1-1G</p> <p>SS4-K2-1D</p> <p>SS4-K1-1A</p> <p>SS3-K1-1A</p>	

		United States gained the Louisiana Territory from France	<b>SS3-K1-1D</b>
	Native America concessions and treaties-Tecumseh and Native American losses		
	War of 1812-second war for independence	Locate the Louisiana Purchase on a map	
	(a) Causes of the conflict (Embargo Act), guaranteeing of boundaries		
	(b) Brief summary of the important battles	Summarize the experience of the Lewis and Clark expedition	
	(c) Results (Treaty of Ghent)		
	The Purchase of Florida	Evaluate the significance of the Lewis and Clark expedition	
	(a) introduce Andrew Jackson		
	(b) way that the land was obtained		
	The Era of Good Feelings-	Describe the foreign policy of Thomas Jefferson and the challenges he faced	
	(1) Clay's American system		
	(2) protective tariffs	Evaluate the effects of the Embargo Act	
	(3) threats to Latin America (The Monroe Doctrine)		

	(4) The Missouri Compromise (extension of slavery)	Defend the reasons War Hawks supported war with Britain	
		Analyze why Americans went to war with Britain in 1812	
		Describe the major events and battles of the War of 1812	
		Evaluate the way that the United States obtained Florida	
		Summarize the period of time known as "The Era of Good Feelings"	
		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

	<p><b><u>The Industrial Revolution</u></b></p> <p>How did social and economic life change as the United States began to move from an agrarian to an industrial society?</p> <p>How did geographic factors contribute to this change</p>	<p>Causes of the Industrial Revolution in the United States-</p> <p>1. British ideas of spinning mill and power loom</p> <p>2. Eli Whitney and mass production of goods</p> <p>3. War of 1812</p>	<p>9. Nonintercourse Act</p> <p>10. War Hawks</p> <p>11. nationalism</p> <p>12. Battle of Tippicanoe</p> <p>13. War of 1812</p> <p>14. Hartford Convention</p> <p>15. Treaty of Ghent</p> <p>16. Monroe Doctrine</p> <p>17. Missouri Compromise</p> <p>Identify inventions that improved production, communication, and</p>		
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	forces Americans to produce their own products	transportation in the United States	
	4. Eli Whitney and the cotton gin		
	New Inventions-	Describe how the Industrial Revolution impacted the United States	
	1. spinning jenny	Evaluate the affect interchangeable parts had on the United States economy and cities	
	2. steam locomotive		
	3. spinning mill		
	4. cotton gin	Evaluate the impact of the cotton gin	
	5. Corduroy roads	Explain the relationship between the cotton boom, slavery, and sectionalism	
	6. Erie Canal		
	7. interchangeable parts	Identify ways slaves resisted slavery on southern plantations	
	8. steam boat		
	9. telegraph	<b><u>Vocabulary:</u></b>	

	10. turnpikes	Define and Identify:
	11. power loom	1. Industrial Revolution
		2. spinning jenny
		3. cotton gin
	Transportation Revolution	4. capitalist
		5. factory system
	Impact of the Cotton Gin on the South and Slavery	6. interchangeable parts
		7. Eli Whitney
	Sectionalism:	8. Lancaster Turnpike
	North-Daniel Webster	9. turnpike
	South-John C. Calhoun	10. corduroy roads
	West-Henry Clay	11. canal



		Effects of the Industrial Revolution-	12. sectionalism		
		1. Factory System spreads	13. slave codes		
		2. Young women and children from nearby farms work in mills	14. Nat Turner		
		3. Growing cities face problems of fire, sewage, garbage, and disease	15. overseer		
		4. Sectionalism develops	16. flog		
		5. Increased slavery	17. Cotton Kingdom		
			18. Erie Canal		

	Essential Questions	Content	Skills		Standards/PIs
Unit ID	<p><b>Jackson Era</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>How was Jackson viewed by the people?</p> <p>During Jackson's Presidency, how were the Native Americans impacted?</p>	<p>The Spoils System - replacing qualified government employees with his own supporters</p> <p>The Kitchen Cabinet</p> <p>-Unqualified supporters gaining jobs in the Cabinet</p> <p>-Group of unofficial advisors that Jackson relied on; they would meet in the kitchen</p> <p>Bank War</p> <p>a. Bank was too powerful because it controlled loans made by state banks.</p> <p>b. Pet Banks were federal money deposited in state banks.</p> <p>c. Panic of 1837- State banks make too many loans and print too much money that isn't backed by gold or silver.</p> <p>Jackson was thought to abuse his power.</p>	<p>Compare Jefferson to Jackson</p> <p>Identify and explain the wrong doings of President Jackson.</p>		<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>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>SS1-K3-1B</p> <p>SS1-K3-1C</p> <p>SS1-K3-1D</p> <p>SS4-K1-1A</p> <p>SS5-K1-1C</p> <p>SS5-K2-1E</p> <p>SS5-K4-1A</p>

	<p><b><u>Westward Expansion Part I</u></b></p> <p>How did the idea of Manifest Destiny influence the growth of the United States?</p> <p>What was life like for the people heading west?</p> <p>What caused friction between Texas and Mexico?</p> <p>Why was the Battle at the Alamo significant?</p> <p>What were the causes of the Mexican War?</p> <p>Why were people interested in settling in California?</p>	<p>Manifest Destiny is the belief that the US was able to expand from "Sea to Shining Sea."</p> <p>49ers moving out west in search of gold</p> <p>Boom Towns/Ghost Towns</p> <p>Americans settled in Texas such as Stephen Austin.</p> <p>Texas' Independence</p> <p>Battle of the Alamo</p> <p>Lone Star Republic - Independence of Texas granted</p> <p>Mormon Community set up in Salt Lake, Utah.</p> <p>Beliefs such as polygamy and common Property.</p> <p>Leader - Brigham Young</p> <p><u>Causes of the Mexican War</u></p> <p>Annexation for Texas</p> <p>Border Issues</p> <p>California becomes settled</p> <p>Debt between the US and Mexico</p>	<p>Define Manifest Destiny</p> <p>Explain what life was like for Americans traveling west.</p> <p>Predict the results of the Battle at the Alamo</p> <p>Analyze the Causes of the Mexican War</p> <p>Interpret Maps of the Trails West</p> <p><b><u>Vocabulary</u></b></p> <p>Define and Identify:</p> <p>Mountain Men</p> <p>Oregon Trail</p> <p>Oregon Country</p> <p>Annex</p> <p>Republic of Texas</p> <p>Alamo</p> <p>Lone Star</p> <p>RepublicStephen Austin</p> <p>Sam Houston</p>			
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			<p>New Mexico Territory</p> <p>Manifest Destiny</p> <p>Bear Flag Republic</p> <p>Mexican War</p> <p>Mexican Cession</p> <p>Gadsden Purchase</p> <p>Cede</p> <p>Forty-Niners</p> <p>Mormons</p> <p>Brigham Young</p> <p>Joseph Smith</p>		
		<p>The differences between Native American and European/White Culture</p> <p>Homestead Act</p>			
	<p><b><u>Westward Expansion Part II</u></b></p> <p>How did expansion affect the Native Americans and their way of life?</p>	<p>Building of the Transcontinental Railroad</p> <p>(Golden Spike)</p>	<p>Compare the culture of Native Americans with the culture of Europeans and Whites</p>		
	<p>How did the invention of the Transcontinental Railroad affect expansion?</p>	<p>Problems while building the Transcontinental Railroad</p>	<p>Generate ideas about the life immigrants had working on the transcontinental railroad</p>		
	<p>What type of people settled in the frontier?</p>	<p>Results of the Transcontinental Railroad</p>	<p>Summarize the building and effects of the Transcontinental Railroad</p>		
	<p>What role did the Indian Wars play on expansionism?</p>	<p>The settlement of Miners, Cowboys/Ranchers and Farmers in the Frontier</p>	<p>Identify the way of life for miners, cowboys/ranchers</p>		

	<p>What were the results of Westward Expansion?</p>	<ul style="list-style-type: none"><li>-Areas they settled</li><li>-Way of life</li><li>Indian Wars</li><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><li>Results of Westward Expansion</li><li>-Native American culture destroyed</li><li>-Manifest Destiny fulfilled</li><li>-Farmers Revolt</li><li>-Faster/easier travel west</li></ul>	<p>and farmers</p> <p>Describe the Indian Wars</p> <p>Discuss the way of life of the Plains Indians</p>			
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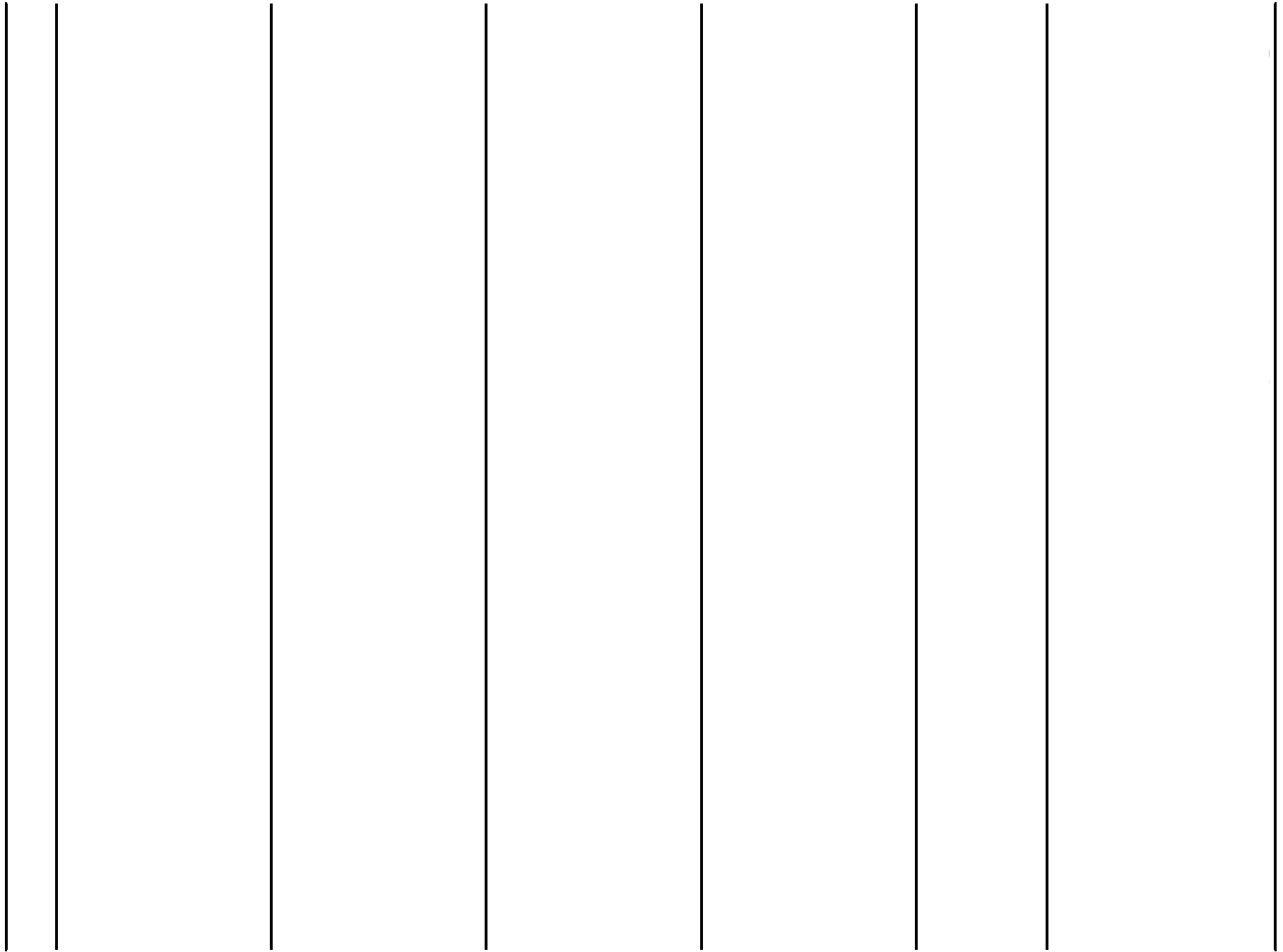
		Differences between the North and the South	
	<b>Causes of the Civil War</b>	- Inventions	
		- Economy	
	How did sectionalism cause the North and South to grow apart?	- Northern/Southern Life	
	In what way did abolitionists such as Harriet Tubman and Sojourner Truth have an impact on slavery?	Life for African Americans in the North and South	Compare how life was like in the North and South
		Abolitionist	
		- Harriet Tubman	
		- William Lloyd Garrison	Examine how life was like for both free and enslaved blacks
		- Sojourner Truth	
		- Harriet Beecher Stowe	Identify and recall the important abolitionists
	What were the causes of the Civil War?	- Frederick Douglas	
		- Henry "Box" Brown	Explain how the Missouri Compromise impacted Congress
	What was the importance of keeping a balance of power?	Causes of the Civil War	
		- Missouri Compromise	Apply prior knowledge of sectionalism in order to make appropriate inferences on how this idea divided the north and south even further
	What was the spark of the war?	- Compromise of 1850	
		- <i>Uncle Tom's Cabin</i>	
	What were the social, political and economic issues that led the United States into the Civil War?	- Kansas-Nebraska Act	
		- Dred Scott Case	
		- Lincoln-Douglas Debates	Describe the cause and effect relationship between the Compromise of 1850
		- John Brown's Raid	

<ul style="list-style-type: none"> <li>- Election of 1860</li> </ul>	<p>and the Fugitive Slave Law</p>			
<p>Social Issues</p> <ul style="list-style-type: none"> <li>- Way of life</li> <li>- Fugitive Slave Law</li> </ul>	<p>Debate the importance of a balance of power within Congress</p> <p>Describe how <i>Uncle Tom's Cabin</i> further affected sectionalism</p>			
<p>Political Issues</p> <ul style="list-style-type: none"> <li>- Missouri Compromise</li> <li>- Kansas-Nebraska Act</li> <li>- Election of 1860</li> </ul>	<p>Paraphrase the events that led up to the Kansas-Nebraska Act</p>			
<p>Economic Issues</p> <ul style="list-style-type: none"> <li>-How money was made (factories/plantation life)</li> </ul>	<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>			

		Meaning of "A house divided"			
		-Goal of war changed from slavery to Preserving the Union	Analyze the meaning of the quote "A house divided can not stand. I believe..."		
	<b>Civil War</b>	Advantages of the North	Compare and Contrast the advantages and disadvantages for the North and South		
	What is the underlying meaning to the quote, "A house divided can not stand" by Abraham Lincoln?	- Larger Population	Identify the significance of the important battles fought		
		- More factories			
		- More Money	Explain the meaning and purpose of the Emancipation Proclamation		
		- Stronger Government			
	How did the North's advantages change the tide of war?	- Navy/Telegraph			
		- Railroads			
	Why was the Anaconda Plan effective?	- Produced the food it needed	Explain the meaning and purpose of the Emancipation Proclamation		
		Advantages of the South			
		-Experienced Generals			
	How did the battles affect the soldiers and unity of the nation?	-Defensive Plan	Predict how the Emanipation Proclamation will change people's feelings about the war		
		-Experienced Outdoorsmen			
	How effective was the Emancipation Proclamation.	-Hope for foreign aide			
		Major Battles of the War			



	<p>What was the purpose of the Gettysburg Address?</p> <p>How did the war end?</p>	<ul style="list-style-type: none"><li>- Fort Sumter -started the war</li><li>- Bull Run</li><li>-Antietam</li><li>-Vicksburg</li><li>-Shiloh-bloodies battle</li><li>-Gettysburg</li><li>- March to the Sea- "Total War"</li><li>- Petersburg</li></ul> <p>Emancipation Proclamation</p> <p>Gettysburg Address</p>	<p>Analyze the Gettysburg Address</p>			
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**Key to Standards used in this Map**

**SS1-K1-1A** [7 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** [2 occurrences] - 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** [3 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** [3 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** [4 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** [2 occurrences] - 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** [4 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** [2 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** [1 occurrence] - 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-K4-1D** [3 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-K1-1B** [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]

**SS2-K4-1D** [1 occurrence] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1D - investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions. [Intermediate]

**SS3-K1-1A** [6 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1A - map information about people, places, and environments. [Intermediate]

**SS3-K1-1C** [2 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** [3 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** [4 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-K1-1E** [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** [1 occurrence] - 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** [4 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** [3 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** [6 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** [1 occurrence] - 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** [1 occurrence] - 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]