



Social Studies

Social Studies 8

U.S. Studies from 1492 to 1877

2021-2022

**Aligned with Ohio's Learning Standards for
Social Studies (2018)**

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

Year-at-a-Glance

Grading Period 1	Unit 1. Colonization to Independence 9 weeks	
	1.1 Historical and Spatial Thinking and Skills - Learning Targets 1, 15 <i>These skills targets should be incorporated throughout the course.</i>	
	1.2 Exploration and Settlement - Learning Targets 2, 3, 17	
	1.3 Colonial Societies and Slavery - Learning Targets 4, 16	
	1.4 Causes of the American Revolution - Learning Targets 5, 20, 21	
Grading Period 2	Unit 2. A New Nation and American Government 9 weeks	
	2.1 The American Revolution and New Government - Learning Targets 6, 7	
	2.2 The Articles of Confederation and U.S. Constitution - Learning Target 8	
	2.3 The U.S. Constitution - Learning Targets 22, 23	
	2.4 First Administrations and the War of 1812 - Learning Target 9	
Grading Period 3	Unit 3. Slavery, Expansion, and Industrial Revolution 9 weeks	
	3.1 Racism and Slavery in Antebellum America - Learning Target 18	
	3.2 Westward Expansion - Learning Targets 10, 11, 16, 17	
	3.3 Industrial Revolution and Economics - Learning Targets 21, 24, 25, 26	
	3.4 Democratic Ideals and American Identity - Learning Target 19	
Grading Period 4	Unit 4. Civil War and Reconstruction 6 weeks	Unit 5. Financial Literacy 3 weeks
	4.1 Slavery and the Civil War - Learning Target 12	
	4.2 The Civil War - Learning Target 13	
	4.3 Reconstruction - Learning Target 14	
	5.1 Financial Literacy and Career Exploration - Financial Literacy Learning Targets 15-23	

Scope and Sequence

Unit I. Colonization to Independence 9 weeks				
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period I	I.1 Historical and Spatial Thinking and Skills	<p>1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p> <p>15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>	<p>Evidence</p> <ul style="list-style-type: none"> How do we generate and investigate compelling questions? Should we question everything? What do we do when sources disagree? How do we think like historians? How do we make a strong argument? <p>Diversity</p> <ul style="list-style-type: none"> Why is it important to consider multiple diverse perspectives? 	<ul style="list-style-type: none"> Write historical narrative from multiple perspectives Primary source analysis sheets Defeating counterarguments class challenge OUT (Opening Up the Textbook) - compare textbook with primary source accounts Map analysis activities How geography influenced historical events
	I.2 Exploration and Settlement	<p>2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</p> <p>3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.</p> <p>17. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p>	<p>Change</p> <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? What social, political, and economic challenges has the U.S. faced? <p>Diversity</p> <ul style="list-style-type: none"> Why is it important to consider multiple diverse perspectives? <p>Democracy</p> <ul style="list-style-type: none"> Who has the right to self-government? <p>Power</p> <ul style="list-style-type: none"> Does might make right? 	<ul style="list-style-type: none"> Exploration and colonization vocabulary word maps Exploration and colonization Anticipation Guide Economics and Religious reasons graphic organizer Colonial powers role play Mayflower Compact close reading Rivalries preview discussion Causes and effects of European competition graphic organizer English and French wars jigsaw Map analysis - displacement of American Indians, patterns of enslavement, population center changes

		Unit 1. Colonization to Independence (continued)		9 weeks (continued)
Grading Period I	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
	1.3 Colonial Societies and Slavery	<p>4. The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.</p> <p>16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</p>	<p>Change</p> <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? What are the effects of human-environment interaction? <p>Justice</p> <ul style="list-style-type: none"> Are laws applied fairly? What happens when justice is denied? <p>Power</p> <ul style="list-style-type: none"> Does might make right? Why is it important to speak truth to power? 	<ul style="list-style-type: none"> K-W-L on global slavery Plot chart on development of slavery in American colonies Cause and effect organizer on Atlantic Slave Trade Stono Rebellion History Frame Venture Smith narrative reading Venn diagram - indentured servitude and slavery 18th slave ads Museum display - cultural contributions of Africans in colonial America Colonial America mapping
	1.4 Causes of the American Revolution	<p>5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</p> <p>20. Active participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p>21. Informed citizens understand how media and communication technology influence public opinion.</p>	<p>Change</p> <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? What makes a revolution successful? <p>Democracy</p> <ul style="list-style-type: none"> What does it mean to have a democracy? Who has the right to self-government? <p>Justice</p> <ul style="list-style-type: none"> When do we have a right revolution? Do we have a right to break unjust laws? 	<ul style="list-style-type: none"> Matching British policies to restrictions of colonists' rights Sons of Liberty/ Loyalist dialogue Enlightenment ideas in the Declaration reading Venn diagram of citizens' rights in absolute monarchies and Enlightenment ideas Colonial discontent product Right to revolution speech Debate Britain's right to tax the colonies DBQ - how Enlightenment thinking fueled the Revolution Philosophical chairs - justification of American Revolution

Unit 2. A New Nation and American Government				
			9 weeks	
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period 2	2.1 The American Revolution and New Government	<p>6. Key events and significant figures in American history influenced the course and outcome of the American Revolution.</p> <p>7. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</p>	<p>Change</p> <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? <p>Democracy</p> <ul style="list-style-type: none"> What does it mean to have a democracy? What is the difference between a freedom fighter and a terrorist? Why does democracy need education? <p>Diversity</p> <ul style="list-style-type: none"> How have diverse groups struggled for equality? 	<ul style="list-style-type: none"> K-W-L American Revolutionary War Significance of Battles activity Research on key Revolutionary figure History Frame - elements of Revolutionary War Lord Dunmore' Proclamation American Revolution museum on African Americans, American Indians and women American Revolution literature Republican Motherhood discussion Causes and effect graphic organizer of the American Revolution North Ordinance and Constitution North Ordinance and Bill of Rights
	2.2 The Articles of Confederation and U.S. Constitution	<p>8. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p>	<p>Change</p> <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? What makes a movement or revolution successful? What social, political, and economic challenges has the U.S. faced? <p>Democracy</p> <ul style="list-style-type: none"> Does government work for the people? How should governments balance majority rule with minority rights? 	<ul style="list-style-type: none"> Problems under the Articles of Confederation graphic organizer Diamond Diagram - weaknesses of the Articles Close reading of Madison's Vices of the Political System Signing of the Constitution painting Re-negotiate compromises at the Constitutional Convention Political cartoon or comic strip on debates at the convention Venn diagram - Articles and U.S. Constitution Federalist/Anti-Federalist debate

Unit 2. A New Nation and American Government (continued)		9 weeks (continued)		
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period 2	2.3 The U.S. Constitution	<p>22. The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.</p> <p>23. The U.S. Constitution protects citizens' rights by limiting the powers of government.</p>	<p>Democracy</p> <ul style="list-style-type: none"> • What does it mean to have a democracy? • Who has the right to self-government? • Why does democracy need education? • Does government work for the people? • How should governments balance majority rule with minority rights? <p>Justice</p> <ul style="list-style-type: none"> • How does the Constitution establish justice? <p>Power</p> <ul style="list-style-type: none"> • What makes a government legitimate? 	<ul style="list-style-type: none"> • American government concepts word maps • Separation of powers /checks and balances graphic organizer • Children's book or video on U.S. Constitution • Supremacy clause and 10th Amendment • Republic vs. democracy • Historical interpretation battleships- How radical and how successful was the Constitution? • SAC - Did the U.S. Constitution establish justice? • Bill of Rights as negative rights • Bill of Rights current event notebook • Supreme Court case studies • 13th, 14th, 15th Amendment graphic organizer
	2.4 First Administrations and the War of 1812	<p>9. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p>	<p>Change</p> <ul style="list-style-type: none"> • What social, political, and economic challenges has the U.S. faced? <p>Power</p> <ul style="list-style-type: none"> • What makes a government legitimate? • How is power attained and maintained? 	<ul style="list-style-type: none"> • Two-tier timeline of first administrations • Multimedia presentation on a first administration • Simulated open-forum of the first five presidents • Report card for first five presidents • War of 1812 local connections • War of 1812 patriotic music

		Unit 3. Slavery, Expansion, and Industrial Revolution		9 weeks
Grading Period 3	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
	3.1 Racism and Slavery in Antebellum America	18. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.	Diversity <ul style="list-style-type: none"> How can we achieve unity through diversity? What does it mean to value and respect diversity? How have diverse groups struggled for equality? Justice <ul style="list-style-type: none"> What happens when justice is denied? Power <ul style="list-style-type: none"> Why is it important to speak truth to power? 	<ul style="list-style-type: none"> Fraye model for cultural bias, stereotype, prejudice Alphabet brainstorm on slavery Cotton production and expansion slavery map analysis Calhoun quote on slavery Dehumanization of slavery in Z.B. Oakes letters 19th century rebellions research Abolitionist simulated meeting
	3.2 Westward Expansion	10. The United States added to its territory through treaties and purchases. 11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians. 16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences. 17. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.	Change <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? What are the effects of human-environment interaction? Justice <ul style="list-style-type: none"> What is a just war? Power <ul style="list-style-type: none"> Does might make right? How is power attained and maintained? 	<ul style="list-style-type: none"> Westward expansion anticipation guide Louisiana Purchase decision-making tree Multimedia timeline on expansion of U.S. Indian Removal close readings American Progress painting analysis Two perspectives on Mexican War readings Editorial on whether the Mexican War was justified Maps on territorial expansion of the U.S.

Unit 3. Slavery, Expansion, and Industrial Revolution (continued)		9 weeks (continued)		
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period 3	3.3 Industrial Revolution and Economics	<p>21. Informed citizens understand how media and communication technology influence public opinion.</p> <p>24. Choices made by individuals, businesses and governments have both present and future consequences.</p> <p>25. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.</p> <p>26. Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p>	<p>Change</p> <ul style="list-style-type: none"> • What are the causes and effects of historical events and patterns? • What makes a movement or revolution successful? • What are the effects of human-environment interaction? • Can a country have change and still hold traditional shared beliefs? <p>Evidence</p> <ul style="list-style-type: none"> • How do we think like economists? 	<ul style="list-style-type: none"> • Cost-Benefit analysis chart • Vocabulary word map - Industrial Revolution • First Industrial Revolution cause and effect graphic organizer • Hexagon learning - the Industrial Revolution • Close reading of Lowell Mill Girls • Diary entry from the perspective of a factory worker • Growth of cities data analysis • Henry Clay's American system reading/cartoon analysis • Maps of canals, roads, and railroads
	3.4 Democratic Ideals and American Identity	<p>19. Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.</p>	<p>Democracy</p> <ul style="list-style-type: none"> • Why does democracy need education? <p>Diversity</p> <ul style="list-style-type: none"> • How has American identity and diversity changed over time? • How can we achieve unity through diversity? • What does it mean to value and respect diversity? 	<ul style="list-style-type: none"> • Alphabet brainstorm - democracy in the United States • Ideal vs. Real core values two-column chart • History of American education research • Salad Bowl vs. Melting Pot discussion • Letter from an immigrant

		Unit 4. Civil War and Reconstruction		6 weeks	
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities		
Grading Period 4	4.1 Slavery and the Civil War	<p>12. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.</p>	<p>Change</p> <ul style="list-style-type: none"> • What are the causes and effects of historical events and patterns? • What social, political, and economic challenges has the U.S. faced? • Can a country have change and still hold traditional shared beliefs? <p>Justice</p> <ul style="list-style-type: none"> • When do we have a right to revolution? 	<ul style="list-style-type: none"> • 1850s U.S. Senate simulation • Timeline of federal power vs. states' rights • Diamond Diagram - causes of the Civil War • Slavery as the cause of secession primary sources • OUT (Open Up the Textbook) comparison of textbook and primary sources on slavery and the Civil War 	
	4.2 The Civil War	<p>13. Key events and significant figures in American history influenced the course and outcome of the Civil War.</p>	<p>Change</p> <ul style="list-style-type: none"> • What are the causes and effects of historical events and patterns? <p>Democracy</p> <ul style="list-style-type: none"> • Who has the right to self-government? <p>Diversity</p> <ul style="list-style-type: none"> • How have diverse groups struggled for equality? <p>Justice</p> <ul style="list-style-type: none"> • What is a just war? 	<ul style="list-style-type: none"> • K-W-L chart on the Civil War • Significance of Civil War battles and events activity • Map of Civil War events and the significance of geography • Primary source analysis - Frederick Douglass and James Gooding's on Black soldiers • Debunking myths about the Confederacy and the "lost cause" • Columbus, Ohio and the Civil War research/site visit 	

Unit 4. Civil War and Reconstruction (continued)		6 weeks (continued)	
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
Grading Period 4	4.3 Reconstruction	<p>14. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p> <p>Democracy</p> <ul style="list-style-type: none"> • What does it mean to have a democracy? • Who has the right to self-government? • Why does democracy need education? • How should governments balance majority rule with minority rights? <p>Diversity</p> <ul style="list-style-type: none"> • How have diverse groups struggled for equality? <p>Justice</p> <ul style="list-style-type: none"> • How does the Constitution establish justice? • Are laws applied fairly? <p>Power</p> <ul style="list-style-type: none"> • What makes a government legitimate? 	<ul style="list-style-type: none"> • History Frame on the elements of Reconstruction • Venn Diagram - Lincoln's Ten Percent Plan and Radical Republicans' Plan for Reconstruction • Multimedia timeline of political changes during Reconstruction • Analysis of primary sources about life for formerly enslaved African Americans • Close reading of primary source on African American schooling • Diary entry from the perspective of an African American during Reconstruction • Letter to the editor in response to southerners' resentment of Reconstruction • Virtual museum exhibit on Reconstruction topics • Philosophical chairs: Was Reconstruction successful?

Unit 5. Financial Literacy				3 weeks
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period 4 5.1 Financial Literacy and Career Exploration	<p>FL 15-23 15. Using key investing principles one can achieve the goal of increasing net worth.</p> <p>16. Investment strategies must take several factors into consideration such as compounding interest, costs, fees, tax implications and the time value of money.</p> <p>17. Government agencies are charged with regulating providers of financial services to help protect investors.</p> <p>18. Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay the lender at some later date.</p> <p>19. Debt is an obligation owed by one party to a second party.</p> <p>20. Effectively balancing credit and debt helps one achieve some short and long-term goals.</p> <p>21. Financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt.</p> <p>22. Many options exist for paying for post-secondary education opportunities.</p> <p>23. Safeguards exist that help protect one's identity, money, and property.</p>	<p>Evidence</p> <ul style="list-style-type: none"> How do we think like economists? <p>Financial Responsibility and Decision-Making</p> <ul style="list-style-type: none"> How can we make sound financial decisions? 	<ul style="list-style-type: none"> Two-column chart - advantages and disadvantages of credit and rights and responsibilities in credit Interpret a sample credit report Safe debt load - scenarios are purchasing with credit Set short-term, medium-term, and long-range goals Interest calculation using simple and compound interest rates Consumer privacy scenarios 	

Curriculum and Instruction Guide
Unit I. Colonization to Independence
Unpacked Standards / Clear Learning Targets

Learning Target I. Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.

History Content Statement 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Essential Understanding

- Analyzing sources for multiple perspectives and defending a position

Extended Understanding

- Evaluating the credibility of sources and validity of arguments

Academic Vocabulary

Tier 2

- Analyze
- Describe
- Present
- Defend
- Perspectives

Tier 3

- Primary Source
- Secondary Source

Ultimate Learning Target
Type: Skill

Broad Learning Target:

- The student can analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.

Underpinning Knowledge Learning Targets:

- The student can define a primary source.
- The student can define a secondary source.
- The student can define perspectives.

Underpinning Skills Learning Targets:

- The student can identify perspectives in primary and secondary sources.
- The student can present a position on a historical event.
- The student can defend a position on a historical event.

Underpinning Reasoning Learning Targets:

- The student can compare multiple perspectives in primary and secondary sources.

7.HI.1 (Prior Grade Standard)

Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

9.HI.2 (Future Grade Standard)

The use of primary and secondary sources of information includes an examination of the credibility of each source.

Content Elaborations

Throughout the study of history, historical documents, artifacts and other materials can be examined in terms of the perspective or point of view they represent.

Primary and secondary sources can be studied to understand how the same event might be portrayed from different perspectives. Primary sources provide first-hand information about historical events. Secondary sources provide interpretations of events by people who were not present at the events they discuss.

In using documents, historians determine the applicability of information and separate factual information from opinion and fiction. Historians also use evidence provided by the primary and secondary sources to construct arguments that support a stated position.

Instructional Strategies

Students can create a National History Day project by researching multiple perspectives and then develop and defend a thesis based on their research. Information on Ohio History Day can be found at <http://www.ohiohistory.org/historyday>.

Have students analyze primary and secondary sources to develop and write a historical narrative from multiple perspectives. Students will present and defend their historical narratives.

Have students work in small groups to analyze a series of primary sources (artwork, artifacts, diaries, letters, photographs, political cartoons, etc.) about a historical topic. Primary source analysis sheets are available from the [National Archives](#) and [Library of Congress](#)

Students can use primary and secondary sources to investigate an event in American history. For example, students could investigate the Boston Massacre by examining the perspectives of the British soldiers and the colonists. Have them recreate the trial where students assume the roles of judge, attorneys, witnesses and jury members. The class will compare the outcome of their trial with the outcome of the original trial.

[Defeating Counterarguments Class Challenge](#) is a strategy in which students are put into groups of three and the whole class is given an argument that they must defend along with a counterargument. The groups have three minutes to come up with the best response to the counterargument that they can muster.

When conducting an [OUT \(Opening Up the Textbook\)](#), the teacher juxtaposes a short excerpt from the course's textbook with an additional document or two. These documents are chosen to open up the textbook's story and engage students in comparing and cross checking sources.

Sample Assessments and Performance Tasks

Which source below would be a primary source on the settlement of Jamestown?

Which source below would be considered a secondary source?

Read the two primary source excerpts below. Which source supports American independence from Great Britain?

How does the author of Source A defend her position on slavery?

Create a Venn diagram comparing the two perspectives in the sources below.

Which of the statements below includes evidence to support the writer's position?

Instructional Resources

[Reading Like a Historian Intro Materials](#) (Stanford History Education Group) - The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills.

[Beyond the Bubble: History Assessments of Thinking](#) (Stanford History Education Group) - Explore over 100 easy-to-use assessments that measure students' historical thinking rather than recall of facts.

[Civic Online Reasoning: Intro to What's the Evidence?](#) (Stanford History Education Group) - This lesson will help students develop skills for critically evaluating varied forms of evidence online.

[Document Analysis](#) (National Archives) - Students think through primary source documents for contextual understanding and to extract information using four steps: meet the document, observe its parts, try to make sense of it, and use it as historical evidence.

[Primary Source Analysis](#) (Library of Congress) - Students analyze a variety of primary source types using a three step process: observe, reflect, and question.

[Primary Sources at Yale](#) - The university's website has a primary source database with digital copies of hundreds of historical primary sources.

[The National Archives](#) - This website is a source of free primary source documents.

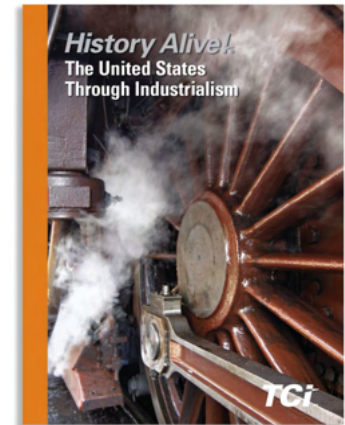
[Teaching American History.org](#) - This website includes an extensive collection of primary source readings, organized chronologically and by theme.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Introduction: Key Themes in History; Lesson 1, Section: Explore - What is History?

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Introduction: Key Themes in History
 - Interactive Notebook: Introduction: Key Themes in History
 - Visual Discovery: Introduction: Analyzing Images of Key Themes
 - Assessments: Introduction
 - Media Library: Illustrations, Maps, Primary Sources

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 15. Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.

Geography Content Statement 15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

Essential Understanding

- How geography shapes history

Extended Understanding

- How historical events might have had different outcomes if different geographic factors were in place

Academic Vocabulary

Tier 2

- Analyze
- Unification

Tier 3

- Geography
- Historical Maps
- Geographic Tools
- Sectionalism

**Ultimate Learning Target
Type: Skill**

Broad Learning Target:

- The student can analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.

Underpinning Knowledge Learning Targets:

- The student can identify types of maps and geographic tools.
- The student can explain how maps and geographic tools show sectionalism, unification, or movement.

Underpinning Skills Learning Targets:

- The student can use maps and geographic tools to draw conclusions about how distribution of natural resources has influenced historical events.
- The student can use maps and geographic tools to draw conclusions about how location has influenced historical events.

7.GE.12 (Prior Grade Standard)

Maps and other geographic representations can be used to trace the development of human settlement over time.

12.GE.2 (Future Grade Standard)

Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.

Content Elaborations

Modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how historical events have been influenced by the distribution of natural resources and geographic location.

These tools can be used to understand changes over time. They may be used to help illustrate sectionalism, unification or movement.

Instructional Strategies

Display a series of various types of maps and other geographic tools. For each map or tool, ask: Who do you see? How did the cartographer choose to represent the world? Why do you think the cartographer would choose to represent the world in this way? What information can you learn from this map or tool? What information is left out? Why would this map or tool be useful? After displaying all of the maps or tools, have students decide which maps or tools would be best for the various purposes (showing political boundaries, determining elevation levels, showing sources of freshwater, showing population patterns, etc.).

Have students use various types of maps (e.g., physical, economic activity, population, climate, vegetation) to gather and process information about a place and draw conclusions about the culture of the people (how they live). Have students use historical maps or other geographical representation to trace the development of human settlement of a region over time. For example, have them use maps to study trade routes and transportation networks between regions.

Have students examine the timelines at the beginning of the early chapters of the textbook. Have students work individually or in pairs to select one event from the timeline for further study. Students should research the event and brainstorm (using a web or diagram) a list of ways in which geography influenced the particular historical event. Students should then write a conclusion paragraph on the question: How does geography shape history?

Have students trace change over time in a particular region, state, or theme using the [historical maps collection available here](#). Students can create a poster or multimedia presentation using the maps and adding their own written explanations of how the maps show change over time.

Career Connection - Students will explore careers that utilize maps as an important part of their work (e.g., transportation, architecture, engineering). Students will develop questions about these careers which will guide their research – addressing topics and information they would like to know more about (KWL). Next, students will research careers and identify pathways across career fields that address their questions related to maps.

Sample Assessments and Performance Tasks

Give two examples of geographic tools that can be used to draw conclusions about historical events.

Look at the map below. How did location affect the type of economy in northern, middle, and southern colonies?

Look at the map below. How were the sectional interests of the North, West, and South shaped by the geography of the region?

Which type of map would you use to see when various territories were added to the United States?

Why would a map showing natural resources help you understand a particular region of the United States?

Instructional Resources

[Map Collections](#) - The American Memory site from the Library of Congress contains maps relating to historical events.

[Geography and Its Impact on Colonial Life](#) - This Library of Congress website has activities and primary sources, including maps, to help students understand how geography impacts historical events.

[Mapping the New World](#) (Stanford History Education Group) - Students study two 17th-century maps of Virginia and think critically about how the differences in the maps reveal insights into how the English perspective on land and relations with Native Americans changed over time.

[National Geographic MapMaker](#) - Customize one-page maps to download, email, print, or share

[Outline Maps](#) (Education Place) - This site contains blackline masters of world and continent maps with or without labels. Latitude and longitude lines are included.

[Nystrom World Atlas](#) - This website includes color world and continental maps (thematic, outline, reference) and graphs and photos.

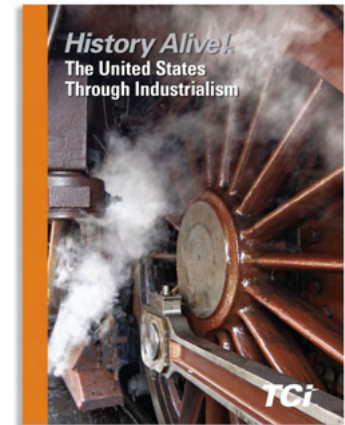
[Maps of the United States](#) - This website includes an extensive collection of historical maps, including thematic maps and state maps.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
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- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 2
 - Interactive Notebook: Lesson 2
 - Preview: Lesson 2, Where to Start a New Community
 - Assessments: Lesson 2
 - Reference: Maps

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 - ELA/ELD Connections: Reading Skills
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 - ELA/ELD Connections: Vocabulary Skills
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Unpacked Standards / Clear Learning Targets

Learning Target 2. Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

History Content Statement 2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

Essential Understanding

- Causes of European exploration and colonization

Extended Understanding

- Effects of European exploration and colonization

Academic Vocabulary

Tier 2

- Explain

Tier 3

- Economic
- Religious
- Exploration
- Colonization

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Target:

- The student can explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

Underpinning Skills Learning Targets:

- The student can identify reasons for European exploration using primary sources.

Underpinning Knowledge Learning Targets:

- The student can define economic.
- The student can define religious.
- The student can identify the original inhabitants of North America.
- The student can explain economic reasons for the European exploration of North America.
- The student can give examples of goods found in North America that had a market in Europe.
- The student can explain religious reasons for European exploration of North America.

6.HI.10 (Prior Grade Standard)

10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.

(Future Grade Standard)

N/A

Content Elaborations

Many different American Indian cultures inhabited North America prior to the arrival of Europeans. In grade five, students learned about the unique characteristics of the American Indian cultures.

Economic reasons behind the European exploration of North America include the pursuit for new trade routes to Asia, the quest for new opportunities and the search for resources (e.g., gold, silver). The Europeans found goods that had a market in Europe (e.g., food, timber, fur, tobacco).

Religious reasons for Europeans coming to North America include escaping religious persecution, creating a religious utopia and converting American Indians to Christianity.

Instructional Strategies

Use vocabulary word maps/concept organizers to have students unpack the terms exploration and colonization. In the [Concept of Definition Map](#), students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?). Establish a Word Wall to give students constant access to the important content vocabulary for the class.

Introduce European exploration and colonization with an anticipation guide. Anticipation guides ask students to express an opinion about ideas before they encounter the topic. Before the lesson, have students indicate whether they Strongly Agree, Agree, Disagree, or Strong Disagree with a series of statements about European exploration and colonization. Possible statements include:

1. European nations had a right to establish colonies around the world.
2. Most Europeans came to the American colonies so they could practice their religion freely.
3. All people have the right to self-government.
4. European exploration and colonization brought more harm than benefit to colonized nations.
5. Europeans and Native Americans could have lived peacefully with one another.

Have students create a graphic organizer to compare the economic and religious reasons for exploration and colonization among the European countries.

Have students assume the role of someone from one of these colonial powers: Great Britain, France, Spain or the Netherlands. Have them explain and justify their reasons for exploring and settling in North America. Students could present their justifications through a role play in front of the class and the class could determine if the reasons were economic or religious. Students also could write their justifications as an editorial for a newspaper. Then, with the editorials placed around the room, students read them and place stickers on each editorial classifying the justifications as religious or economic.

Have students conduct a close reading of the Mayflower Compact. As students read, discuss the following questions: Who is writing this compact? Why did they undertake this voyage? What actions are they taking? Why? When did they agree to this compact? What does this document reveal about the religious reasons for settlement?

Sample Assessments and Performance Tasks

Which statement shows an economic reason for European exploration of North America?

Explain three religious reasons for European exploration of North America.

Decide which of the boxes below show economic reasons for European exploration and which boxes show religious reasons. Move the boxes to the correct column on the chart.

Read the primary source excerpt below. Which reasons for European exploration are given in this source?

Instructional Resources

[Columbus to the Colonies](#) (iCivics) - From the time Columbus first set foot in the New World, Europeans were fascinated with this new land. In this lesson, students learn about the “Three Gs” that drove them here—gold, God, and glory—and find out how these settlers gave America its start, developed the land economically, and impacted Native Americans and Africans.

[First Contact with Europeans](#) (CommonLit) - article with text-dependent questions on explorers’ first contact with the American Indians who lived where Florida is today.

[Settling a New World: The Lost Colony of Roanoke Island](#) (CommonLit) - Article with text-dependent questions on one of the most puzzling mysteries in early American history: the disappearance of the Roanoke colony.

[Examining Passenger Lists](#) (Stanford History Education Group) - In this lesson, students critically examine the passenger lists of ships headed to New England and Virginia to better understand English colonial life in the 1630s.

[Colonizing the Bay](#) (EDSITEment) - This lesson focuses on the content of John Winthrop’s “Model of Christian Charity” speech and how it illuminates the Puritans’ beliefs, goals, and programs.

[Empire and Identity in the American Colonies](#) (EDSITEment) - Students will examine the various visions of three active agents in the creation and management of Great Britain’s empire in North America – British colonial leaders and administrators, North American British colonists, and Native Americans.

[The Puritans](#) (Stanford History Education Group) - What were the motivations and ideals of the Puritans who settled the Massachusetts Bay Colony? In this lesson, students source, corroborate, and contextualize speeches from John Winthrop and John Cotton to explore the Puritans’ motivations.

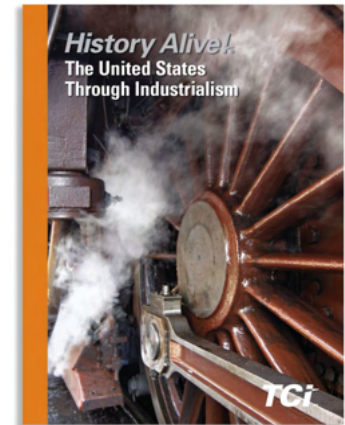
[Chief Powhatan's Address to Captain John Smith](#) (Achieve the Core) - Primary source on colonial and Native American relations with text-dependent questions

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Unpacked Standards / Clear Learning Targets

Learning Target 3. Explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.

History Content Statement 3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.

Essential Understanding

- Competition as a reason for conflict among colonizing powers

Extended Understanding

- Effects of European exploration and colonization

Academic Vocabulary

Tier 2

- Explain
- Competition
- Rivalries
- Exploitation

Tier 3

- Territory
- Resources
- Colonizing

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.

Underpinning Knowledge Learning Targets:

- The student can define colonization.
- The student can name the European countries involved in colonizing North America.
- The student can give examples of conflicts among colonizing powers.

Underpinning Reasoning Learning Targets:

- The student can explain how national rivalries in Europe led to land claims in North America.
- The student can explain how national rivalries in Europe led to exploitation of resources in North America.
- The student can analyze the impact of European conflicts on American Indians.

6.HI.10 (Prior Grade Standard)

European economic and cultural influence dramatically increased through explorations, conquests and colonization.

(Future Grade Standard)

N/A

Content Elaborations

Rivalries spurred the powerful European countries to make land claims and to exploit the resources of the Western Hemisphere.

European powers competed with each other to control settlement and colonization of North America. One consequence was a series of wars involving colonial powers, colonists and American Indians culminating in the French and Indian War.

Instructional Strategies

As a preview activity, discuss the concept of rivalries. Ask students to think about rivalries between schools or sport teams. How do groups become rivals? What happens when rivals compete for the same prize?

Role-play an international meeting of the colonizing powers and American Indians to negotiate control of territory and resources in North America. Students should explain how competition led to conflict.

Create a cause and effect graphic organizer to analyze causes and effects of European competition in North America. The causes should include both underlying and immediate causes, and the effects should show both immediate and long-term effects.

There were four official wars between the English and the French in the area of the thirteen original colonies between 1689 and 1763:

- King William's War (1689-1697)
- Queen Anne's War (1702-1713)
- King George's War (1744-1748), and
- The French and Indian War (1754-1763)

Use the jigsaw method to have students work in groups and research these wars. Divide students into groups of four as home groups. Assign one student in each home group to become an expert on one war. Have students move to their expert groups to research the background, events, and effects of their assigned war. (Students can use [World Book Student](#) through INFOhio to conduct research). Expert groups should brainstorm a creative way to communicate information about this war to their home groups. Next, have students return to their home groups and share out while other members listen and take notes. Finally, have home groups discuss similarities among the wars.

Sample Assessments and Performance Tasks

What is colonization?

How did national rivalries lead European countries to make land claims in the Western Hemisphere?

Check the boxes below to identify which European countries settled and colonized land in North America.

What was one consequence of conflicts between European nations over control of North America?

Give two examples of wars that came about as European nations struggled with each to control settlement and colonization of North America.

How did European conflicts for control of North America impact American Indians?

Instructional Resources

[Struggles for Power in Colonial America](#) (Digital History) - This article explains the two parallel struggles for power that took place in eastern North America how these struggles were closely interconnected.

[French and Indian War/Seven Years' War, 1754-63](#) (Department of State) - This article summarizes the causes, course, and consequences of the French and Indian War.

[French and Indian War](#) (Ohio History Central) - This article summarizes the French and Indian War and its relationship to the American Revolution.

[The Seven Years' War: Background and Combatants](#) (Khan Academy) - This video lesson summarizes the background and significance of the Seven Years' War (French and Indian War)

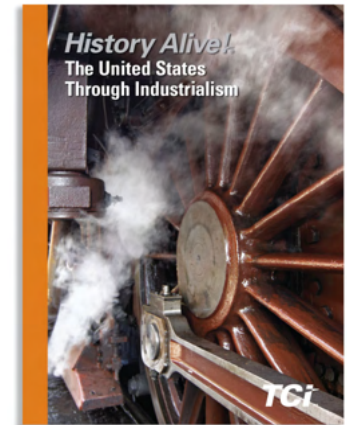
[Seven Years' War](#) (Stanford History Education Group) - Students examine an 1870s image of French General Louis-Joseph de Montcalm and then determine which fact can help them evaluate the reliability of the drawing as evidence of what happened at Fort William Henry.

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Unpacked Standards / Clear Learning Targets

Learning Target 17. Describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the United States.

Geography Content Statement 17. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

Essential Understanding

- Impact of the movement of people, products and ideas in U.S. History

Extended Understanding

- Long-term impact of westward expansion

Academic Vocabulary

Tier 1

- Describe
- Analyze

Tier 2

- Patterns of Settlement
- Political Development
- Economic Development
- Forcible Removal

Ultimate Learning Target Type: Reasoning

Broad Learning Target:

- The student can describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the United States.

Underpinning Knowledge Learning Targets:

- The student can explain how the colonies reflected the origins of its settlers.
- The student can summarize the westward movement of people in the United States.
- The student can identify the transportation developments that came with westward expansion.

Underpinning Reasoning Learning Targets:

- The student can analyze why the North and South developed different political views on slavery.
- The student can analyze the impact of westward expansion on American Indians.
- The student can explain the relationship between the movement of people and political development in the West.
- The student can explain the relationship between the movement of people and economic development in the West.

5.GE.9 (Prior Grade Standard)

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

12.GE.8 (Future Grade Standard)

Physical, cultural, economic and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).

Content Elaborations

The development of the colonies into regions reflected the geographic characteristics of the region and the origins of its settlers and caused displacement of American Indians.

In the south, the plantation economy relied upon slave labor. In the north, the manufacturing and industrial economy that developed was less reliant on slavery. These differences influenced the ideas and political perspectives regarding the institution of slavery as the colonies gained independence and developed as a country.

The opening of lands west of the Appalachians for white settlers led the government to move American Indians further west through treaty negotiations or by forcible removal. Sections of North America developed new patterns of settlement and land use due to the movement of people through immigration, importation of slaves and the displacement of American Indians. These new patterns of settlement and land use influenced the political and economic development of the United States with the creation of the Land Ordinance of 1785 and the Northwest Ordinance of 1787.

The movement of people and products necessitated the construction of better transportation networks.

Instructional Strategies

Trace the displacement of American Indians over time using this [Interactive Time-Lapse Map Shows How the U.S. Took More Than 1.5 Billion Acres From Native Americans](#).

Use the data from the map, [African Americans in the 13th Colonies, 17th and 18th Centuries](#) to analyze patterns of enslavement in the United States. Have students use spreadsheet software to compile the data into tables and generate appropriate graphs and charts. Discuss the role of geography in these patterns.

Use the map [Center of Population and Territorial Expansion, 1790-2010](#) to track the mean center of population -- the place where an imaginary, flat, weightless, and rigid map of the United States would balance perfectly if all residents were of equal weight. Historically, the movement of the center of population has reflected the expansion of the country, the settling of the frontier, waves of immigration and migration west and south.

Sample Assessments and Performance Tasks

How did colonial settlement patterns impact American Indians?

How did the forced migration of slaves to the United States result in different views regarding the institution of slavery in the North and South?

What was one consequence of westward expansion for American Indians?

What was the purpose of the Northwest Ordinance? How did the document provide for governing expanding territories in the West?

Identify two transportation improvements that came about as part of westward expansion.

Instructional Resources

[Northeast Natives](#) (CommonLit) - This article explores the lives of the many Native Americans who lived in the northeastern part of the United States before Europeans arrived, claimed, and settled the land.

[Interactive Time-Lapse Map Shows How the U.S. Took More Than 1.5 Billion Acres From Native Americans](#) (Slate)

[Chief Powhatan's Address to Captain John Smith](#) (Achieve the Core) - This site includes a primary source on colonial and Native American relations with text-dependent questions

[The Tobacco Economy: How did the Geography of the Chesapeake Region Influence its Development?](#) (UMBC Center for History Education) - Students will examine primary sources, including wills, probate inventories, and other records to understand how tobacco transformed the Chesapeake region in the colonial period.

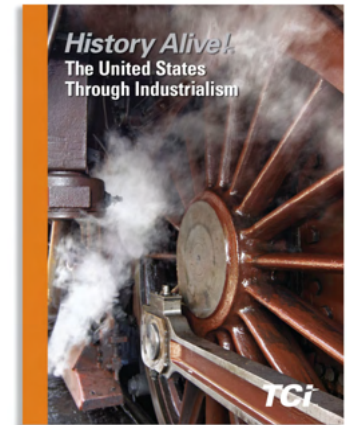
[How did Sugar Feed Slavery?](#) (C3 Teachers) - This inquiry provides students with an opportunity to evaluate the relationship between the dramatic increase in European sugar consumption in the 18th and 19th centuries and the reliance on the labor of enslaved persons to produce sugar in the Western Hemisphere.

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 - Lesson Guide: Lessons 3, 4
 - Interactive Notebook: Lessons 3, 4
 - Preview: Lesson 3, Map of English Colonies
 - Preview: Lesson 4, Accuracy of Headlines
 - Problem Solving Groupwork: Lesson 3, Similarities and Differences among English Colonies
 - Social Studies Skill Builder: Lesson 4, Investigative Journalists
 - Processing: Lesson 3, Postcard on Life in an American Colony
 - Processing: Lesson 4, Newspaper Article on Life in the Colonies
 - Assessments: Lessons 3, 4

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Unpacked Standards / Clear Learning Targets

Learning Target 4a. Explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies.

Learning Target 4b. Describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.

History Content Statement 4. The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.

Essential Understanding

- Contributions of enslaved and free Africans to American colonies

Extended Understanding

- Long term impact of slavery in the United States

Academic Vocabulary

Tier 2

- Explain
- Describe
- Contributions

Tier 3

- Forced Migration
- Cultural Development
- Economic Development

Ultimate Learning Target Type: Knowledge

Broad Learning Target:

- The student can explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies.
- The student can describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.

Underpinning Knowledge Learning Targets:

- The students can recognize that slavery existed around the world prior to the European invasion of North America, with the enslaved often perceived as outsiders: captives in war, the colonized, or ethnic/religious others.
- The student can describe the practice and extent of race-based slavery in the American colonies.
- The student can explain the perspectives of Europeans that led to race-based slavery.
- The student can discuss the economic motivations for slavery in the American colonies.
- The student can describe the slave trade from Africa to the Americas.
- The student can explain how enslaved and free Africans contributed to manufacturing and trade in northern colonies.
- The student can explain how enslaved and free Africans contributed to the agricultural system in southern colonies.
- The student can cite cultural contributions of enslaved and free Africans in the American colonies.

7.HI.9 (Prior Grade Standard)

The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.

(Future Grade Standard)

N/A

Content Elaborations

The general perspective of many Europeans was that black Africans were inferior and uncivilized. This belief led to the forced relocation of many Africans to the American colonies. Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many of American colonists enslaved Africans to provide a source of cheap labor.

Africans, enslaved and free, were significant contributors to the economic development of the colonies. Slavery was legal in all the American colonies. Enslaved people were used in maritime trade, manufacturing, agriculture, artisans and as domestics.

Slavery was also the foundation of the agricultural system in most of the Southern colonies and was critical in sustaining the cultivation of cash crops.

Enslaved Africans contributed their knowledge of planting crops to the colonies. Other cultural contributions of enslaved Americans include folklore, dance, craftsmanship, and music.

[From Teaching Hard History: A Framework for Teaching American Slavery.](#)

Slavery was common in Africa and the Americas before European invasion. Arab traders enslaved and sold millions of Africans beginning in the eighth century. Enslavement was common in the Mayan empire. When Europeans arrived, most enslaved people in Africa and the Americas were war captives. Once taken, their lives differed. In some societies, slavery could be socially alienating, with enslaved people considered as labor, prestige goods or expendable. In other societies, enslaved people could integrate into kinship networks and even become people of power and influence. In North America, as in Africa, European intervention greatly expanded slavery in scale, scope and consequence.

Throughout the Americas, Europeans enslaved between 2.5 million and 5 million Indigenous people. In much of what is now North America, Indigenous people were bought and sold until the late 19th century.

All European colonies enslaved Indigenous people for profit, justifying the practice because of perceived racial and cultural inferiority. Many enslaved Indigenous people were forced to labor far from home, as evidenced by the mass export of women and children to Europe and the Caribbean, often called the “Reverse Middle Passage.” Sometimes the profit from these sales was used to purchase enslaved Africans to work in the American colonies.

European pursuit of enslaved Indigenous labor caused widespread warfare. Often, colonists financed or otherwise coerced their Indigenous allies to engage in wars with other Indigenous peoples for the purpose of acquiring people to enslave. Some Native nations initiated conflicts and capture to profit from selling captives to Europeans.

The violence of slavery further devastated Native nations already weakened by European-introduced diseases. Because of the combined effects of disease, slavery and war, the Indigenous population in the Americas declined from 60 million people to as few as 4 million by the 1600s. These populations later rebounded significantly, and today there are about 5.2 million Indigenous people living in the United States alone.

Instructional Strategies

Have students complete a K-W-L 3-column chart (Know, Want to Know, Learned) about global slavery. Complete the K and W columns at the beginning of the unit/lesson and the L column at the conclusion of the unit/lesson.

Use a series of [Plot Chart graphic organizers](#) to trace the development of slavery in the American colonies. Start by filling in the “Somebody” box and have students complete the remaining boxes.

Create a cause and effect graphic organizer to analyze causes and effects of the Atlantic Slave Trade. The causes should include both underlying and immediate causes, and the effects should show both immediate and long-term effects. Use the information in the organizer and additional resources to create a multimedia timeline or presentation.

Use a [History Frame](#) to map out the elements of [Stono’s Rebellion](#). Where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? how was it resolved? and so what?

Read and discuss excerpts from “[A Narrative of the Life and Adventures of Venture, a Native of Africa: But Resident above Sixty Years in the United States of America. Related by Himself.](#)” Venture Smith was born in West Africa and captured at age 6 and transported to Rhode Island where he later purchased his freedom. Out of almost 12 million African captives transported on the Middle Passage, only about a dozen left behind first-hand accounts of their experiences.

Discuss the difference between indentured servitude and slavery. Have students create a Venn diagram to show the difference between these systems. While people have enslaved others in many ways in different times and places, unfree labor is not always slavery. Chattel slavery is an intergenerational system of slavery where individuals are held as property and traded as commodities. Indentured servants are not enslaved. They sell their labor for a certain number of years to pay a debt.

Read and discuss [examples of slave ads from the 18th century](#). Do you think the descriptions are honest and accurate? Why do many of them mention theft? What information do we learn about slavery in colonial America?

Have students research the cultural contributions of enslaved and free Africans in colonial America. Based on their research, students can create a museum display (virtual or physical), using text and images. The display should make a clear argument about cultural contributions and support the argument with evidence and sound reasoning. See the Instructional Resources section below for starting points on research.

To connect with literature, students can read *Cooper Sun* by Sharon Draper.

Sample Assessments and Performance Tasks

How was the Atlantic slave trade different from the trans-Saharan slave trade in African?

What perspective of Europeans contributed to the practice of slavery in the United States?

What was one motivation for the European slave trade of Africans?

How did slavery contribute to economic development in northern colonies?

How did slavery contribute to economic development in southern colonies?

What is the difference between indentured servitude and slavery?

Read the text below from a runaway slave ad. What does this ad tell us about slavery?

Virginia Gazette: October 3 to October 10, 1745.

RAN away from the Subscriber, living in Hanover, two new Negroe Men, imported from Gambia, in the Brig. Ranger, and sold at Newcastle the 5th of September last; they understand no English, and are near 6 Feet high, each; one of them is nam'd Jack, a right Black, with a Scar over the Right Eye-brow; the other a yellow Fellow, with 3 small Strokes on each Side of his Face, like this Mark (|). They had on, each, a nap'd new Cotton Jacket and Breeches, without either Buttons or Button-holes, a new Oznabrig Shirt, and new Felt Hats. They stole a fine Damask Table-Cloth, 10 qrs. square, 5 Yards and a Half of fine Scot Linen, 3 Yards and a Half of Scots 3 qr. Check, a white Holland Shirt, and a Silk Handkerchief. Whoever takes up the said Negroes, and Goods, and brings them to me, or to Mr. Robert Brown, Merchant, in Newcastle, shall be rewarded as the law allows. Margaret Arbuthnott

Explain two cultural contributions of enslaved and free Africans to the American colonies.

Instructional Resources

[The 1619 Project Curriculum](#) - This special issue of the *New York Times Magazine* challenges us to reframe U.S. history by marking the year when the first enslaved Africans arrived on Virginia soil as our nation's foundational date. This site includes reading guides, activities, and other resources to bring *The 1619 Project* into the classroom.

[Teaching Hard History](#) (Teaching Tolerance) - Teaching Hard History resources for middle- and high-school educators include the 6–12 framework, as well as student-facing videos and primary source texts. The Key Concepts pinpoint 10 important ideas that all students must understand to truly grasp the historical significance of slavery.

[The Atlantic Slave Trade in Two Minutes](#) (Slate) - This website provides a short interactive animation illustrating the transatlantic trade in enslaved people, and an accompanying short essay offering a global perspective of the trade over time.

[Slavery in the British Colonies](#) (Khan Academy) - This video lesson discusses the ties between the environment and slavery, the rise of increasingly restrictive slave codes, and the overt and covert methods by which enslaved people resisted the dehumanizing nature of slavery.

[Stowage on the Slave Ship Brookes, 1788](#) (Teaching Hard History) - Right-Click on the image and open in a new tab to enlarge it. “Stowage on the Slave Ship Brookes, 1788” represents 18th-century guidelines for transporting enslaved people during the Middle Passage. Abolitionists used this image to convey the horrifying conditions enslaved people suffered while being forcibly transported from Africa to the Americas.

[Rooted in Africa, Raised in America: The Traditional Arts and Crafts of African-Americans Across Five Centuries](#) (National Humanities Center) - This article details the full range of Africa’s contributions to American culture.

[The Slave Experience: Education, Arts, and Culture](#) (PBS) - This article summarizes how enslaved Africans in colonial America pursued the right to express themselves using education, the arts, and craftsmanship.

[Slavery and Abolition in America](#) (CommonLit) - This text set includes over 25 primary and secondary sources on slavery, including the colonial period.

[Slave Communities & Resistance](#) (American Social History Project) - The documents and teaching activities in this collection include a rich variety of evidence—from poems to paintings to advertisements for runaway slaves—which helps students to develop their own understandings of how slaves coped with hardship, managed to undermine the system of slavery in subtle ways, and seized back some of the humanity stolen from them.

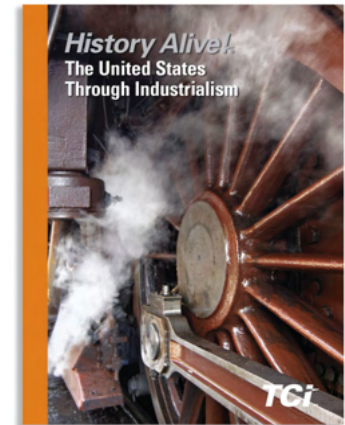
[The Making of African American Identity, Volume I, 1500-1865](#) - This collection of primary sources is organized around five themes: freedom, enslavement, community, identity, and emancipation.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 4, Life in the Colonies

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 4
 - Interactive Notebook: Lesson 4
 - Preview: Lesson 4, Accuracy of Headlines
 - Social Studies Skill Builder: Lesson 4, Investigative Journalists
 - Processing: Lesson 4, Newspaper Article on Life in the Colonies
 - Assessments: Lesson 4

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 16a. Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States.

Learning Target 16b. Explain how the economic expansion of the United States sometimes resulted in unintended environmental consequences.

Geography Content Statement 16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

Essential Understanding

- Relationship between natural resources and economic expansion

Extended Understanding

- Unintended environmental consequences of expansion

Academic Vocabulary

Tier 2

- Analyze

Tier 3

- Natural Resources
- Cash Crops
- Economic Expansion
- Unintended Environmental Consequences

Ultimate Learning Target Type: Reasoning

Broad Learning Target:

- The student can analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States.
- The student can explain how expansion sometimes resulted in unintended environmental consequences.

Underpinning Knowledge Learning Targets:

- The student can identify natural resources available in the Northeast.
- The student can describe the conditions in Virginia that made tobacco growth profitable.
- The student can explain why cotton was an important crop in the South.
- The student can explain the role of canals in westward expansion.

Underpinning Skills Learning Targets:

- The student can use a map of natural resources to draw conclusions about the relationship between resources and expansion.

Underpinning Reasoning Learning Targets:

- The student can explain why cotton helped force the westward expansion of plantation agriculture.
- The student can analyze negative effects of westward expansion.

5.GE.7 (Prior Grade Standard)

Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment

12.GE.3 (Future Grade Standard)

Human modifications of the physical environment in one place often lead to changes in other places.

Content Elaborations

The expansion of the United States, both geographically and economically, was influenced by the availability of its natural resources.

In the north, the abundance of resources allowed for the development of manufacturing and shipping.

In the south, the soil and climate was conducive for the growing of cash crops which drained southern soils of essential nutrients and helped force the westward expansion of the plantation system.

Cotton became a primary crop in the South. Intensive cotton cultivation, however, drained southern soils of essential nutrients and helped force the westward expansion of plantation agriculture.

Expansion westward encouraged the building of canals and railroads, which in turn influenced further western migration.

New settlers negatively affected the environment by impacting native vegetation, sources of water, and wildlife for economic gain.

Instructional Strategies

Use vocabulary word maps/concept organizers to have students unpack the terms natural resources and cash crops. In the [Concept of Definition Map](#), students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?). Establish a Word Wall to give students constant access to the important content vocabulary for the class.

Use a map of natural resources in colonial America to help students understand how geography influenced the development of manufacturing, shipping, and agriculture in the United States.

Create a graphic organizer to show how U.S. expansion was influenced by availability of natural resources, and how this expansion, in turn, negatively affected the environment and natural resources.

Sample Assessments and Performance Tasks

Which natural resource helped the growth of industries in the Northeast?

The boxes below show natural resources. Move the boxes to the map to show which products helped the economic growth of each region.

Why did cotton production move westward?

Explain one unintended consequence of canal transportation and one unintended consequence of railroad transportation.

Instructional Resources

[Colonial Trade Routes and Goods](#) (National Geographic) - This site shows a map of trade routes and goods.

[Growth of Colonial Settlement](#) (National Geographic) - This site shows a map of early settlement on the eastern coast of the U.S.

[Farming and Mining in Maryland in 1775](#) (National Geographic) - This site shows a map of natural resources and agriculture in colonial Maryland.

[Slave Sale](#) (National Geographic) - This site shows an ad for sale enslaved people in Charleston, SC, with accompanying article on the importance of slavery in the plantation system

[Understanding the Colonial Economy](#) (EconEdLink) - In this lesson, students examine data on visuals to gain an overview of the colonial economy.

[Transportation in America Before 1876](#) (National Museum of American History) - This article and accompanying visuals trace the development of roads, canals, and railroads.

Unpacked Standards / Clear Learning Targets

Learning Target 5. Connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence which led to the American Revolution.

History Content Statement 5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

Essential Understanding

- Causes of the American Revolution

Extended Understanding

- Evaluate the colonists' justification for independence

Academic Vocabulary

Tier 2

- Dissatisfaction

Tier 3

- Enlightenment
- Colonial Rule
- Declaration of Independence
- American Revolution

Ultimate Learning Target
Type: Reasoning

Broad Learning Target:

- The student can connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence which led to the American Revolution.

Underpinning Knowledge Learning Targets:

- The student can explain key ideas of the Enlightenment.
- The student can describe the series of actions instituted by the British government following the French and Indian War.

Underpinning Skills Learning Targets:

- The student can compare the ideas of the Enlightenment with the Declaration of Independence using primary sources.

Underpinning Reasoning Learning Targets:

- The student can analyze how the actions of the British government led to dissatisfaction with colonial rule.
- The student can analyze how the ideas of the Enlightenment are reflected in the Declaration of Independence.

4.HI.4 (Prior Grade Standard)

The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.

9.HI.8 (Future Grade Standard)

Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.

Content Elaborations

A chain of political, economic, and social changes that occurred during the Enlightenment helped to spur the American Revolution.

The ideas of the Enlightenment thinkers fueled the discontent felt by the American colonists with a series of actions instituted by the British government following the French and Indian War. The Enlightenment ideas include:

- rights of the citizen;
- natural law;
- reason; and
- idea of popular government.

Actions instituted by the British government that angered the American colonists include:

- Proclamation of 1763;
- Sugar Act;
- Stamp Act;
- Townshend Acts;
- Tea Act;
- Coercive or Intolerable Acts; and
- Quartering Act.

Enlightenment ideas also influenced the writers of the Declaration of Independence, with an emphasis on:

- natural rights;
- limitations on the power of the government;
- social contract; and
- consent of the governed.

Instructional Strategies

Using notecards or a digital tool, have students complete a matching exercise to show how each British policy restricted the rights of colonists.

Have students create a multimedia timeline of events in the American colonies from 1763-1776. Explain how each event led to dissatisfaction with British colonial rule. Include text and images for each event.

Have students write a dialogue between a member of the Sons of Liberty and a loyalist colonist on whether Britain has a right to tax the colonies, and whether this taxation is just cause for declaring independence.

Introduce the Enlightenment ideas on natural rights, limitations on the power of the government, social contract and consent of the governed. Form groups and have each examine the section of the Declaration of Independence that begins with “We hold these truths...” and ends with “...for their future security.” Have them identify the Enlightenment ideas reflected in this section and translate these into their own words with illustrations.

Use words, symbols, and pictures to create a visual metaphor to show the extent of government power and citizens’ rights in absolute monarchies. Create a Venn diagram to compare government power and citizens’ rights in absolute monarchies and Enlightenment ideas.

Have students illustrate (e.g., infographic, poster, pamphlet, newspaper article, web page) the colonial discontent influenced by Enlightenment ideas that led to the Declaration of Independence and American Revolution.

Imagine you are a colonist living in Boston in 1776. Write an original speech or song about the right to revolution. Cite key Enlightenment ideas including natural law, the rights of citizens, reason and popular government. What specific actions has the British government taken? How will you respond to these actions?

After conducting original primary and secondary source research, have students prepare for and conduct a class debate on whether the British have the right to tax the American colonies based on Enlightenment ideas.

DBQ - Read a series of excerpts from statements of protest issued during the American Revolution. Use the documents to construct an essay with a thesis, supporting evidence, and sound reasoning to demonstrate how Enlightenment thinking fueled colonial dissatisfaction.

In the [Philosophical Chairs strategy](#), one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion. Conduct a philosophical chairs activity on whether or not the American colonists were justified in declaring independence from Britain.

Sample Assessments and Performance Tasks

Which statement describes the Enlightenment belief in natural law?

Describe four ideas of the Enlightenment that helped lead to the Declaration of Independence and American Revolution.

Why were the American colonists unhappy with the Proclamation of 1763?

A series of new laws passed by the British government following the French and Indian War contributed to dissatisfaction with colonial rule. The boxes on the left show the new laws. Match each box with the correct description on the right.

Explain two ways in which the Declaration of Independence reflects the ideas of the Enlightenment.

Read the following excerpt from the Declaration of Independence. Which Enlightenment idea is expressed in this excerpt?

Instructional Resources

[The Enlightenment](#) (iCivics) - Students will analyze Enlightenment ideas behind America's founding documents.

[The Stamp Act](#) (Stanford History Education Group) - In this lesson, students engage in key aspects of historical thinking as they explore this question: Why was a rather small tax so fiercely resented?

[Hey, King: Get Off Our Backs](#) (iCivics) - Students learn how the American colonists grew used to governing themselves and became increasingly unhappy with British policies toward the colonies.

[Revolutionary Tea Parties and the Reasons for Revolution](#) (EDSITEment) - Students explore the essential questions: Why did some colonists react so intensely to the Tea Act? Did the Tea Act lead to the American Revolution?

[The Boston Tea Party](#) (C3 Teachers) - The goal of this inquiry is to help students analyze a pivotal event within the American Revolution. Students look at the grievances of American colonists prior to 1773, and then examine their choice of action, as well as the British response.

[American Revolution](#) (C3 Teachers) - Throughout this inquiry students investigate the complex interconnected roles of individuals and groups as well as the economic, social, and geographical forces that contributed to the American Revolution.

[Building Historical Background Knowledge: The Road to Revolution 1754-1776 - Two Units](#) (Achieve the Core) - This module consists of two units that serve as "bookends" to the study of the American Revolution.

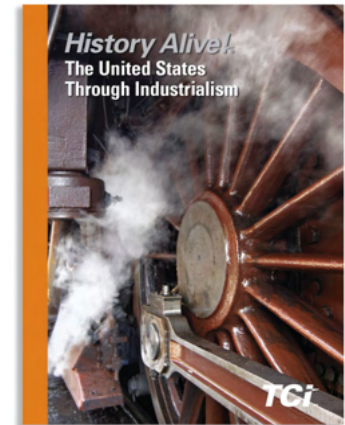
[The Road to American Independence](#) (CommonLit) - article with text-dependent questions on the long road to American revolution and independence

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 5, Toward Independence; Lesson 6, The Declaration of Independence

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lessons 5, 6
 - Interactive Notebook: Lessons 5, 6
 - Preview: Lesson 5, Laws Imposed on Colonists
 - Preview: Lesson 6, Signing the Declaration of Independence Painting
 - Response Group: Lesson 5, Colonial Town Meetings on Whether or Not to Rebel
 - Processing: Lesson 5, Pamphlet Persuading Colonists to Rebel or Remain Loyal
 - Writing for Understanding: Lesson 6, Essay Evaluating Principles of Declaration
 - Investigating Primary Sources: Lesson 6, Common Sense
 - Assessments: Lessons 5, 6

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 20. Explain how participation in social and civic groups can lead to the attainment of individual and public goals.

Government Content Statement 20. Active participation in social and civic groups can lead to the attainment of individual and public goals.

Essential Understanding

- Attaining goals through social and civic groups

Extended Understanding

- Long-term impact of social and civic groups from the 18th and 19th centuries

Academic Vocabulary

Tier 2

- Explain
- Participation
- Attainment

Tier 3

- Social Groups
- Civic Groups
- Individual Goals
- Public Goals

Ultimate Learning Target Type: Reasoning

Broad Learning Target:

- The student can explain how participation in social and civic groups can lead to the attainment of individual and public goals.

Underpinning Knowledge Learning Targets:

- The student can define social group.
- The student can define civic group.
- The student can identify social groups that worked for individual and public goals in early American history.
- The student can identify civic groups that worked for individual and public goals in early American history.
- The student can describe the goals of the American Temperance Society.
- The student can describe the goals of the National Trades' Union.
- The student can describe the goals of the Sons of Liberty.
- The student can describe the goals of the American Anti-Slavery Society.

Underpinning Reasoning Learning Targets:

- The student can distinguish between social groups and civic groups.

4.GO.15 (Prior Grade Standard)

Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

10.HI.28 (Future Grade Standard)

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Content Elaborations

Throughout early American history, there are examples of how participation in social and civic groups led to the attainment of individual and public goals.

An example of social participation is membership in a trade union which sought to improve working conditions.

Civic groups included the Sons of Liberty, women suffragists, and the abolitionist movement.

Instructional Strategies

Divide students into groups to read [primary sources from the Sons of Liberty](#). Each group should read one of the sources and answer the Questions to Consider.

- [“Liberty and no Stamp-Act”](#)
- [Under the Liberty Tree](#)
- [“Conducted to the General Satisfaction of the Publick”](#)
- [“The Badge of Slavery”](#)
- [Keeping the Peace](#)
- [“Certain Mutual and Reciprocal Agreements”](#)
- [“Sensations of Freedom”](#)

Role-play the meeting of a social or civic group. What issues were discussed? What did they want to achieve? How did they go about meeting their goals?

Have students create a chart to compare the Sons of Liberty, women suffragists, and the abolitionist movement. Charts should identify the goals and strategies of each group. This assignment can be completed in stages, as each group is studied in its historical context.

Career Connection - Students research careers in lobbying, interest groups, and nonprofit advocacy organizations. Students may be able to interview (live or through email) individuals who work in these fields. Students should identify the goals and methods these groups use to influence policy.

Sample Assessments and Performance Tasks

The boxes below present a list of public goals. Move the boxes to the chart to match the goal with the social or civic group.

What was the goal of the American Temperance Society?

What was the goal of the National Trades' Union?

What was the goal of the Sons of Liberty?

What was the goal of the American Anti-Slavery Society?

Instructional Resources

[Who Were the Sons of Liberty?](#) (American Battlefield Trust) - This article summarizes the role of the Sons of Liberty in the American Revolution.

[The Formation of the Sons of Liberty](#) (Massachusetts Historical Society) - This website details the formation of the Sons of Liberty as a response to the Stamp Act. It also includes primary sources with discussion questions.

[The Stamp Act](#) (Stanford History Education Group) - In this lesson, students engage in key aspects of historical thinking as they explore this question: Why was a rather small tax so fiercely resented?

[Boston Massacre](#) (Stanford History Education Group) - In this lesson, students practice sourcing to understand what took place in Boston on March 5, 1770.

[The Boston Tea Party](#) (C3 Teachers) - The goal of this inquiry is to help students analyze a pivotal event within the American Revolution. Students look at the grievances of American colonists prior to 1773, and then examine their choice of action, as well as the British response.

[The Abolitionists](#) (PBS) - This site features video segments from *The Abolitionists* series.

[The Declaration of Sentiments by the Seneca Falls Conference \(1848\)](#) (EDSITEment) - This lesson includes strategies for teaching literacy standards with the Declaration of Sentiments.

[The Declaration of Sentiments, Seneca Falls Conference, 1848](#) (Modern History Sourcebook) - This site provides the text of the Declaration of Sentiments.

Unpacked Standards / Clear Learning Targets

<p>Learning Target 21. Explain how media and communication technology influence public opinion.</p> <p><i>Government Content Statement 21. Informed citizens understand how media and communication technology influence public opinion.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> - Influence of the media on public opinion <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> - Evaluating the positive and negative impact of media and communication technology 	<p><u>Academic Vocabulary</u></p> <p>Tier 2</p> <ul style="list-style-type: none"> - Explain - Influence <p>Tier 3</p> <ul style="list-style-type: none"> - Communication Technology - Public opinion - propaganda
<p>Ultimate Learning Target Type: Knowledge</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how media and communication technology influence public opinion. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can give examples of media and communication technology tools throughout history. - The student can define public opinion. - The student can define propaganda. - The student can describe tools for shaping public opinion in early American history. - The student can explain the role of the telegraph in mass circulation of information. - The student can explain the effects of new media and communication technology tools throughout history. 	
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>11.GO.3 (Future Grade Standard)</p> <p>Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.</p>	

Content Elaborations

Media and communication technology influences public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers, and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals, and propaganda. Pamphlets, books and newspaper articles influenced public opinion in early American history. The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.

Public opinion in early American history was influenced by pamphlets, books and newspaper articles (e.g., *Common Sense*, *Uncle Tom's Cabin*, *the Federalist Papers*, *The Liberator*).

The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.

Instructional Strategies

This Learning Target should be incorporated into the relevant units throughout the course and matched with [Content Statement 5](#) (American Revolution), [Content Statement 8](#) (U.S. Constitution), [Content Statement 12](#) (Civil War) and [Content Statement 25](#) (Industrial Revolution).

Use a close reading strategy, such as the [Four Reads strategy](#), to analyze the works that influenced public opinion in early U.S. history:

- [Common Sense](#), Thomas Paine
- [The Federalist Papers](#), Hamilton, Madison, and Jay
- [The Liberator](#), William Lloyd Garrison
- [Uncle Tom's Cabin](#), Harriet Beecher Stowe

View the litograph of the Boston Massacre "[The Bloody Massacre in King-Street](#)" by Paul Revere. First, discuss whether this is a primary source about the American Revolution. The answer depends on the question being researched. Revere was not at the event, so it was not an eyewitness account. However, if we are researching how propaganda was used in the American Revolution, then the engraving is a primary source because it is original propaganda. Use the zoom in tool on the linked version above to have students analyze details. What was the purpose of this work? What elements show how Revere used the engraving to shape public opinion?

As an extension activity, have students compare historic examples of media and communication technologies with modern examples (e.g., telephone, radio, television, Internet, mobile phones).

Sample Assessments and Performance Tasks

Which boxes below show examples of communication technology in the United States in the late 1700s and early 1800s? Check all that apply.

What was one effect of *Common Sense* by Thomas Paine?

What was the purpose of William Lloyd Garrison's *The Liberator*?

Explain two effects of improvements in printing in the United States.

What statement reflects the definition of public opinion?

How did the invention of the telegraph influence public opinion in the 19th century?

Instructional Resources

["Common Sense": The Rhetoric of Popular Democracy](#) (EDSITEment) - This lesson looks at Thomas Paine and at some of the ideas presented in *Common Sense*, such as national unity, natural rights, the illegitimacy of the monarchy and of hereditary aristocracy, and the necessity for independence and the revolutionary struggle.

[Can Words lead to war?](#) (C3 Teachers) - This inquiry provides students with an opportunity to explore how words affect public opinion through an examination of Harriet Beecher Stowe's novel *Uncle Tom's Cabin*.

[The Federalist Debates: Balancing Power Between State and Federal Governments](#) (EDSITEment) - This series of activities introduces students to one of the most hotly debated issues during the formation of the American government -- how much power the federal government should have — or alternatively, how much liberty states and citizens should have.

[Freedom's Journal](#) (Stanford History Education Group) - In this lesson, students examine articles, advertisements and an editorial from the newspaper *Freedom's Journal*, to consider the events and challenges that influenced daily life for free African Americans living in Northern states and to answer the historical question: What was the purpose of *Freedom's Journal*?

[Invention of the Telegraph](#) (Library of Congress) - This includes primary sources, artifacts, and articles on Samuel Morse and the telegraph

Unit 2. A New Nation and American Government
Unpacked Standards / Clear Learning Targets

<p>Learning Target 6. Describe how key battles and individual contributions helped lead to the American victory in the American Revolution.</p> <p><i>History Content Statement 6. Key events and significant figures in American history influenced the course and outcome of the American Revolution.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> - Impact of key events and significant figures on the American Revolution <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> - Long-term impact of the American Revolution 	<p><u>Academic Vocabulary</u></p> <p>Tier 2</p> <ul style="list-style-type: none"> - Significant - Influenced <p>Tier 3</p> <ul style="list-style-type: none"> - American Revolution
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can describe how key battles and individual contributions helped lead to the American victory in the American Revolution. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify key events in the American Revolution. - The student can identify significant figures in the American Revolution. - The student can describe the roles that slavery, Native nations and African Americans played in the American Revolution. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain how key events influenced the course of the American Revolution. - The student can explain how key events influenced the outcome of the American Revolution. - The student can explain how significant figures influenced the course of the American Revolution. - The student can explain how significant figures influenced the outcome of the American Revolution. 	
<p>4.HI.4 (Prior Grade Standard)</p> <p>The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.</p>	<p>9.HI.6 (Future Grade Standard)</p> <p>Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution and French Revolution.</p>	

Content Elaborations

The American Revolutionary War was a conflict between the American colonies and Great Britain. The course and outcome of the American Revolution were influenced by strategic events and leaders from both sides.

Key events and battles during this war included:

- Battle of Bunker Hill;
- Battle of Trenton;
- Valley Forge;
- Battle of Saratoga; and
- Battle of Yorktown.

The course of the war was shaped through the efforts of soldiers, American Indians, free and enslaved Africans, women, and foreign alliances.

[From *Teaching Hard History: A Framework for Teaching American Slavery*.](#)

The Declaration of Independence addressed slavery in several ways, including author Thomas Jefferson’s indictment of the crown’s initiation of the slave trade (deleted from the final draft) and the charge that the king had “excited domestic insurrection among us.” The document also describes Indigenous people as “merciless Indian Savages.”

Free and enslaved people used the language of the Revolution to argue for their own rights. African American and Indigenous participation in the war was largely in pursuit of freedom rather than loyalty to a particular side.

Many Native nations fought in the Revolutionary War on both sides, while others tried to remain neutral. Disagreements about the Revolution split the Iroquois Confederacy. Most nations allied with the British because they hoped to end further colonial encroachment. After the war, even nations that had sided with the colonists lost land and liberties.

Black soldiers participated in the early Revolutionary battles of Lexington, Concord and Bunker Hill, but General George Washington opposed including them in the Continental Army. After the British offered freedom to black men, Washington relented. He raised a black regiment to reinforce the Continental Army, and thousands of black men fought in the Continental Army or at sea.

The British actively recruited free and enslaved black men. Though the British promised freedom in return for service, black Loyalists faced an uncertain future as the British retreated at the end of the war. Many fled and others were captured and re-enslaved.

Instructional Strategies

Have students complete a K-W-L 3-column chart (Know, Want to Know, Learned) about the American Revolutionary War. Complete the K and W columns at the beginning of the unit/lesson and the L column at the conclusion of the unit/lesson.

Using notecards or a digital tool, have students match up one of the following events or battles with a description of its significance: Capture of Fort Ticonderoga, Battle of Bunker Hill, Battle of Trenton, Valley Forge, Battle of Saratoga, Battle of Yorktown. Next, have students assign a “significance score” to each event from 1 (not significant) to 5 (very significant). Have students work in pairs to compare responses and rank the events from greatest to least significant. Students should be prepared to defend their scores and rankings.

Research a key figure in the American Revolutionary War. Create a character sketch of the individual with a basic drawing or stick figure showing the thoughts (head), feelings (heart), and actions (hands/feet). Create a social media infographic supporting the creation of a statue or museum exhibit for this figure.

Use the [History Frame graphic organizer](#) to map out the key elements of the American Revolutionary War. Where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? how was it resolved? and so what?

Have students read the [background and text of Lord Dunmore’s proclamation](#), promising freedom to enslaved men in return for service in the British army. Discuss the purpose of this proclamation. What is the call to action? What was the impact of this proclamation?

Imagine you have been hired as a consultant for an American Revolution museum. The museum wants to increase its diversity by including narratives about the role of African Americans, American Indians, and women. Choose one of these groups and create an exhibit or mini-documentary with primary and secondary sources. The exhibit or documentary should make an argument about the groups’ significance in the American Revolution.

Connect with literature by having students read a work of historical fiction related to the American Revolution. Suggested titles include: *Guns for General Washington* by Seymour Reit; *Johnny Tremain* by Esther Forbes; *My Brother Sam is Dead* by James Lincoln Collier and Christopher Collier; *Woods Runner* by Gary Paulsen, *Chains* by Laurie Halse Anderson; and *The Arrow over the Door* by Joseph Bruchac.

Introduce students to the idea of “Republican Motherhood.” In colonial America, public activities--business, militia service, and politics--were generally reserved for men. Women were expected to live within the private, domestic sphere--spinning, weaving, cooking, and raising children. During the Revolution, women played an important role by raising virtuous, republican sons to be the next generation of citizens. Mercy Otis Warren assumed an even greater role by injecting herself directly into the push for declaring independence. Read and discuss the following: On November 15, 1775, as her husband James wrote a letter to John Adams, a delegate to the Continental Congress, Mercy suddenly interrupted:

She [Mrs. Warren] sits at the table with me, will have a paragraph of her own; says you [Congress] “should no longer piddle at the threshold. It is time to leap into the theatre, to unlock the bars, and open every gate that impedes the rise and growth of the American republic, and then let the giddy potentate send forth his puerile proclamations to France, to Spain and all the commercial world who may be united in building up an Empire which he can’t prevent.

Sample Assessments and Performance Tasks

Choose a key leader in the American Revolution. Describe two important contributions of this individual to the Revolution.

How did George Washington's leadership influence the course and outcome of the American Revolution?

How did ___ event influence the course of the American Revolution?

What was the significance of Lord Dunmore's proclamation?

Which statement explains the role of women in the American Revolution?

Instructional Resources

[The American War for Independence](#) (EDSITEment) - This unit includes three lessons on the War for American Independence.

[Black Soldiers in the Revolutionary War](#) (U.S. Army) - This article summarizes the role Black soldiers in the Continental Army.

[Lord Dunmore's Proclamation](#) (Gilder Lehrman) - This site includes background and the text of Dunmore's proclamation, promising freedom to enslaved men in return for service in the British army.

[American Revolution Facts](#) (American Battlefield Trust) - This site includes answers to an extensive list of commonly asked questions about the American Revolution.

[To His Excellency, General Washington](#) (CommonLit) - This primary source is a poem by Phillis Wheatley written in 1775, commending the achievements of General George Washington

[Valley Forge and the American Revolution](#) (CommonLit) - This article describes the circumstances that led American success in the Revolutionary War.

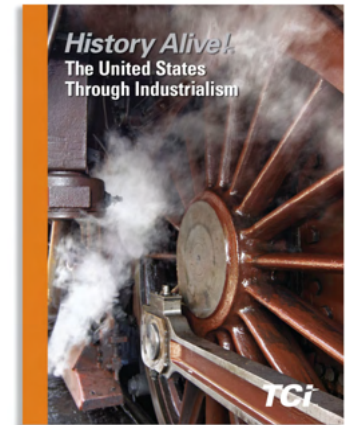
[Just Say No!: The Daughters of Liberty](#) (CommonLit) - This article discusses women's roles in the American Revolution.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 7, The American Revolution

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 7
 - Interactive Notebook: Lesson 7
 - Preview: Lesson 7, Rules of Capture the Flag
 - Experiential Exercise: Lesson 7, Capture the Flag
 - Processing: Lesson 7, Simile on Americans' Defeat of the British
 - Assessments: Lesson 7

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
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 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 7. Analyze the new relationships for the American people that resulted from the American Revolution.

History Content Statement 7. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

Essential Understanding

- Political, social, and economic effects of the American Revolution

Extended Understanding

- Evaluating the successes and failures of the Articles of Confederation

Academic Vocabulary

Tier 2

- Analyze

Tier 3

- Political
- Social
- Economic
- Articles of Confederation
- Precedent
- Northwest Ordinance

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can analyze the new relationships for the American people that resulted from the American Revolution.

Underpinning Knowledge Learning Targets:

- The student can describe the organization of the United States under the Articles of Confederation.
- The student can explain how state new governments replaced British colonial rule.
- The student can list the questions that state governments had to address in their new governing documents.
- The student can explain the precedents established by the Northwest Ordinance.

Underpinning Skills Learning Targets:

- The student can compare provisions of the Northwest Ordinance and U.S. Constitution using primary sources.

Underpinning Reasoning Learning Targets:

- The student can explain how the relationship between people and government changed following the American Revolution.
- The student can explain how the transition from mercantilism to thirteen separate colonies impacted the economy following the American Revolution.
- The student can evaluate the impact of the Northwest Ordinance.

4.HI.5 (Prior Grade Standard)

The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.

10.HI.6 (Future Grade Standard)

The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.

Content Elaborations

The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation.

The newly independent thirteen colonies now faced the challenge of organizing a new government. The former colonies moved from support of a mother country under a mercantilist system to separate economies facing various economic issues.

Thirteen colonies, owing allegiance to Great Britain, transitioned into sovereign states loosely united as a confederation. States had to create new governing documents and address issues facing the new nation.

One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth and expansion.

Instructional Strategies

Create a cause and effect graphic organizer to analyze causes and effects of the American Revolution. The causes should include both underlying and immediate causes, and the effects should show both immediate and long-term effects. Use the information in the organizer and additional resources to create a multimedia timeline or presentation.

The Articles of Confederation established a “league of friendship” among the states. Discuss the idea of a league of friendship, and how it differs from other forms of government. Have students read [excerpts from the Articles](#) and highlight provisions that show the concept of a league of friendship.

Some ideas of the [Northwest Ordinance](#) were later found in the [U.S. Constitution](#). Have students examine the following features of the Northwest Ordinance and find how they are reflected in the U.S. Constitution:

- the process by which a territory could move to statehood (NW Ordinance Sections 3, 9, 12, Article 5; U.S. Constitution, Article IV);
- the guaranteed civil liberties and rights (NW Ordinance Articles 1, 2; U.S. Constitution, Article I, Section 9, Bill of Rights and other amendments);
- the issue of slavery (NW Ordinance Article 6; U.S. Constitution, Article I, Section 9, 13th Amendment).

Ask students to show the similarities and differences for each of these in both documents.

Parts of the Northwest Ordinance influenced the U.S. Constitution and [Bill of Rights](#). Have students compare the rights protected in the Northwest Ordinance with those in the U.S. Constitution and Bill of Rights. Have students cite how the protected rights in the Northwest Ordinance are reflected in the U.S. Constitution and Bill of Rights and have them graphically illustrate the changes for one of the protected rights.

Have students organize a Veterans’ Day recognition program and invite area veterans to a celebration of their role in preserving the independence of the United States from the American Revolution to today.

Sample Assessments and Performance Tasks

Which statement describes the organization of government under the Articles of Confederation?

What issues did states have to address as they created new governing documents following the American Revolution?

Imagine that you are a member of the state legislature following the American Revolution. Your state must decide important issues such as what rights people will have, would there be established churches, and what would be done with the institution of slavery. Decide what state you represent and how you would answer these important questions. How would your answer be different if you were from another state?

Which statement explains the economic changes in the United States following the American Revolution?

Why was the Northwest Ordinance considered a success of the Articles of Confederation era?

What precedents were established by the Northwest Ordinance?

Reading the two excerpts below from the Northwest Ordinance and the U.S. Constitution. Create a Venn diagram showing the similarities and differences between the documents.

Instructional Resources

[Articles of Confederation](#) (CommonLit) - This primary source reading of the Articles includes text-dependent questions

[We're Free... Let's Grow!](#) (iCivics) - In this lesson, students learn about the issues raised by this American "first" and the challenges the nation faced with its new Northwest Territory.

[Northwest Ordinance](#) (Our Documents) - This site provides a transcript of the Northwest Ordinance

[Northwest Ordinance](#) (Constitutional Rights Foundation) - This article explains the enduring impact of the Northwest Ordinance.

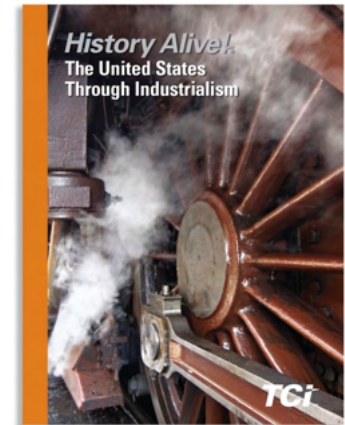
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Unpacked Standards / Clear Learning Targets

Learning Target 8. Analyze how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

History Content Statement 8. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

Essential Understanding

- How the problems of the Articles led to the U.S. Constitution

Extended Understanding

- Evaluating the governing of the U.S. under the Articles and U.S. Constitution

Academic Vocabulary

Tier 3

- U.S. Constitution
- Domestic Problems
- Constitutional Convention
- Ratification
- Federalists
- Anti-Federalists

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

Underpinning Knowledge Learning Targets:

- The student can give examples of domestic problems faced by the U.S. under the Articles of Confederation.
- The student can explain issues that were debated during the Constitutional Convention.
- The student can describe the views of the Federalists on the ratification of the Constitution.
- The student can describe the views of the Anti-Federalists on the ratification of the Constitution.
- The student can explain how compromises resolved issues at the Constitutional Convention.

Underpinning Skills Learning Targets:

- The student can compare the perspectives of Federalists and Anti-Federalists in primary sources.

Underpinning Reasoning Learning Targets:

- The student can analyze the ways in which the U.S. Constitution addressed weaknesses of the Articles of Confederation.
- The student can explain how the U.S. Constitution strengthened the power of the federal government.

4.GO.19 (Prior Grade Standard)

The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

10.HI.7-8 (Future Grade Standard)

Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government. The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.

Content Elaborations

Domestic problems under the Articles of Confederation led to the creation of a new constitution. Problems under the Articles included:

- no chief executive;
- no federal courts;
- maintaining national security;
- creating a stable economic system;
- paying war debts;
- collecting revenue;
- regulating trade; and
- amending the Articles of Confederation.

Challenges in drafting the U.S. Constitution were debated during the Constitutional Convention and by Federalists and Anti-Federalists during the ratification process. These issues were resolved through compromises involving:

- powers of the central government versus the states;
- adoption of the Bill of Rights;
- congressional representation;
- the extent of democratic participation; and
- the continued institution of slavery.

*From **Teaching Hard History: A Framework for Teaching American Slavery.***

Articles 1, 4 and 5 of the Constitution offer direct protection of slavery.

Articles 1, 2, 4 and 5 also offer indirect protection of slavery.

The Constitution created a federal government without the power to interfere in the domestic institutions of the states. This ensured that the federal government could not emancipate enslaved people in particular states.

Instructional Strategies

Create a graphic organizer to show how domestic problems under the Articles of Confederation led to the Constitutional Convention.

Using a [Diamond Diagram](#), students organize nine weaknesses of the Articles in a diamond shape to show the most significant problems. Using a digital tool or notecards, have students write one weakness of the Articles on each card: no chief executive, no federal courts, difficulty passing a law, maintaining national security, creating a stable economic system, paying war debts, collecting revenue, regulating trade, and amending the Articles. Working in groups, students can discuss where each card should be placed on the diamond, with the most significant problem on the top, and least significant on the bottom. Compare group responses and debrief as a class.

Use a close reading strategy, such as the [Four Reads strategy](#), to analyze excerpts from [James Madison's "Vices of the Political System."](#) What problems does Madison cite? Why does he argue that the structure of the Articles of Confederation needs to be altered?

View the painting [Scene at the Signing of the Constitution of the United States](#), by Howard Chandler Christy (1940). Ask students if this painting is a useful source to historians since it was created so long after the event. What do you notice about the individuals in the painting? Next, have students create thought bubbles or speech bubbles to express what these men might have thought and felt about the new Constitution. Finally, have the class re-create the scene in the painting and share their thought or speech bubbles with the class.

Have the class re-negotiate some of the issues at the Constitutional Convention that resulted in compromises (congressional representation, powers of central vs. state governments, continued institution of slavery). Students should do this without the benefit of hindsight. In other words, they should not bring up events that happened in later historical periods as a result of these compromises, but only stick to what was known at the time.

Create a political cartoon or comic strip to summarize some of the debates and resolutions at the Constitutional Convention. Digital comic creators include [StoryboardThat](#) and [Comic Creator](#).

Use a Venn diagram to compare characteristics of the national government under the Articles of Confederation and the U.S. Constitution. Based on the information in the Venn diagram, construct a claim and support it with evidence.

Divide students into Federalists and Anti-Federalists. Have them research issues involved with each position for a debate on the adoption of the U.S. Constitution.

The American founders are frequently referenced in political controversies today. Often people use the phrase "The founders believed..." in an effort to win an argument. Have students discuss why this statement might be problematic based on everything they have learned about the Constitutional Convention debates and ratification debates. Did the founders all believe the same thing? Did the founders agree to things in the Constitution that most people would disagree with today? Is the inclusion of the amendment process in the Constitution a recognition that the Constitution would evolve?

Sample Assessments and Performance Tasks

Which choices below reflect domestic problems faced by the leaders of the new republic under the Articles of Confederation? Check all that apply.

Describe four domestic problems faced by the leaders of the new republic under the Articles of Confederation.

Create a timeline of events during the Articles of Confederation period. Explain how each event highlighted a problem of the Articles that led to the U.S. Constitution.

Choose one of the following issues debated at the Constitutional Convention and explain both sides of the issue:

- powers of the central government vs. the states,
- representation of the states vs. the people,
- the extent of democratic participation,
- the continued institution of slavery

Read the primary source excerpts in the boxes below. Decide which sources reflect the Federalists' view and which sources reflect the Anti-Federalists' view of the U.S. Constitution. Move the boxes to the correct column in the chart.

Did the U.S. Constitution correct the problems of the nation that existed under the Articles of Confederation? Write an essay in response to this question. Make a claim and support it with evidence and sound reasoning.

Instructional Resources

[The Constitutional Convention: What the Founding Fathers Said](#) (EDSITEment) - This website provides a lesson on the debates of the Constitutional Convention. Students analyze the debates after participating in a reenactment of one of the debates.

[A Great Compromise](#) (U.S. Senate) - This website provides a short history of the Constitutional Convention of 1787.

[The Federalist Debates: Balancing Power Between State and Federal Government](#) - This EDSITEment website provides an overview, lessons and resources on the issues raised by the Federalists and Anti-Federalists.

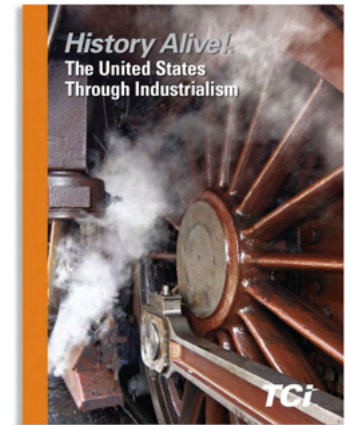
[The Great Compromise](#) (C3 Teachers) - This inquiry leads students through an investigation of the Great Compromise using various sources related to its adoption.

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 - Preview: Lesson 8, Experience Difficulty in Passing Laws under the Articles
 - Experiential Exercise: Lesson 8, Delegates to the Constitutional Convention
 - Processing: Lesson 8, Poster on Ratification of the Constitution
 - Assessments: Lesson 8

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Unpacked Standards / Clear Learning Targets

Learning Target 22. Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.

Government Content Statement 22. The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.

Essential Understanding

- Examples of federalism, representative democracy, separation of powers, and checks and balances

Extended Understanding

- Analyzing the ongoing debates over federalism and checks and balances

Academic Vocabulary

Tier 2

- Describe

Tier 3

- Federal System
- Representative Democracy
- Separation of Powers
- Checks and Balances

Ultimate Learning Target
Type: Knowledge

Broad Learning Target:

- The student can describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.

Underpinning Knowledge Learning Targets:

- The student can define a federal system.
- The student can give examples of how the U.S. Constitution created a federal system.
- The student can define representative democracy.
- The student can give examples of how the U.S. Constitution created representative democracy.
- The student can identify the three branches of government.
- The student can give examples of how the U.S. Constitution created separation of powers.
- The student can give examples of how the U.S. Constitution created checks and balances.

4.GO.21 (Prior Grade Standard)

The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

11.GO.14 (Future Grade Standard)

Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities

Content Elaborations

The federal government established by the U.S. Constitution divides power among a federal government and states. This allows both levels of government some degree of independence.

The United States is a republic in which elected officials representing the people make laws and public policy.

The U.S. Constitution provides for separation of powers among the three branches of government which includes:

- a legislative branch that makes laws;
- an executive branch that enforces laws; and
- a judicial branch that interprets laws.

The U.S. Constitution also provides for a system of checks and balances among the three branches of government. These checks and balances include the:

- power of the President to veto acts of Congress;
- power of Congress to approve presidential appointments, override Presidential veto, and impeachment; and
- power of the Supreme Court to declare laws unconstitutional through judicial review and override lower court decisions.

[From Teaching Hard History: A Framework for Teaching American Slavery.](#)

The Constitution created a federal government without the power to interfere in the domestic institutions of the states. This ensured that the federal government could not emancipate enslaved people in particular states.

Instructional Strategies

Use vocabulary word maps/concept organizers to have students unpack key terms for American government: federal system, representative democracy, separation of powers, checks and balances. In the [Concept of Definition Map](#), students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?).

Create a graphic organizer to show how the U.S. Constitution provides for separation of powers and checks and balances. Based on the information in the graphic organizer, construct a claim about separation of powers and checks and balances and support it with evidence.

Have students create a children's book or video to explain key concepts of the U.S. Constitution to elementary school students.

Assign students to groups with each focusing on one of the following features of the U.S. Constitution: federal system, representative democracy, separation of powers, checks and balances. Using the text of the U.S. Constitution, have each group produce a short presentation with visuals to explain their assigned feature of the U.S. Constitution.

The U.S. Constitution divides power among the federal government and states. Read the [supremacy clause of the Constitution](#) (Article VI, Paragraph 2) and the [10th Amendment](#). Discuss the tensions that exist between these two provisions of the Constitution. How do conflicts between the federal government and the states get resolved? Have students locate current news stories that show federal and state governments in conflict.

Some individuals argue that the United States is a "republic not a democracy." Have students research the definitions of [republic](#) and [representative democracy](#). Is there a conflict between these concepts? Explain that one way of thinking about democracy is by asking the question: how democratic is a country? In other words, democracy can be thought of as a continuum based on participation rights, rather than a fixed category assigned to certain countries. Throughout its history, the U.S. has expanded suffrage rights to various groups, making the country more democratic in that regard.

In [Historical Interpretations Battleships](#), students are given two key questions to consider and place particular pieces of evidence along the horizontal and vertical axes--the vertical axis represents two opposing views on the first question, the horizontal axis the second. Use this strategy to address the questions:

- How *successful* and how *radical* was the U.S. Constitution?

Begin with a discussion of what a *successful* constitution would look like (making the nation operate more effectively, reducing conflicts among states, having a long-term impact) and what a *radical* constitution would look like (extending freedom, protecting rights of individuals, changing the social order). Pieces of evidence could include: three branches, checks and balances, the Bill of Rights, $\frac{3}{5}$ compromise, fugitive slave clause, supremacy clause, 27 amendments, states decide suffrage laws, electoral college, and the Senate.

Sample Assessments and Performance Tasks

Which statement correctly defines a federal system?

Which statement correctly defines representative democracy?

Complete the chart below by moving the boxes that indicate the roles of each branch of government.

Which branch of government is responsible for _____?

What is the primary responsibility of the executive branch?

What is the primary responsibility of the legislative branch?

What is the primary responsibility of the judicial branch?

Complete the diagram below by showing how each branch of government checks the powers of the other two branches.

What is one way the legislative branch checks the power of the executive branch?

What is one way the executive branch checks the power of the judicial branch?

What is one way the judicial branch checks the power of the legislative branch?

Which chart below correctly shows the checks and balances system of the United States?

Give a historical example of the use of the veto power by the President to check the power of Congress.

Instructional Resources

[What Fundamental Ideas About Government Do Americans Share?](#) (Center for Civic Education) - In this lesson, students will examine some of the fundamental ideas about government that are contained in the Declaration of Independence and the Preamble to the U.S. Constitution.

[Interactive Constitution](#) - On this site, constitutional experts interact with each other to explore the Constitution's history and what it means today. For each provision of the Constitution, scholars of different perspectives discuss what they agree upon, and what they disagree about.

"[Words We Live By: Your Annotated Guide to the Constitution](#)" by Linda R. Monk (Achieve the Core) - Common Core aligned lesson with a close of reading and writing based on a secondary source on the Constitution.

[The Preamble to the Constitution: A Close Reading](#) (EDSITEment) - In this lesson, students will practice close reading and analysis of the words of the Preamble and related historic documents that illuminate the meaning of the terms and how they reflect the ideas of the framers of the Constitution about the foundation and historical aims of government.

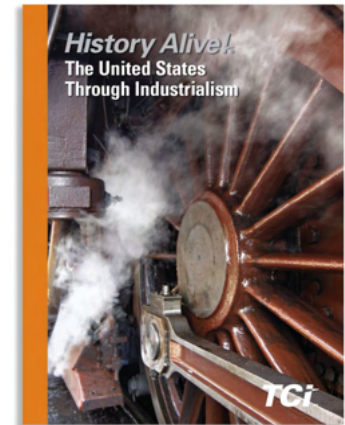
[Did the Founders Want Government to Work?](#) (C3 Teachers) - Is the government functioning—or dysfunctioning? The answer is not immediately clear. This module examines the question of whether the founders really wanted government to work.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 9, The Constitution: A More Perfect Union

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 9
 - Interactive Notebook: Lesson 9
 - Preview: Lesson 9, Quotation from James Madison
 - Social Studies Skill Builder: Lesson 9, Law Students Taking Constitutional Law Class
 - Processing: Lesson 9, Writing a Letter to James Madison
 - Investigating Primary Sources: Lesson 9, How did State Constitutions Influence the U.S. Constitution?
 - Assessments: Lesson 9

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Unpacked Standards / Clear Learning Targets

Learning Target 23. Evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.

Government Content Statement 23. The U.S. Constitution protects citizens' rights by limiting the powers of government.

Essential Understanding

- Protection of citizens' rights through limited powers in the Constitution

Extended Understanding

- Applying understanding of citizens' rights to contemporary cases

Academic Vocabulary

Tier 2

- Cite
- Evaluate
- Limiting
- Infringing
- Prohibit

Tier 3

- Citizens' Rights
- Freedom of speech, press, religion, assembly, and petition
- Right to counsel
- Cruel and unusual punishment
- Reconstruction Amendments

Ultimate Learning Target
Type: Reasoning

Broad Learning Target:

- The student can evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.

Underpinning Knowledge Learning Targets:

- The student can give examples of citizens' rights protected by the U.S. Constitution and Bill of Rights.
- The student can describe limitations placed on the power of the federal government by the U.S. Constitution.
- The student can explain how the 13th Amendment expanded rights.
- The student can explain how the 14th Amendment expanded rights.
- The student can explain how the 15th Amendment expanded rights.

Underpinning Reasoning Learning Targets:

- The student can evaluate whether a specific government action violates citizens' rights.

4.GO.19 (Prior Grade Standard)

The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

10.HI.9 (Future Grade Standard)

The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.

Content Elaborations

The U.S. Constitution, including the Bill of Rights, protects the rights of citizens by placing limits on the powers of the government. The federal government, for example, is prohibited from infringing on the freedoms of speech, press, religion, assembly, and petition.

Citizens also are entitled to due process of law, guaranteed the right to trial by jury and the right to counsel, and are protected from cruel and unusual punishments.

After the Civil War, Reconstruction Amendments extended basic rights to the formerly enslaved Americans.

[From Teaching Hard History: A Framework for Teaching American Slavery.](#)

Articles 1, 4 and 5 of the Constitution offer direct protection of slavery.

- Article 1, Section 2, Paragraph 3 – The “three-fifths” clause counted three-fifths of the enslaved population to determine a state’s representation in Congress. The clause also stated that three-fifths of the enslaved population would be counted if a direct tax were levied on the states according to population, though most delegates assumed this would never happen.
- Article 1, Section 9, Paragraph 4 – This section repeated the tax section of the three-fifths clause. It reiterated that if a head tax were ever levied, enslaved persons would be taxed at three-fifths the rate of white people.
- Article 1, Section 9, Paragraph 9 – The slave trade clause prohibited Congress from banning the international slave trade before 1808. It did not require Congress to ban the trade at that time. This clause exempted the slave trade from the Congressional power to regulate interstate commerce.
- Article 4, Section 2, Paragraph 3 – The “fugitive slave” clause required that people who escaped enslavement be returned to their enslavers even if they had fled to another state.
- Article 5 – This article prohibited any amendment of the slave trade or head tax clauses before 1808.

Articles 1, 2, 4 and 5 also offer indirect protection of slavery.

- Article 1, Section 8, Paragraph 15 – This section empowered the use of the militia to suppress rebellions, including rebellions by enslaved people.
- Article 1, Section 9, Paragraph 5 – This section prohibited taxes on exports. This prevented Congress from indirectly taxing slavery by taxing products produced by enslaved laborers.
- Article 2, Section 1, Paragraph 2 – This section included the three-fifths clause as part of the Electoral College, giving white people in slave states a disproportionate influence in the election of the president.
- Article 4, Section 3, Paragraph 1 – This section established a process to admit new states—both slave and free—to the Union.
- Article 4, Section 4 – This section guaranteed that the U.S. government would protect states from “domestic violence,” including rebellions by enslaved people.
- Article 5 – This section required three fourths of the states to ratify any amendment to the Constitution. This gave slave states a veto over any constitutional changes so long as they were not greatly outnumbered by free states.

Instructional Strategies

[The Structured Academic Controversy \(SAC\) method](#) provides an alternative to the "debate mindset" by shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses. Use this method to discuss the question: Did the U.S. Constitution establish justice? Side A can argue in the affirmative using evidence such as the limitations provided in the Bill of Rights, provisions for representation in the House, electing a president, etc. Side B can argue in the negative using evidence such as the protections of slavery and lack of suffrage rights, etc.

Discuss the concept of "negative rights" as it applies to the Bill of Rights. In other words, the Bill of Rights establishes limits on government's power and what the government cannot do. It is also important for students to understand that these prohibitions are on actions taken by the government, not private companies or individuals. For example, many people have been fired from their jobs for criticizing their employer or making racist comments on social media. Their free speech rights have not been violated because private companies are not the government.

Create a Bill of Rights current events notebook by collecting recent news articles that discuss some part of the Bill of Rights. For each article, summarize the main idea and supporting details. Identify which rights and amendments are discussed in the article and evaluate whether citizens' rights are being violated in the specific case.

Create a children's book or video to explain the Bill of Rights to elementary students.

Read Supreme Court case studies to apply the Bill of rights to specific scenarios. Have students read summaries of the arguments and discuss how they think the Supreme Court should rule

Conduct a mock trial/moot court for a case involving a potential violation of citizens' rights based on the Bill of Rights or other constitutional amendment.

Create a graphic organizer summarizing the provisions of the provisions of the 13th, 14th, and 15th Amendments. Based on this information, construct a claim about the significance of one of these amendments and support the claim with evidence. Students will study the historical context of these amendments during the Reconstruction lesson.

Sample Assessments and Performance Tasks

Which of the actions below are prohibited by the U.S. Constitution and Bill of Rights? Check all the correct answers.

Which rights below are protected by the Bill of Rights? Move the boxes to the chart to show the correct answers.

Read the passage below. Decide whether the action taken by the government would be a violation of citizens' rights based on the U.S. Constitution and Bill of Rights.

How did the 13th Amendment expand rights?

How did the 14th Amendment expand rights?

How did the 15th Amendment expand rights?

Instructional Resources

[Interactive Constitution](#) - On this site, constitutional experts interact with each other to explore the Constitution's history and what it means today. For each provision of the Constitution, scholars of different perspectives discuss what they agree upon, and what they disagree about.

["Words We Live By: Your Annotated Guide to the Constitution"](#) by Linda R. Monk (Achieve the Core) - Common Core aligned lesson with a close reading and writing based on a secondary source on the Constitution.

[Why the Constitution was Indeed Proslavery](#) (The Atlantic) - This article argues that the Constitution, while deliberately ambiguous on slavery, was operationally proslavery.

[Landmark Cases](#) (Street Law/The Supreme Court Historical Society) - resources and activities to support teaching of landmark Supreme Court cases

[A 3-Minute Guide to the Bill of Rights](#) (TedEd) - Video lesson with questions on the Bill of Rights

[The Bill of Rights](#) (CommonLit) - Primary source with adaptive features (read-aloud, highlighter, translation) and assessment questions

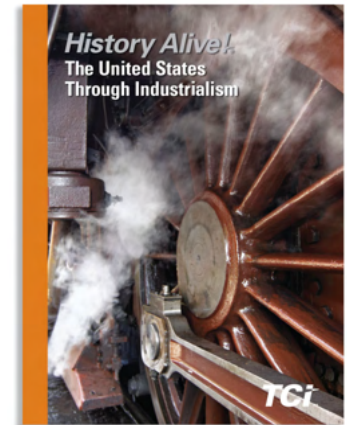
[Why the Bill of Rights Matters to You](#) (Annenberg Classroom) - Lesson using primary sources, the Bill of Rights and Supreme Court cases in conjunction with the game "That's Your Right" and the Annenberg Guide to the Constitution

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 10, The Bill of Rights

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 10
 - Interactive Notebook: Lesson 10
 - Preview: Lesson 10, Parents' Constitution
 - Response Group: Lesson 10, Do They Have the Right? Game
 - Processing: Lesson 10, Amendment with the Greatest Impact
 - Assessments: Lesson 10

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 9. Explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

History Content Statement 9. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

Essential Understanding

- Successes of early presidential administration

Extended Understanding

- Long-term precedents established by early administrations

Academic Vocabulary

Tier 2

- Transitions
- Repelled

Tier 3

- Foreign Invasions
- Precedent
- Neutrality
- Monroe Doctrine

Ultimate Learning Target
Type: Reasoning

Broad Learning Target:

- The student can explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

Underpinning Knowledge Learning Targets:

- The student can explain the outcome of the War of 1812.
- The student can identify peaceful transitions in the presidency that occurred despite election disputes.

Underpinning Skills Learning Targets:

- The student can create a chronology of events in early presidential administrations.

Underpinning Reasoning Learning Targets:

- The student can analyze the significance of the creation of the national bank.
- The student can analyze the significance of ending the Whiskey Rebellion.
- The student can analyze the significance of the Jay Treaty.
- The student can analyze the significance of maintaining neutrality.
- The student can analyze the significance of the creation of the Navy Department.
- The student can analyze the significance of the Louisiana Purchase.
- The student can analyze the significance of the *McCulloch v. Maryland* decision.
- The student can analyze the significance of the Monroe Doctrine.

4.HI.6 (Prior Grade Standard)

The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.

(Future Grade Standard)

N/A

Content Elaborations

Actions of early U.S. presidential administrations established a strong federal government.

Washington Administration:

- creation of the national bank
- Whiskey Rebellion
- Greenville Treaty
- Jay's Treaty.

Adams Administration:

- Alien & Sedition Acts
- maintaining neutrality

Jefferson Administration:

- *Marbury v. Madison*
- Louisiana Purchase

Madison Administration:

- War of 1812

Monroe Administration:

- *McCulloch v. Maryland*
- negotiating treaties to secure U.S. borders
- The Monroe Doctrine

Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit. (Later ratified as the 22nd Amendment.)
Peaceful transitions occurred despite disputes in the elections of 1800 and 1824.

Attempts by Great Britain to invade the United States during the War of 1812 were turned back and the Madison Administration preserved the pre-war status of the United States.

Instructional Strategies

Create a two-tier timeline (domestic events as one tier, foreign affairs as a second tier) of significant events during the Washington, Adams, Jefferson, Madison, and Monroe presidencies. Include text and visuals for each entry, and show how each event helped the U.S. establish a strong federal government.

Have students work in groups to create a multimedia presentation covering one of the early presidential administration's accomplishments, including how the president established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

Hold a simulated open-forum with students assuming the roles of the first five presidents. Each group should work together to prepare a speech about the legacy of one president. Then, have one member of each group take on the role of the president in an open-forum. Remaining group members will be in the audience to prepare and ask questions of each president.

Have students write a report card for each of the first five presidents. Students should assign a letter grade (or percentage grade) to each president in subjects such as: economics, government, and foreign policy. Students should add comments justifying their assigned grades. For example, Washington might receive an A in government for creating important precedents such as two-term limits. Adams might receive a C in government for signing the Alien and Sedition Acts.

Ask students what they know about the War of 1812. It is often a forgotten war, though one that is part of Ohio's curriculum in 4th grade social studies. Students can learn about the role of Columbus (Franklinton) in the War of 1812 from the [Teaching Columbus website](#).

Play a recording of the Star-Spangled Banner. What feelings is the song supposed to evoke? Why do you think it was adopted as the national anthem, and continues to be a symbol of patriotism today? Discuss the origins of the song during the War of 1812. Explain that the war may not have been a great military success, but it inspired a wave of patriotism that contributed to the "Era of Good Feelings" in the post-war period.

Play a [video of Johnny Horton's 1959 song the Battle of New Orleans](#). Note that *Billboard* ranked this song as the No. 1 song for 1959. What patriotic symbols are evident in the words of the song and actions shown in the video? Explain that the melody is based on a well-known American fiddle tune "The 8th of January," which was the date of the Battle of New Orleans. Jimmy Driftwood, a school principal in Arkansas, set an account of the battle to this music in an attempt to get students interested in learning history.

Sample Assessments and Performance Tasks

How did the creation of a national bank help establish a strong federal government?

Describe four actions taken during the Washington administration that helped establish a strong federal government.

What precedents were established by George Washington?

Which statement reflects the significance of the election of 1800?

Why was the purchase of the Louisiana Territory significant?

What was the Supreme Court's decision in *McCulloch v. Maryland*? How did this decision help strengthen the federal government?

Which statement correctly explains the outcome of the War of 1812?

What did the Monroe Doctrine state? Why was this important for the United States?

Instructional Resources

[George Washington: The Precedent President](#) - This EDSITEment! website provides an overview, lessons and resources on George Washington and his impact on the presidency.

[Establishing a National Bank](#) (PBS) - This article summarizes Hamilton's role in the establishment of the first national bank

[The War of 1812](#) (PBS) - This collection of lessons using segments from the PBS program *The War of 1812*.

[Short History of the Star-Spangled Banner](#) (American Battlefield Trust) - This article details the background of the Star-Spangled Banner

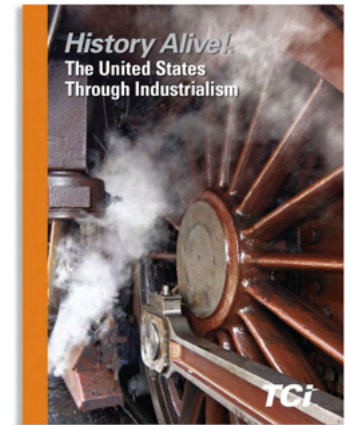
[The Monroe Doctrine: Origin and Early American Foreign Policy](#) - This EDSITEment! website provides an overview, lessons and resources on the Monroe Doctrine that can be aligned to this content statement.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 11, Political Developments in the Early Republic; Lesson 12, Foreign Affairs in the Young Nation

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lessons 11, 12
 - Interactive Notebook: Lessons 11, 12
 - Preview: Lesson 11, Song Analysis
 - Experiential Exercise: Lesson 11, Issues that Divided Federalists and Republicans
 - Processing: Lesson 11, Campaign Song for Election of 1800
 - Response Group: Lesson 12, Foreign Policy Advisers to the President
 - Processing: Lesson 12, Tombstones on Foreign Policy Decisions of U.S. Presidents
 - Investigating Primary Sources: Lesson 11, Conflicts within Washington's Cabinet
 - Assessments: Lessons 11, 12

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unit 3. Slavery, Expansion, and Industrial Revolution
Unpacked Standards / Clear Learning Targets

<p>Learning Target 18. Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and for the majority population.</p> <p><i>Geography 18. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> - Consequences of bias, stereotypes, and prejudices <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> - Ongoing civil rights struggles 	<p><u>Academic Vocabulary</u></p> <p>Tier 2</p> <ul style="list-style-type: none"> - Social Consequences - Political Consequences - Economic Consequences <p>Tier 3</p> <ul style="list-style-type: none"> - Cultural Bias - Stereotypes - Prejudices - Minority Groups
<p>Ultimate Learning Target Type: Knowledge</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and for the majority population. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain how the expanding cotton economy spurred Indian Removal and the domestic slave trade. - The student can describe the ways the labor of enslaved people was organized and controlled in the U.S. - The student can explain ways enslaved people resisted slavery, ranging from violence to smaller, everyday means of asserting their humanity and opposing their enslavers. - The student can discuss the nature, persistence and impact of the spiritual beliefs and cultures of enslaved people. - The student can explain how cultural biases, stereotypes, and prejudices led to discrimination against immigrants. - The student can explain how cultural biases, stereotypes and prejudices led to discrimination against women. - The student can describe responses to prejudice including rebellions, forced migrations, and struggles for equal rights. - The student can analyze the growth of the abolitionist movement in the 1830s and the slaveholding states' view of the movement as a physical, economic and political threat. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify cultural biases, stereotypes and prejudices in primary sources. 	
<p>4.GE.13 (Prior Grade Standard) The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious).</p>	<p>(Future Grade Standard) N/A</p>	

Content Elaborations

Cultural biases, stereotypes, and prejudice against groups such as American Indians, women, and new immigrant groups contributed to controversies in American history. Responses to prejudice contributed to rebellions, forced migrations, and struggles for equal rights.

[From Teaching Hard History: A Framework for Teaching American Slavery:](#)

The invention of the cotton gin in 1793 had a dramatic effect on the profitability of short-staple cotton. The cotton gin allowed two enslaved laborers to remove the seeds from 50 pounds of cotton in a single day. Before its invention, a single enslaved laborer could clean an average of only one pound of cotton each day.

Motivated by a desire for cotton-rich lands, many white people supported the Indian Removal Act of 1830. Andrew Jackson made Indian Removal the cornerstone of his presidency and enforced it in defiance of a Supreme Court ruling (*Worcester v. Georgia, 1832*). The federal government, joined by states and troops, used this act to force about 100,000 Indigenous people to move west of the Mississippi River. More than 4,000 African Americans, who were held in slavery among Cherokees, Chickasaws, Choctaws and Creeks, were also forced west.

Although Congress banned participation in the international slave trade in 1808, geographic and economic expansion allowed by Removal dramatically increased the domestic trade in enslaved people of African descent. Enslavers wanted to use the labor of enslaved African Americans to maximize profits and expand the plantation system.

The labor that enslaved people were forced to do was often very dangerous and physically taxing, regardless of the type of work or geographic location. Most enslaved people performed heavy labor growing crops such as cotton, rice and tobacco. About five percent of enslaved people labored in coal mines and industrial mills in the United States.

William Lloyd Garrison and black allies launched the radical abolitionist movement in 1831 using the ideas of all of these predecessors. Garrison began promoting immediate abolition as an alternative to gradual emancipation or colonization. White women and free black Northerners, many of whom also opposed the Indian Removal Act, were among the largest groups represented in Northern abolitionist societies. Influential advocates included Frederick Douglass, Sojourner Truth, many others who had escaped enslavement and the publishers of many black newspapers. Even so, scholars estimate that abolitionists never accounted for more than one percent of the population, meaning that support for enslavement continued to be widespread among the white settler population.

Violent rebellions by enslaved people were rare in continental North America. Everyday acts of resistance were common. These included working slowly, breaking tools, feigning illness, feigning ignorance to avoid work and running away for short periods. Religion—which stressed the self-esteem, dignity and humanity of enslaved people—also proved a means of resistance.

Instructional Strategies

Use the [Frayer Model](#) (essential/non-essential characteristics and examples/non-examples) to teach the core vocabulary for this standard: cultural bias, stereotype, prejudice. Establish a Word Wall to give students constant access to the important content vocabulary for the class.

Review key concepts from earlier lessons on slavery in colonial America. Have students complete an alphabet brainstorm on the topic of colonial slavery. Students should generate ideas that begin with each letter of the alphabet. This can be done individually, in small groups, or as a whole-class activity.

Use the [maps from the Mapping History](#) website to compare the growth of cotton production and the expansion of slavery between 1790 and 1860.

Discuss the ways in which the economics of slavery further facilitated racist justifications for slavery in response to challenges from abolitionists. John C. Calhoun's racist statement in "The Positive Good of Slavery" (1837) is illustrative:

But let me not be understood as admitting, even by implication, that the existing relations between the two races in the slaveholding States is an evil: - far otherwise; I hold it to be a good, as it has thus far proved itself to be to both, and will continue to prove so if not disturbed by the fell spirit of abolition. I appeal to facts. Never before has the black race of Central Africa, from the dawn of history to the present day, attained a condition so civilized and so improved, not only physically, but morally and intellectually. It came among us in a low, degraded, and savage condition, and in the course of a few generations it has grown up under the fostering care of our institutions, reviled as they have been, to its present comparatively civilized condition. This, with the rapid increase of numbers, is conclusive proof of the general happiness of the race, in spite of all the exaggerated tales to the contrary. . . .

I hold that in the present state of civilization, where two races of different origin, and distinguished by color, and other physical differences, as well as intellectual, are brought together, the relation now existing in the slaveholding States between the two, is, instead of an evil, a good—a positive good.

Use a close reading strategy, such as the [Four Reads strategy](#), to examine letters from Z.B. Oakes, an enslaver in Charleston, South Carolina: [February 1, 1855](#); [February 26, 1855](#); [April 14, 1857](#). Discuss the ways in which the blunt language of these letters shows the dehumanization of the enslaving system.

Have students work in groups to research one of the following 19th century rebellions: Gabriel's Conspiracy (1800), Denmark Vessey (1822), Nat Turner's Rebellion (1831). Students can use their research to create a eulogy or gravestone epitaph.

Have students assume the role of a key abolitionist in the Antebellum U.S.: Frederick Douglass, Harriet Tubman, Sojourner Truth, William Lloyd Garrison, David Walker, Lucretia Mott, John Brown, Angelina Grimké, or Harriet Beecher Stowe. First, have students complete a character sketch. On a basic drawing or stick figure, describe the thoughts (head), feelings (heart), and actions (hands/feet) of the abolitionists. Next, have students participate in an abolitionist meeting, giving speeches, having dialogue, or answering questions in character.

Sample Assessments and Performance Tasks

Which action shows the impact of prejudice against American Indians?

What cultural bias was evident in American slavery?

Read the primary source excerpt below. What cultural bias is shown in the text?

Explain two ways in which women were treated as second-class citizens in the United States.

Instructional Resources

[Indian Removal](#) (Stanford History Education Group) - This lesson plan explores why people in the 1830s supported Indian Removal.

[President Andrew Jackson's Speech on Indian Removal](#) (Achieve the Core) - Primary source lesson with text-dependent questions

[What is an important cause of the Trail of Tears that people should know about today?](#) (Read.Inquire.Write) - In this investigation, students use historical texts to understand the story of Cherokee Removal and its various causes. They explore the central question: What is one important cause of the Trail of Tears that people should know about today?

[Excerpt from *The Narrative of the Life of Frederick Douglass*](#) (CommonLit) - reading and discussion questions centered on the question: how does power corrupt?

[Gabriel's Conspiracy](#) (The Library of Virginia) - This article highlights Gabriel's use of the rhetoric of the American Revolution in his planned rebellion, and its impact on American politics.

[Did African American Slaves Rebel?](#) (PBS) - This article by Henry Louis Gates, Jr. notes the ways in which enslaved African Americans resisted, despite the stereotypes that have been assigned to them.

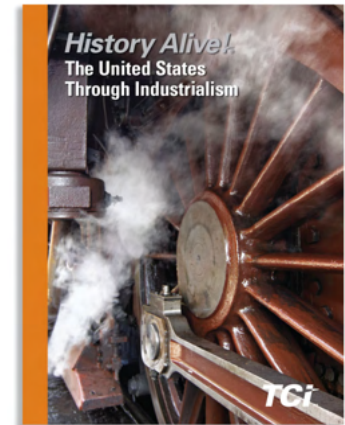
[The Abolitionists](#) (PBS) - This site features video segments from *The Abolitionists* series.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 14, Andrew Jackson and the Growth of American Democracy; Lesson 18, An Era of Reform; Lesson 20, African Americans in the Mid-1800s

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lessons 14, 18, 20
 - Interactive Notebook: Lessons 14, 18, 20
 - Processing: Lesson 14, Commemorative Plaque and Wanted Poster on Andrew Jackson
 - Reading Further: Lesson 14, Write a Letter Protesting Cherokee Removal
 - Preview: Lesson 18, “Let Us Speak Our Minds” Primary Source
 - Response Group: Lesson 18, Declaration of Sentiments and Equal Rights for Women Today
 - Processing: Lesson 18, Report Card Evaluation Reform Movements
 - Writing for Understanding: Lesson 20, Quotations and Images on African Americans Faced Slavery
 - Processing: Lesson 20: Paragraph on How African Americans Faced Slavery and Discrimination
 - Assessments: Lessons 14, 18, 20

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

<p>Learning Target 10. Describe how the United States added to its territory through treaties and purchases.</p> <p><i>History Content Statement 10. The United States added to its territory through treaties and purchases.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> - Expansion of the U.S. through treaties <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> - Long term impact of U.S. expansion 	<p><u>Academic Vocabulary</u></p> <p>Tier 2</p> <ul style="list-style-type: none"> - Describe - Expansion - Territory - Treaties - Purchases
<p>Ultimate Learning Target Type: Knowledge</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can describe how the United States added to its territory through treaties and purchases. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe the terms of the Adams-Onís Treaty. - The student can describe the terms of the Webster-Ashburton Treaty. - The student can describe the terms of the Oregon Treaty. - The student can describe the terms of the Treaty of Guadalupe Hidalgo. - The student can identify the territory gained through the Louisiana Purchase - The student can identify the territory gained through the Gadsden Purchase. - The student can identify the territory gained through the Alaska purchase. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can use a map to show the growth of the United States through treaties and purchases. 	
<p>4.HI.11 (Prior Grade Standard)</p> <p>The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</p>	<p>(Future Grade Standard)</p> <p>N/A</p>	

Content Elaborations

The United States negotiated treaties with and purchases from other countries in an effort to expand its territory and to solidify its borders. Treaties were negotiated with:

- Spain - Adams-Onís Treaty;
- Great Britain - Oregon Treaty; and
- Mexico - Treaty of Guadalupe Hidalgo.

The U.S. expanded its territory through purchases from:

- France - Louisiana Purchase;
- Mexico - Gadsden Purchase; and
- Russia - Alaska Purchase.

Instructional Strategies

Introduce westward expansion with an anticipation guide. Anticipation guides ask students to express an opinion about ideas before they encounter the topic. Before the lesson, have students indicate whether they Strongly Agree, Agree, Disagree, or Strong Disagree with a series of statements about European exploration and colonization. Possible statements include:

1. The United States had a right to expand its border to the Pacific Ocean.
2. Territorial expansion is justified if the land is acquired through purchase or treaty.
3. American settlers moving west and Native Americans could have lived peacefully with one another.
4. American settlement of the West caused more harm than benefits.

Use the [Stop Action and Assess Alternatives](#) as a method for teaching students to think of historical events as contingent. Have students consider Thomas Jefferson's decision to purchase the Louisiana Territory. Using a [decision-making tree graphic organizer](#), map out three possible alternatives Jefferson could have taken and the potential consequences of each one:

1. Purchase only the right to pass through the port of New Orleans because of doubts about his constitutional power to purchase the land;
2. Present the treaty to the Senate, admit his doubts about its constitutionality, but emphasize the importance to the development of the nation; or
3. Ask Congress to pass a constitutional amendment accepting the purchase of the land.

Create a multimedia timeline showing how the U.S. expanded its territory through treaties and purchases. For each entry on the timeline, explain the background of the treaty or acquisition and why it was significant. Include both text and visuals for each entry.

Sample Assessments and Performance Tasks

Why was the _____ Treaty significant?

What was one benefit of purchasing the Louisiana Territory?

On the chart below, complete the blank boxes to show what territory was gained by each treaty and purchase.

Using the map below, label the Adams-Onís Treaty, Webster-Ashburton Treaty, Oregon Treaty, Treaty of Guadalupe Hidalgo, Louisiana Purchase, Gadsden Purchase, and Alaska purchase.

Read the excerpt below from the Treaty of Guadalupe Hidalgo. How did this treaty help the U.S. expand its territory?

Instructional Resources

[Treaty of Amity, Settlement, and Limits Between the United States of America and His Catholic Majesty. 1819](#) (Avalon Project) - This site provides the text of the Adams-Onis Treaty.

[Gadsden Purchase Treaty: December 30, 1853](#) (Avalon Project) - This site provides the text of the Gadsden Purchase treaty.

[The Treaty of Guadalupe Hidalgo](#) - This National Archives website contains documents and teaching activities on the Treaty of Guadalupe Hidalgo.

[THE WEST - Lesson Plans](#) - This PBS website provides lessons, activities and resources from the series *The West* that can be adapted to this content statement.

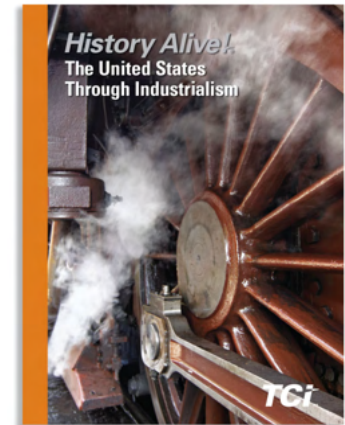
[1830–1860: Diplomacy and Westward Expansion](#) (U.S. Department of State) - Narrative summary of westward expansion including the terms of treaties and purchases.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 15, Manifest Destiny and the Growing Nation

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 15
 - Interactive Notebook: Lesson 15
 - Preview: Lesson 15, American Progress Painting
 - Response Group: Lesson 15, Decide Whether Expansion was Justifiable
 - Processing: Lesson 15, American Progress Painting
 - Investigating Primary Sources: Lesson 15, What Inspired Americans to Move West?
 - Assessments: Lesson 15

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 1 Ia. Explain how westward expansion contributed to economic, agricultural and industrial development.

Learning Target 1 Ib. Analyze debates over sectional issues, war with Mexico and the displacement of American Indians in relationship to westward expansion.

History Content Statement 11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

Essential Understanding

- Impact of westward expansion

Extended Understanding

- Relationship between westward expansion and the Civil War, and later American imperialism

Academic Vocabulary

Tier 2

- Explain
- Displacement

Tier 3

- Westward Expansion
- Economic Development
- Sectional Issues
- Manifest Destiny

Ultimate Learning Target Type: Reasoning

Broad Learning Targets:

- The student can explain how westward expansion contributed to economic, agricultural and industrial development.
- The student can analyze debates over sectional issues, war with Mexico and the displacement of American Indians in relationship to westward expansion.

Underpinning Knowledge Learning Targets:

- The student can describe the territorial expansion of the United States after the War of 1812.
- The student can identify economic benefits of territorial expansion.
- The student can explain the different positions of regions on key political issues.
- The student can explain the causes of the Mexican War.
- The student can describe the means used to remove American Indians from their native land.

Underpinning Skills Learning Targets:

- The student can use a map to show westward expansion.

Underpinning Reasoning Learning Targets:

- The student can explain how westward expansion led to the debate over the expansion of slavery.
- The student can analyze the impact of westward expansion on American Indians.
- The student can explain how Manifest Destiny was used to justify westward expansion.

4.HI.7 (Prior Grade Standard)

Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

10.HI.15 (Future Grade Standard)

As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power

Content Elaborations

Territorial expansion of the United States continued after the War of 1812. It contributed to economic development by providing land for settlement and development of transportation networks. New resources also were discovered in the acquired territories.

As the country expanded, it developed into sections with distinct economic and cultural characteristics. The sections took different positions on key political issues of the day including tariffs. Westward expansion escalated the debate over a key sectional issue – whether or not slavery should be extended into the new territories.

Growth of the United States encroached upon Mexico. The annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War.

Settlement of the United States led to the displacement of American Indians from their native lands through legal and military actions including the Indian Removal Act and Trail of Tears.

In the 1840s, the idea of Manifest Destiny was used by politicians and leaders to explain and justify continental expansion by the United States.

Instructional Strategies

Use a close reading strategy, such as the [Four Reads strategy](#), to compare perspectives on Indian Removal and the Trail of Tears using the primary sources: [Andrew Jackson's Annual Message to Congress](#) and [“Our Hearts are Sickened”: Letter from Chief John Ross of the Cherokee, Georgia, 1836](#).

View and discuss the painting [American Progress](#) and its relationship to westward expansion. Have students complete the [artwork analysis sheet from the Native Archives](#).

Use a close reading strategy, such as the [Four Reads strategy](#), to compare perspectives on the Mexican War using the primary sources: [Message on War with Mexico by James K. Polk](#) and [On Mexico by Frederick Douglass](#).

Imagine that you are a newspaper editor in 1846. Write an editorial explaining your position on whether the Mexican War was justified. Defend your claim using evidence and sound reasoning.

Use [maps to show the expansion of the United States](#) in the first half of the 19th century.

Sample Assessments and Performance Tasks

Which statement explains how westward expansion contributed to economic development in the United States?

The boxes below show different positions on political issues. Decide whether each position was one held by the North, South, or West and move the boxes to the correct columns in the chart.

Explain two causes of the Mexican War.

On the map below, label the blank areas to show the land acquired from Mexico.

Read the excerpt below on Manifest Destiny by John O'Sullivan. How did the idea of Manifest Destiny contribute to westward expansion?

Look at the painting, American Progress, below. How does this painting reflect the belief in Manifest Destiny?

Which source below shows westward expansion from the perspective of American Indians?

Instructional Resources

[Values and Beliefs of Manifest Destiny](#) - This website provides a lesson that focuses on the topic of Manifest Destiny and its influence on the California Gold Rush. It also covers the economic impact of Manifest Destiny and how it led to the displacement of American Indians.

[Teaching With Documents: The Treaty of Guadalupe Hidalgo](#) - This National Archives website contains documents and teaching activities on the Treaty of Guadalupe Hidalgo and how it expanded the United States

[American Progress](#) - This Library of Congress print shows an allegorical female figure of America leading pioneers westward, as they travel on foot, in a stagecoach, conestoga wagon, and by railroads, where they encounter Native Americans and herds of bison.

[Manifest Destiny](#) (Stanford History Education Group) - Using nineteenth-century maps and art, students consider the roots of American exceptionalism.

[Westward Expansion and Migration](#) (C3 Teachers) - This inquiry prompts students to investigate the factors, conditions, and conflicts related to westward expansion in the United States before the Civil War.

[Westward Expansion](#) (Choices Program & National Geographic) - Students use maps to understand westward expansion, its impact on different groups of people, and think about the long term impact of westward expansion.

[Westward Expansion: Constitutional Interpretations](#) (ARCH) - Weighted multiple questions assess students' abilities to apply the skills of critical reading to identify claims and corroboration in order to synthesize two sources on the same topic.

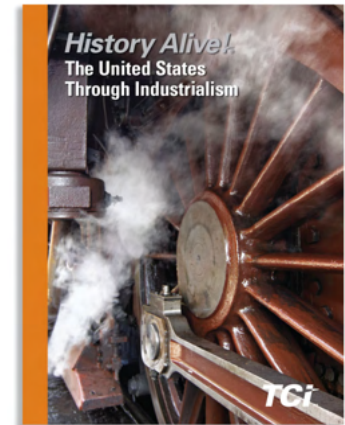
[Westward Expansion: Analyzing Data](#) (ARCH) - Weighted multiple choice question assesses students' ability to critically read data in a table to identify trends.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 15, Manifest Destiny and the Growing Nation; Lesson 16, Life in the West

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lessons 15, 16
 - Interactive Notebook: Lessons 15, 16
 - Preview: Lesson 15, American Progress Painting
 - Preview: Song and Painting on the West
 - Response Group: Lesson 15, Decide Whether Expansion was Justifiable
 - Processing: Lesson 15, American Progress Painting
 - Problem Solving Groupwork: Lesson 16, Minidrama about Moving West
 - Investigating Primary Sources: Lesson 15, What Inspired Americans to Move West?
 - Processing: Lesson 16, Composing a Song about Moving West
 - Assessments: Lessons 15, 16

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 24. Analyze how choices made by individuals, businesses and governments have both present and future consequences.

Economics Content Statement 24. Choices made by individuals, businesses and governments have both present and future consequences.

Essential Understanding

- Consequences of economic choices

Extended Understanding

- Evaluating choices based on potential consequences

Academic Vocabulary

Tier 2

- Analyze
- Choices
- Consequences

Tier 3

- Scarce

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can analyze how choices made by individuals, businesses and governments have both present and future consequences.

Underpinning Knowledge Learning Targets:

- The student can explain why economic choices are made.
- The student can identify the choices and consequences that business must weigh to make decisions.
- The student can identify the choices that consequences governments must weigh to make decisions.
- The student can identify historical decisions made based on economic choices.

Underpinning Reasoning Learning Targets:

- The student can analyze a specific economic choice based on potential consequences.

7.EC.19 (Prior Grade Standard)

Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost- benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

11.GO.23 (Future Grade Standard)

The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.

Content Elaborations

Economic choices are made because wants are unlimited, but resources are scarce. In any economic decision, whether it is an individual, business or government, there are consequences for the present and the future.

Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term.

Governments must consider which public goods and services to provide for the common good with available revenue. They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy.

Historical decisions based in part on economic choices include:

- Exploring new lands;
- Importing slaves to the Americas;
- Imposing new taxes on the American colonies;
- Purchasing the Louisiana Territory from France;
- Building textile mills using water power;
- Setting up a ferry business or building a toll bridge; and
- Imposing tariffs

Instructional Strategies

This standard should be taught in conjunction with other course content: [Content Statement 2](#) (Exploration and Colonization), [Content Statement 4](#) (Slavery), [Content Statement 5](#) (American Revolution), [Content Statement 9](#) (First Administrations), [Content Statement 25](#) (Industrial Revolution), [Content Statement 26](#) (Governments and Markets)

Have students create cost-benefit analysis charts or decision-making trees to map out choices and potential consequences of historical decisions based on economic considerations.

Career Connection - Students assume the role of business owner or government leader faced with an economic decision. Using a decision tree graphic organizer, students weigh potential consequences of the economic decision they face.

Sample Assessments and Performance Tasks

Which statement best explains the concept of scarcity?

Why are economic choices necessary?

Explain two choices that businesses must make and the potential consequences of those decisions.

Suppose you are a government leader. When deciding an important economic choice, what consequences do you have to consider? How will you arrive at a decision?

Identify four historical decisions that were based in part on economic choices and consequences.

Instructional Resources

[The Economic Way of Thinking](#) (EconEdLink) - In this video, Dr. Mark Schug explains how the “economic way of thinking” can help students understand U.S. History concepts

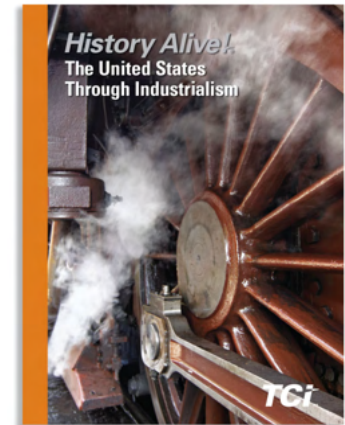
[The South’s Decision to Secede: A Violation of Self Interest?](#) - This lesson from the Council for Economic Education uses the South’s decision to secede to discuss the role of self-interest in decision making.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

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 - Processing: Lesson 16, Composing a Song about Moving West
 - Assessments: Lessons 15, 16

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 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 25. Analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.

Economics Content Statement 25. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

Essential Understanding

- How the Industrialization changed means of production

Extended Understanding

- Evaluating positive and negative consequences of industrialization

Academic Vocabulary

Tier 2

- Analyze

Tier 3

- Industrial Revolution
- Means of Production
- Interchangeable Parts

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.

Underpinning Knowledge Learning Targets:

- The student can identify new technology during the Industrial Revolution.
- The student can identify industries that were impacted by the Industrial Revolution.
- The student can define means of production.
- The student can describe changes in the means of production during the Industrial Revolution.

Underpinning Reasoning Learning Targets:

- The student can connect the use of new power resources to changes in the means of production.
- The student can connect the use of interchangeable parts and mass production to changes in the means of production.

(Prior Grade Standard)

N/A

10.HI.11 (Future Grade Standard)

The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.

Content Elaborations

The first Industrial Revolution in the United States began following the War of 1812 and greatly increased the country's economic growth. It fundamentally changed the means of production through improvements in technology, the use of new power sources, the advent of interchangeable parts, and the shift from craftwork to factory work, which led to greater efficiency in the production process.

Although this revolution began with the textile industry, it quickly moved to the production of other goods.

Instructional Strategies

Use vocabulary word maps/concept organizers to have students unpack the concept of the Industrial Revolution. In the [Concept of Definition Map](#), students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?). Establish a Word Wall to give students constant access to the important content vocabulary for the class.

Create a cause and effect graphic organizer to analyze causes and effects of the first Industrial Revolution. The causes should include both underlying and immediate causes, and the effects should show both immediate and long-term effects.

In [hexagon learning](#), students organize informational hexagons into categories of their choice, with hexagons being placed next to each other to highlight links between the factors described. Create a set of hexagons with descriptions and characteristics of the Industrial Revolution: cotton gin, interchangeable parts, factory system, spinning jenny, water frame, cotton mill, capitalism, corporations, urbanization, steam engines, canals, roads. Have students work in groups to organize the hexagons into categories and make connections on a poster board. Students can draw lines, arrows, and make annotations to explain the categories and connections.

Use a close reading strategy, such as the [Four Reads strategy](#), to analyze the primary sources [Lowell Mill Girls by Harriet Robinson](#) and [David Johnson Recalls the Shoemakers' Shops of Lynn, Massachusetts](#).

Have students write a diary entry from the perspective of a textile factory worker.

Have students analyze the growth of cities from [1790-1860 using Census Bureau data](#). Students can create tables in spreadsheet software and generate appropriate graphs and charts. Based on the data, make a claim about the growth of cities and support it with evidence.

Career Connection - Students explore how technology has changed careers throughout history as new technology emerges. Students research current careers in technology. Students may be able to interview (live or through email) individuals who work in technology fields.

Sample Assessments and Performance Tasks

Which was an effect of the Industrial Revolution in the United States in the late 18th and early 19th centuries?

The boxes below show new power resources during the Industrial Revolution. Move the boxes to the chart to show how each resource changed the means of production in different industries.

How did the development of interchangeable parts contribute to the changes in the means of production?

Instructional Resources

[The Mill Girls of Lowell](#) (National Park Service) - This article summarizes the hardships of women in the textile industry.

[Work, Earnings and Economics: Using 'Lyddie' by Katherine Paterson](#) (EconEdLink) - Based on the book *Lyddie*, students will explore economic concepts by discussing answers to questions the lesson poses.

[The Growth of Cities](#) (Digital History) - This website details the growth of cities in the 1820s and 1830s.

[Census Data Fast Facts](#) (U.S. Census Bureau) - This site provides data on the largest cities and their population for each census.

[Was There an Industrial Revolution? New Workplace, New Technology, New Consumers](#) (EDSITEment) - This lesson provides students with the opportunity to form, revise, and research questions for an investigation of the First Industrial Revolution.

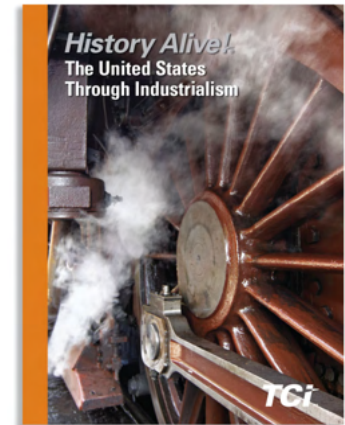
[Eli Whitney's Patent for the Cotton Gin](#) (National Archives) - This website includes primary sources of Whitney's cotton gin patent and article outlining the effects of the cotton gin.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 19, The Worlds of North and South

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 19
 - Interactive Notebook: Lesson 19
 - Visual Discovery: Lesson 19, Images of Ways of Life in North and South
 - Processing: Lesson 19, Draw and Annotate Images on Life in North and South
 - Reading Further: Lesson 19, Diary Entry on Lives of Mill Workers
 - Assessments: Lesson 19

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 26. Analyze the impact government can have on markets by spending, regulating, taxing and creating trade barriers.

Economics Content Statement 26. Governments can impact markets by means of spending, regulations, taxes, and trade barriers.

Essential Understanding

- How government economic policies impact markets

Extended Understanding

- Evaluating government economic policies

Academic Vocabulary

Tier 2

- Explain
- Impact

Tier 3

- Markets
- Spending
- Regulating
- Taxing
- Tariffs
- Trade Barriers

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can analyze the impact government can have on markets by spending, regulating, taxing and creating trade barriers.

Underpinning Knowledge Learning Targets:

- The student can cite ways the government can impact markets.
- The student can give examples of how government impacted markets in early American history.

Underpinning Reasoning Learning Targets:

- The student can explain how government spending impacts markets.
- The student can explain how government regulations impact markets.
- The student can explain how tariffs impact markets.
- The student can explain how trade barriers impact markets.

7.EC.19 (Prior Grade Standard)

Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost- benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

12.EC.10 (Future Grade Standard)

Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.

Content Elaborations

Examples of how governments can impact markets by means of spending, regulations, taxes and trade barriers can be found in early American history.

Spending by the United States and state governments has impacted markets by the financing of internal improvement, such as transportation networks including:

- roads;
- canals; and
- railroads.

The United States also purchased land for later development.

Regulations have been used by governments to control markets by limiting the production or exchange of goods.

Trade barriers, such as tariffs, are used by governments to impact markets. They are the means used to prevent certain exchanges of goods between nations

Instructional Strategies

Have students read about [Henry Clay and the “American System.”](#) What were the goals of this system? What role did Clay want government to play in the economy? What was the impact of internal improvements? For a critical view of the American System, have students analyze [“The Monkey System or Every One For Himself”](#) political cartoon. The cartoon depicts monkeys, labeled as different parts of a nation's economy, stealing each other's resources (food) with commentators describing it as either great or a humbug.

Andrew Stewart was a member of the U.S. House of Representatives who supported Clay's American System. Have students read the quote below and explain what role Stewart believed the government should have in the economy.

1st. *Protect and cherish your national industry by a wise system of finance, selecting in the first place those articles which you can and ought to supply to the extent of your own wants--food, clothing, habitation, and defence--and to these give ample and adequate protection, so as to secure at all times an abundant supply at home. Next select the LUXURIES consumed by the rich, and impose on them such duties as the wants of the Government may require for revenue; and then take the necessaries of life consumed by the poor, and articles which we cannot supply, used in our manufactories, and make them free, or subject to the lowest rates of duty.*

2d. Adopt a system of *national* improvements, embracing the great rivers, lakes, and main arteries of communication, leaving those of a LOCAL character to the care of the States; and on these expend the surplus revenue only; thus uniting and binding together the distant parts of our common country, and at the same time securing the most efficient system of defence in war, and the cheapest and best system of commercial and social intercourse in peace.

This was the great and true American system which he hoped yet to see adopted and carried out.

Use [maps to trace the routes of canals, roads, and railroads](#) in the 19th century and discuss how these improvements impacted the economy. How are transportation systems related to the Industrial Revolution?

Sample Assessments and Performance Tasks

Which is an example of how the U.S. government impacted markets in early American history?

What was the American System? According to supporters of the American System, what role should government have in the economy?

Why did the U.S. government create tariffs in early American history?

How did internal improvements of transportation systems contribute to the Industrial Revolution?

What is the purpose of trade barriers?

Instructional Resources

[Maps of the United States: Transportation](#) - This website includes maps of early systems of transportation in the U.S.

[Clay's American System](#) (Stanford History Education Group) - This assessment gauges students' ability to reason about how evidence supports a historical argument. Students must explain how Clay's speech defending his American System and an editorial critique of federal intervention both support the conclusion that many Americans opposed increased government regulation at the time.

[Was There an Industrial Revolution? New Workplace, New Technology, New Consumers](#) (EDSITEment) - This lesson provides students with the opportunity to form, revise, and research questions for an investigation of the First Industrial Revolution.

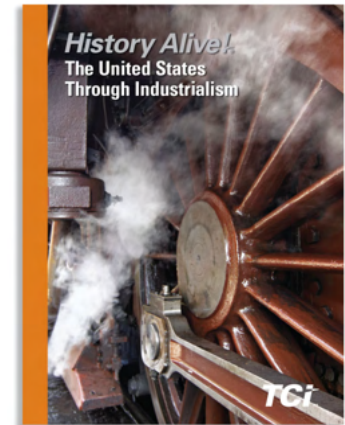
[Transportation: They Say We had a Revolution](#) (EconEdLink) - This lesson discusses the government's use of spending on transportation to influence markets.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 13; A Growing Sense of Nationhood

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 13
 - Interactive Notebook: Lesson 13
 - Assessments: Lesson 13

- Digital TCI Program Support (access through [CCS Clever](#))
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Unpacked Standards / Clear Learning Targets

Learning Target 19. Identify developments that helped bring about a unique national identity based on democratic ideals among diverse regional and cultural populations in the United States.

Geography 19. Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.

Essential Understanding

- How a common national identity formed around democratic ideals

Extended Understanding

- Evaluating the extent to which the U.S. has lived up to its democratic ideals

Academic Vocabulary

Tier 2

- Identify
- Developments

Tier 3

- Common National Identity
- Democratic Ideals
- Assimilating
- Identity

Ultimate Learning Target
Type: Knowledge

Broad Learning Target:

- The student can identify developments that helped bring about a unique national identity based on democratic ideals among diverse regional and cultural populations in the United States.

Underpinning Knowledge Learning Targets:

- The student can explain the democratic ideals that became the cornerstone for national identity including freedom, equality, rights and justice.
- The student can cite the ways democratic ideals were included in founding documents.
- The student can trace the development of American identity from the Revolution to the Civil War.
- The student can explain the role of public education in helping foster democratic ideals.
- The student can discuss the role of democratic ideals and the hope of assimilation in immigration.

4.GE.13 (Prior Grade Standard)

The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.

10.HI.12 (Future Grade Standard)

Immigration, internal migration and urbanization transformed American life

Content Elaborations

Democratic ideals became the cornerstone for the development of a common unique national identity. Many of these ideals were reflected in colonial governments and formed the basis for the colonists' disagreements over British policies, and were embedded in the U.S. Constitution, particularly in the Bill of Rights.

A uniquely American identity began to emerge around the time of the American Revolution. The creation of public educational systems helped foster these ideals.

Many immigrants came to the United States in pursuit of these democratic ideals with the hope of assimilating as Americans.

Instructional Strategies

Begin a discussion of democratic ideals by reviewing key concepts from earlier lessons on the American Revolution and the American Founding. Have students complete an alphabet brainstorm on the topic of democracy in the United States. Students should generate ideas that begin with each letter of the alphabet. This can be done individually, in small groups, or as a whole-class activity.

Create a two-column chart "Ideal vs. Real." In the Ideal column, list core values of democracy (e.g., consent of the people), and in the Real column, show how each value was limited/denied in early American history (e.g., limited voting rights for women and African Americans).

Have students research the history of American education. Students can work in small groups to study a particular historical period from colonial America through the Civil War. Research should focus on: who attended school (and was not permitted to attend), the purpose of schools, and the subjects taught. As a class, discuss the ways in which schooling became more democratic over time and how it fostered a national identity.

Have students consider two metaphors of the United States: the salad bowl and the melting pot. In the salad bowl, each ingredient maintains its own identity as a fruit or vegetable, while occupying a common space. In a melting pot, the ingredients blend together, while adding their own particular spice. Relate these metaphors to immigration in early America. Which is more accurate? Does either metaphor work well? Have students create their own original metaphor of American identity and diversity and create a simple illustration.

Imagine that you have recently immigrated to the United States in the 1850s. Write a letter to a family member back home explaining your hopes and dreams. What do you hope to accomplish in the United States? Why do you believe you will have an opportunity to achieve these goals in the United States?

Sample Assessments and Performance Tasks

Which choices below show the democratic ideals that become the cornerstone for the development of a common national identity? Check all that apply.

Give two examples of how the democratic ideals of freedom and equality were included in the U.S. Constitution and Bill of Rights.

What role did public education play in forming a common national identity?

How did democratic ideals contribute to immigration to the United States?

Instructional Resources

[A Brief History of Education in the United States](#) - This article provides a brief overview of the history of education in the U.S. from colonial times to present.

[The Struggle for Public Schools](#) (Digital History) - This article details school reform efforts in the first half of the 19th century.

[Forging a National Identity: Six Patriotic Pieces](#) (National Humanities Center) - This collection of primary sources shows the development of a national "iconography" in the early republic -- songs, poems, prints, and other popular creations.

[Democracy in America: Alexis de Tocqueville's Introduction](#) (EDSITEment) - In this lesson, students use close reading to examine excerpts from Tocqueville's *Democracy in America*.

[Alexis de Tocqueville and the American Dream](#) (PBS) - This site includes a brief video with accompanying teaching materials on Tocqueville and the origins of the American Dream.

[Irish Immigration](#) (Stanford History Education Group) - In this lesson, students examine political cartoons, a Know-Nothing party speech, and a historian's account to consider how racial categories may be ambiguous and change over time.

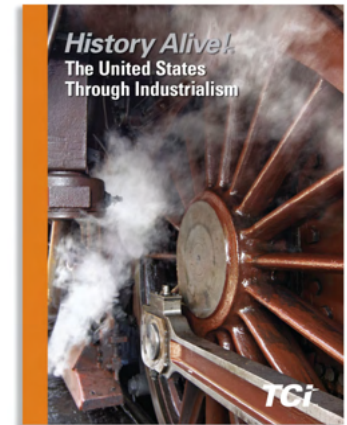
[Is America the "Promised Land" for the world's immigrants?](#) (C3 Teachers) - This inquiry leads students through an investigation of immigration experiences in the United States.

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 - Interactive Notebook: Lesson 13
 - Preview: Lesson 13, Star-Spangled Banner Song
 - Writing for Understanding: Lesson 13, Art Exhibit, Ball and Literary Gathering
 - Reading Further: Lesson 13, Excerpts from American Literature
 - Assessments: Lesson 13

- Digital TCI Program Support (access through [CCS Clever](#))
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Unit 4. Civil War and Reconstruction
Unpacked Standards / Clear Learning Targets

Learning Target 12a. Compare the positions of the sections of the United States on issues of the 1820s through the 1850s.

Learning Target 12b. Summarize how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.

History Content Statement 12. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

Essential Understanding

- How sectional disputes helped lead to the Civil War

Extended Understanding

- Ongoing disputes over federalism since the Civil War

Academic Vocabulary

Tier 2

- Illustrate
- Disputes

Tier 3

- Sectional Issues
- Federalism
- States' Rights
- Tariffs
- Internal Improvements

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can compare the positions of the sections of the United States on issues of the 1820s through the 1850s.
- The student can summarize how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.

Underpinning Knowledge Learning Targets:

- The student can give examples of sectional issues that involved arguments over states' rights.
- The student can explain the position of Northerners, Westerners and Southerners on tariffs, the national bank, internal improvements, cheap sale of public land, and the expansion of slavery into western territories.

Underpinning Reasoning Learning Targets:

- The student can explain how westward expansion contributed to the debate over slavery.
- The student can analyze the role of states' rights and slavery as causes of the Civil War.

4.HI.7 (Prior Grade Standard)

Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

11.GO.6 (Future Grade Standard)

The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.

Content Elaborations

The federal system of government created by the Constitution raised questions during the first half of the 19th century over the power of the federal government versus the powers reserved to the states. States' rights arguments were first outlined in the Virginia and Kentucky Resolutions of 1798-99.

As the United States continued to grow, sectionalism based on economic characteristics became more distinct. The sections took different positions on key political issues of the day including:

- tariff policy;
- the national bank;
- internal improvements;
- sale of public lands; and
- slavery.

In several key instances, the sectional issues involved arguments over states' rights:

- Tariff of Abominations; and
- Nullification Crisis of 1832-33.

One sectional issue in particular, the extension of slavery, prompted much debate in the 1800s:

- Missouri Compromise;
- Wilmot Proviso;
- Compromise of 1850; and
- Kansas-Nebraska Act.

The debate over this issue culminated with the South's exercise of the ultimate states' right – secession.

The American Civil War was fought to resolve the issues of states' rights versus a federal union, and whether or not the nation would continue to allow slavery.

[From Teaching Hard History: A Framework for Teaching American Slavery:](#)

Lincoln disliked slavery but believed that the Constitution protected the institution where it existed. He ran on the Republican platform of non-expansion of slavery into the territories.

The first seven states to secede from the Union were South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana and Texas. In their declarations to the world explaining why they seceded, slavery and the political conflict over slavery were the central factors. The Confederate States of America was established in February 1861 (but never recognized by any other government or nation). Its constitution legalized and protected slavery.

Instructional Strategies

Conduct a simulation of the U.S. Senate in the 1830s-1850s. Divide the class in three groups: North, South, and West. Debate and negotiate the following bills: Be it enacted...

1. **Protective Tariff:** A tax shall be charged on all products imported into the U.S. This tariff shall amount to ___ tax on each dollar value of the good imported.
2. **Internal Improvements:** The federal government will authorize the issuing of bonds up to the amount of \$5 to subsidize road and canal building projects.
3. **Slavery:** Slavery will not be allowed in any territories that the U.S. acquires in the future whether by conquest, purchase, treaty or voluntary annexation.
4. **U.S. Bank:** The charter of the Second Bank of the United States will be extended for a twenty year period commencing January 1, 1836.
5. **Western Lands:** Any adult person residing on and improving public lands of the U.S. shall have the right to purchase any of that public land at the government's minimum price of \$1.25 per acre before that land is made available at public auction.

Have students debate, negotiate, and vote on each bill based on their regional interests. Points can be awarded by region, which leads to regional block voting. Two regional blocks can always outvote the other. The South scores high for defeating restriction of slavery, no or low tariffs, defeating canal subsidies, and defeating bank recharter. The North scores high for passing high tariffs, canal subsidies, and restrictions on slavery. The West scores high for passing cheap western land, canal subsidies, and defeating the bank recharter.

Create a timeline of events that shows disputes over states' rights beginning with the Virginia and Kentucky Resolutions (1798-99) to the secession of the South (1860). Explain how each event illustrates the dispute over federal power vs. states' rights. Note the instances in which southern states actually supported federal government authority over (northern) states' rights in matters such as the Fugitive Slave Law and *Dred Scott* decision.

Using a [Diamond Diagram](#), students organize nine causes of the Civil War in a diamond shape to show the most significant causes. Using a digital tool or notecards, have students write one factor that contributed to the war on each card: abolitionist activity, agricultural vs. industrial economies, *Dred Scott*, election of Lincoln, failed compromises, slavery, states' rights, tariffs, and westward expansion). Working in groups, students can discuss where each card should be placed on the diamond, with the most significant cause on the top, and least significant on the bottom. Compare group responses and debrief as a class.

Many defenders of the Confederacy (even today) have argued that secession was not about slavery. This claim can be easily refuted by reading documents written by seceding states and leaders at the time of secession. Have students read the [declarations of secession](#) (Georgia, Mississippi, South Carolina, Texas, Virginia), the [Cornerstone Speech](#) by Confederate Vice President Alexander Stephens, and [The Constitution of the Confederate States](#). Highlight all of the references to protecting slavery (directly or indirectly). Students can then write a social media post explaining why slavery was central to the Civil War using evidence from these primary sources.

When conducting an [OUT \(Opening Up the Textbook\)](#), the teacher juxtaposes a short excerpt from the course's textbook with an additional document or two. These documents are chosen to open up the textbook's story and engage students in comparing and cross checking sources. Have students compare the textbook's account of slavery as a cause of the Civil War, with the primary sources above.

Sample Assessments and Performance Tasks

Which choice below correctly describes disputes over Federalism vs. states' rights?

The boxes below show four sectional issues in the first half of the 19th century: tariffs, the national bank, internal improvements, and the expansion of slavery. Move the boxes into the correct spaces on the chart to show which sections supported and opposed each issue.

Why did Northerners and Southerners disagree over tariffs?

Why did Northerners and Westerners disagree over the national bank?

Why did Westerners and Southerners disagree over internal improvements?

Which events below involve conflicts over states' rights in the 1820s and 1830s? Check all that apply.

Explain how debate over slavery helped lead to the American Civil War.

Read the excerpt below from The Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union. What reasons does South Carolina give for seceding from the Union?

“We affirm that these ends for which this Government was instituted have been defeated, and the Government itself has been made destructive of them by the action of the non-slaveholding States. Those States have assume the right of deciding upon the propriety of our domestic institutions; and have denied the rights of property established in fifteen of the States and recognized by the Constitution; they have denounced as sinful the institution of slavery; they have permitted open establishment among them of societies, whose avowed object is to disturb the peace and to eloin the property of the citizens of other States. They have encouraged and assisted thousands of our slaves to leave their homes; and those who remain, have been incited by emissaries, books and pictures to servile insurrection.”

Instructional Resources

[Factory vs. Plantation in the North and South](#) - This lesson focuses on the shift toward mass production in northern factories and on southern plantations that occurred during the first half of the 19th century.

[Excerpt from *The Narrative of the Life of Frederick Douglass*](#) (CommonLit) - reading and discussion questions centered on the question: how does power corrupt?

[John Brown](#) (Stanford History Education Group) - To determine whether Brown was a "misguided fanatic," students examine a speech by Brown, Frederick Douglass's account of his efforts to dissuade Brown from the raid, and a letter from an admirer to Brown.

[The Declaration of Causes of Seceding States](#) (American Battlefield Trust) - This site includes the original secession declarations issued by Georgia, Mississippi, South Carolina, Texas and Virginia.

[The Road to War: What Caused the Civil War?](#) (History Blueprint - UC Davis) - This first lesson centers on one of the most significant and contested issues in the study of the Civil War – the cause of the war itself.

[Slavery and the Civil War, Part I](#) (Teaching Tolerance) - What really caused the Civil War? In this podcast episode, Salem State University Professor Bethany Jay offers tips for teaching lesser-known history that clarifies this question and cuts through our cloudy national understanding of the Confederacy.

[Getting the Civil War Right](#) (Teaching Tolerance) - In this article, James Loewen argues that the emphasis on states' rights separates us from the role of slavery and allows us to deny the notions of white supremacy that fostered secession.

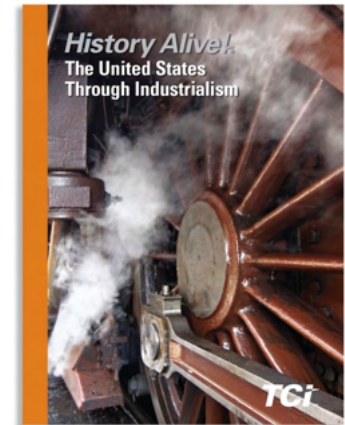
[Did Abraham Lincoln Really Want to Free the Slaves?](#) (C3 Teachers) - This module begins with a compelling question that asks students to dig more deeply into that assumption and develop a more complex understanding of Lincoln's views and actions regarding slavery.

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 21, A Dividing Nation

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 21
 - Interactive Notebook: Lesson 21
 - Preview: Lesson 21, Lincoln Metaphor
 - Visual Discovery: Lesson 21, Analyze Maps and Images on Tensions between North and South
 - Processing: Lesson 21, Letter the Editor
 - Investigating Primary Sources: How Did Slavery Create Tension among the States?
 - Assessments: Lesson 21

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 13. Describe how key battles and individual contributions helped lead to the defeat of the secessionist states.

History Content Statement 13. Key events and significant figures in American history influenced the course and outcome of the Civil War.

Essential Understanding

- The influence of key events and significant figures in the Civil War.

Extended Understanding

- The long-term impact of the Civil War.

Academic Vocabulary

- Tier 2**
- Significant
 - Influenced

Tier 3

- Civil War

Ultimate Learning Target
Type: Reasoning

Broad Learning Target:

- The student can describe how key battles and individual contributions helped lead to the defeat of the secessionist states.

Underpinning Knowledge Learning Targets:

- The student can identify key events that influenced the course and outcome of the Civil War.
- The student can identify significant figures that influenced the outcome of the Civil War.
- The student can describe the evolution of Union policies concerning slavery and African American military service
- The student can describe how free black and enslaved communities affected the Civil War.
- The students can explain how Indigenous people participated in and were affected by the Civil War.
- The student can examine the ways that people who were enslaved tried to claim their freedom after the Civil War.

Underpinning Reasoning Learning Targets:

- The student can explain how key events influence the course of the Civil War.
- The student can explain how key events influenced the outcome of the Civil War.
- The student can explain how significant figures influenced the course of the Civil War.
- The student can explain how significant figures influence the outcome of the Civil War.

4.HI.7 (Prior Grade Standard)

Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

11.GO.6 (Future Grade Standard)

The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.

Content Elaborations

The American Civil War was a conflict between the United States and the eleven Southern states that seceded from the Union. The course and outcome of the Civil War was influenced by strategic decisions by leaders from both the North and South, decisive battles, and military strategy.

Key events and battles include:

- Fort Sumter;
- Battle of Antietam;
- Battle of Gettysburg;
- Battle of Vicksburg;
- Sherman's March to the Sea;
- Emancipation Proclamation;
- Lee's surrender at Appomattox Courthouse; and
- assassination of Abraham Lincoln.

The course of the war was shaped by the efforts of the military and civilians, including women, free and enslaved African Americans.

From Teaching Hard History: A Framework for Teaching American Slavery:

Union political leaders initially rejected emancipation and black military service to appease border states, where slavery was legal. Enslaved African Americans fled to Union lines in such numbers that the military accepted them as contraband property, a classification that negated any legal claims of ownership by enslavers and set important precedents for more general emancipation. It was largely through the persistence of the African American community that Union policy on black military service changed. Eventually, the 180,000 black soldiers who served, including the 98,500 formerly enslaved men, provided a crucial service to the Union Army.

In the South, enslaved men, women and children left plantations in large numbers or refused to work. Their actions affected the Confederacy's ability to supply its army and feed its civilians. Many enslaved African Americans who remained on Southern plantations and farms risked their lives to help Union forces and hinder the Confederate military, including by providing valuable information on troop numbers and positions.

The Emancipation Proclamation was the culmination of evolving Union policy. Lincoln's proclamation freed enslaved people in areas of seceded states not under Union control, though it did not necessarily include Indigenous enslavement. The Emancipation Proclamation was the result of several factors: Lincoln's developing opposition to slavery, the changing sentiment in the North about the necessity of ending slavery as a way to end the war, the valor of the African American soldiers who fought for freedom, and the self-emancipation of hundreds of thousands of enslaved Southerners who had already fled to Union lines.

Indigenous people fought on both sides of the Civil War, depending on which side they believed would better protect the interests of their own nation. During the Civil War, the United States failed to meet many treaty obligations with Native nations.

Instructional Strategies

Have students complete a K-W-L 3-column chart (Know, Want to Know, Learned) about the Civil War. Complete the K and W columns at the beginning of the unit/lesson and the L column at the conclusion of the unit/lesson.

Using notecards or a digital tool, have students match up one of the following events or battles with a description of its significance: Fort Sumter, Battle of Antietam, Battle of Gettysburg, Battle of Vicksburg, Sherman's March to the Sea, Emancipation Proclamation, Lee's surrender at Appomattox Courthouse, and assassination of Abraham Lincoln. Next, have students assign a "significance score" to each event from 1 (not significant) to 5 (very significant). Have students work in pairs to compare responses and rank the events from greatest to least significant. Students should be prepared to defend their scores and rankings. Research a key figure in the Civil War. Create an infographic or a multimedia presentation that explains how this individual influenced the course and outcome of the Civil War.

Create a map of important Civil War events and battles (on paper or using [Google My Maps](#)). For each event, give a description of its significance and explain the importance of geography and location of each event.

Use a close reading strategy, such as the [Four Reads strategy](#), to analyze two primary sources: [Men of Color, To Arms! by Frederick Douglass](#) and [James Henry Gooding's Letter to Abraham Lincoln](#). Douglass encouraged African Americans to join the first regiments of Black soldiers. Gooding was a Corporal in the 54th Massachusetts regiment. He asked Lincoln to intervene to ensure that he and his fellow soldiers are fairly paid. Black soldiers were paid \$10 per month while white soldiers were paid \$13.

Although it is often claimed that "history is written by the winners," many of the early narratives about the history of the Civil War were written by ex-Confederates and those of later generations who were sympathetic to the "lost cause" of the Confederacy. As a result, many false stories and myths about the Confederacy are widespread even today. Have students debunk one of these myths below using the provided research links. Students can summarize the argument in the form of a social media post. Discuss the reasons why these myths persist despite clear evidence of their falsity.

- [Rethinking Sherman's March to the Sea](#)
- [The Myth of the Kindly General Lee](#)
- [Black Confederates: Exploding America's Most Persistent Myth](#)
- [Myths & Misunderstandings: The Confederate Flag](#)
- [The Confederacy Was an Antidemocratic, Centralized State](#)

Students can learn more about Columbus, Ohio in the Civil War through information on the [Teaching Columbus website](#). Students can visit one of the historic sites (Camp Chase, Kelton House, Ohio Statehouse, Green Lawn Cemetery) or historic markers (Tod Barracks, Ohio Penitentiary).

Sample Assessments and Performance Tasks

How did Abraham Lincoln's leadership influence the course and outcome of the Civil War?

How did ____ event influence the course of the Civil War?

How did African Americans contribute to Union military success in the Civil War?

What was the significance of the Emancipation Proclamation?

Which enslaved African Americans were declared free by the Emancipation Proclamation? Why did this have a limited impact?

Instructional Resources

[Effects of the Civil War: How did the Civil War Impact Different Groups of Americans?](#) (History Blueprint UC Davis) - This lesson addresses the effects of the Civil War on multiple populations.

[Emancipation: How did Slaves Gain Their Freedom?](#) (History Blueprint - UC Davis) - Students will study the events and actions during the Civil War that brought about the emancipation of nearly 4 million slaves in this lesson.

[Does it Matter Who Freed the Slaves?](#) (C3 Teachers) - The goal of this inquiry is to introduce students to historiography as they wrestle with historical significance within the context of a historical controversy.

[Is Freedom Free?](#) (C3 Teachers) - Many students assume that the emancipation of slaves and freedom (i.e., political, economic, and social freedoms) are interchangeable concepts. This module attempts to challenge this pre-conception and uncover the complexities and costs of freedom for ex-slaves by asking the compelling question, "Is freedom free?"

[Who Freed the Slaves?](#) (American Social History Project) - This collection challenges students to unravel a significant question: who or what was the main force behind the abolition of slavery? Was it the Union Army? Lincoln himself? Was it the work of radical abolitionists who pressured Lincoln to convert a war to save the Union into a war to end slavery? And what about the enslaved themselves, who deserted plantations in huge numbers and flocked to the Union Army, where they came to play a significant role in the war effort?

[Why They Fought: Ordinary Soldiers in the Civil War](#) (American Social History Project) - The documents and teaching activities in this collection reveal the complex motivations that drove soldiers on both sides of the conflict.

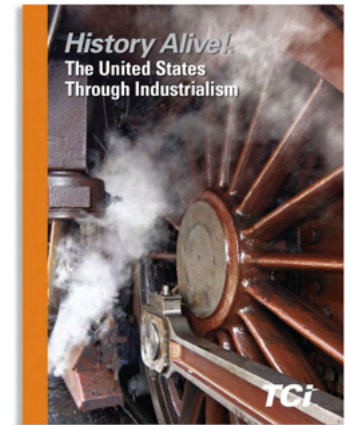
[Black Soldiers in the Civil War](#) (CommonLit) - Article with text-dependent questions on the different ways that African Americans experienced unfair treatment in the army during the Civil War

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 22, The Civil War

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 22
 - Interactive Notebook: Lesson 22
 - Preview: Lesson 22, Soldier in the Civil War
 - Experiential Exercise: Lesson 22, Primary Sources on the Civil War
 - Processing: Lesson 22, Civil War Journal Entry
 - Assessments:

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 14. Describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.

History Content Statement 14. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences

Essential Understanding

- Political and social changes that resulted from Reconstruction

Extended Understanding

- Re-emergence of old political and social structures following Reconstruction
- Long-term significance of the 13th, 14th and 15th amendments

Academic Vocabulary

Tier 2

- Describe
- Affirmation

Tier 3

- Reconstruction
- Federal Authority
- 13th Amendment
- 14th Amendment
- 15th Amendment
- Carpetbaggers
- Ku Klux Klan

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Target:

- The student can describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.

Underpinning Knowledge Learning Targets:

- The student can identify the political changes that came about in the South from the conclusion of the Civil War.
- The student can explain the rights granted by the 13th Amendment.
- The student can explain the rights granted by the 14th Amendment.
- The student can explain the rights granted by the 15th Amendment.
- The student can describe actions taken by white Southerners who resented Reconstruction.
- The student can summarize the struggle for control of Reconstruction between Congress and the presidency.
- The student can recognize that slavery continued in many forms through most of the 19th century in the U.S.
- The student can explain the ways that people who were enslaved tried to claim their freedom after the Civil War.

(Prior Grade Standard)

N/A

10.HI.13 (Future Grade Standard)

Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.

Content Elaborations

The conclusion of the American Civil War brought victory for the federal union over the secessionist states, emancipated slaves, and began the period of Reconstruction for the South.

During Reconstruction, amendments were passed to emancipate all enslaved Americans, grant citizenship, and extend voting rights.

Reconstruction had a particular impact on Southern states. They were required to implement a series of actions before being readmitted to the Union, resulting in resentments and new issues. Many white southerners resented the new status afforded to African Americans. They responded by enacting black codes forming organizations such as the Ku Klux Klan.

Congress and the presidency engaged in a struggle to control Reconstruction, which threatened the balance of power between the branches of the federal government.

[From Teaching Hard History: A Framework for Teaching American Slavery:](#)

Freed African Americans sought to exercise their freedom in several ways, including relocating (leaving the plantations where they had been enslaved); pursuing education (in the numerous schools established after the war); living as families; and participating in politics.

Black voters became influential in Southern elections during Congressional Reconstruction. Between 1865 and 1877, black men served in the U.S. Senate, the U.S. House of Representatives and in state capitols. More than 600 black men also served in state legislatures.

The U.S. Bureau of Refugees, Freedmen and Abandoned Lands (the Freedmen's Bureau) was a large bureaucracy created after the Civil War to help African Americans who had been enslaved. It provided services including legal aid, food, housing and education. The Freedmen's Bureau also tried to reunite separated families and oversaw the attempts to settle formerly enslaved people on confiscated or abandoned Confederate lands.

Access to land was one of the main issues to affect the lives of formerly enslaved African Americans. During the war, the Union Army relocated formerly enslaved people onto confiscated Confederate land. However, most of those resettled were kicked off their farms in 1866 when President Andrew Johnson ordered the land returned to the former enslavers.

By passing the 14th and 15th Amendments during Congressional (Radical) Reconstruction, the federal government made a commitment to protect the legal and political rights of African Americans. Federal troops enforced the civil and political rights of African Americans in the South during Congressional Reconstruction.

None of these Reconstruction efforts applied to formerly enslaved Indigenous people, whose lands and rights continued to be taken away after the end of the Civil War.

Instructional Strategies

Use a [History Frame](#) to map out the elements of Reconstruction. Where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? how was it resolved? and so what?

Create a Venn diagram to compare Lincoln's Ten Percent Plan with the Radical Republicans' Plan for Reconstruction. Using this information, write a claim about which plan was a better approach to reconstructing the nation. Use evidence and reasoning to support the claim.

Create a multimedia timeline showing important political changes during Reconstruction. Use narrative and visuals to summarize key developments and their impact. The timeline should show accurate chronology and make cause-and-effect connections among events.

Have students work in small groups to analyze a series of primary sources (artwork, artifacts, diaries, letters, photographs, political cartoons, etc.) about life for formerly enslaved African Americans in the Reconstruction South. [The African American Odyssey: A Quest for Full Citizenship](#), from the Library of Congress, provides a variety of sources (both images and text). Primary source analysis sheets are available from the [National Archives](#) and [Library of Congress](#).

Use a close reading strategy, such as the [Four Reads strategy](#), to analyze the primary source [“The Evil Shadow of Slavery No Longer Hangs Over Them”:
Charlotte Forten Describes Her Experiences Teaching on the South Carolina Sea Islands](#).

Write a diary entry from the perspective of an African American living in the South during Reconstruction. What political rights do you have now that you did not have before the Civil War ended? How have many white Southerners in your state attempted to keep the old order in place? Do you believe the federal government has done enough to protect your rights during Reconstruction?

Imagine that you are living in the North during Reconstruction. How would you respond to white Southerners who resented Reconstruction? Write a letter to the editor of a newspaper stating a claim about Reconstruction policies and supporting your claim with evidence and reasoning.

Have students work in groups to create a virtual museum exhibit on Reconstruction. Each group should specialize in one topic: Freedmen's Bureau, Constitutional Amendments, African Americans in government, Sharecropping, Black Codes/Segregation. The exhibits should include narrative and visuals that make an argument about the topic, and demonstrate its significance in history. Students can use presentation software or a website to display their exhibits.

In the [Philosophical Chairs strategy](#), one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion. Use this strategy to engage students in a discussion on the question: Was Reconstruction successful? Or Did Reconstruction go far enough?

Sample Assessments and Performance Tasks

Which political change resulted from the end of the Civil War?

The boxes below show the terms of the 13th, 14th, and 15th Amendments. Move the boxes to the correct column on the chart.

Which statement explains the significance of the 14th Amendment?

Why did many white Southerners resent Reconstruction?

Identify two ways in which white Southerners who resented Reconstruction tried to re-establish the old order.

How did Reconstruction threaten the balance of power among the branches of government?

Instructional Resources

[Lesson Plans: The Battle over Reconstruction](#) - This EDSITEment unit has three lessons on Reconstruction.

[SC Black Codes: A Lesson on Reconstruction Legislation and Amendments](#) - This lesson can be adapted for Content Statement 14.

[Louisiana Black Code](#) - This lesson uses primary sources to help students understand the historical context of black codes in the South.

[Post-1865: Effects of the Civil War](#) (Civil War Trust) - In this lesson, students will summarize the 13th, 14th, and 15th Amendments, discuss John Wilkes Booth's reasons for assassinating President Lincoln, and define the term "reconstruction" and discuss the various ideas on reunification.

[The Reconstruction Era and the Fragility of Democracy](#) (Facing History) - The unit presents educators with materials they need to engage students in a deep study of the pivotal era of American history that followed the Civil War. Free account registration required.

[Radical Reconstruction](#) (Stanford History Education Group) - In this lesson, students will read speeches by Thaddeus Stevens and Johnson in order to explore why the Radical Republican plan was considered so "radical" at the time.

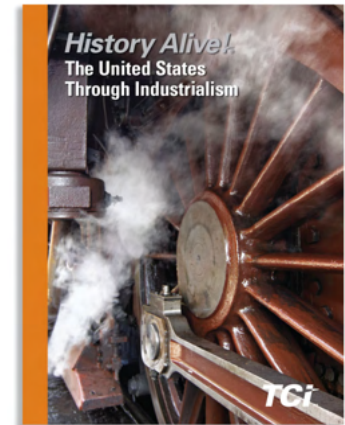
[Was Reconstruction mostly a story of triumph or tragedy?](#) (Read.Inquire.Write) - How should the story of Reconstruction be told? Students learn about the experiences of African Americans during Reconstruction using historical sources. They examine examples of progress and oppression in the struggle for equal rights and explore the central question: Is Reconstruction mostly a story of triumph or tragedy for African Americans?

Adopted Textbook Resources***History Alive! The United States Through Industrialism (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 23, The Reconstruction Era

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 23
 - Interactive Notebook: Lesson 23
 - Preview: Lesson 23, Hopes of Freedmen
 - Visual Discovery: Lesson 23, African Americans in Reconstruction
 - Processing: Lesson 23, African Americans Journey Toward Full Citizenship
 - Reading Further: Values Expressed by Participants in Civil Rights Movement
 - Assessments: Lesson 23

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
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Unpacked Standards / Clear Learning Targets

Financial Literacy Learning Targets 15-23. Read, analyze, manage and communicate about personal financial conditions that affect one’s material well-being.	<u>Essential Understanding</u> – Key strategies for investing and managing credit and debt <u>Extended Understanding</u> – Long-term impact of investment strategies	<u>Academic Vocabulary</u> Tier 3 – Investment – Debt – Credit
Ultimate Learning Target Type: Reasoning	<u>Broad Learning Target:</u> – The student can read, analyze, manage and communicate about personal financial conditions that affect one’s material well being. <u>Underpinning Skills Learning Targets:</u> – The student can use key investing principles one can achieve the goal of increasing net worth <u>Underpinning Knowledge Learning Targets:</u> – The student can describe how government agencies regulate providers of financial services to help protect investors. – The student define credit. – The student can define debt. – The student can describe how financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt. – The student can identify options for paying for post-secondary education opportunities. – The student can identify safeguards that exist to help protect one’s identity, money, and property. <u>Underpinning Reasoning Learning Targets:</u> – The student can explain how investment strategies must take several factors into consideration such as compounding interest, costs, fees, tax implications and the time value of money. – The student can explain how effectively balancing credit and debt helps one achieve some short and long-term goals.	
6.EC.16 (Prior Grade Standard) When selecting items to buy, individuals can compare the price and quality of available goods and services.	11.EC.13 (Future Grade Standard) Financial decision-making involves considering alternatives by examining costs and benefits.	

Content Elaborations**Investing**

15. Using key investing principles one can achieve the goal of increasing net worth.
16. Investment strategies must take several factors into consideration such as compounding interest, costs, fees, tax implications and the time value of money.
17. Government agencies are charged with regulating providers of financial services to help protect investors.

Credit and Debt

18. Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay the lender at some later date.
19. Debt is an obligation owed by one party to a second party.
20. Effectively balancing credit and debt helps one achieve some short and long-term goals.
21. Financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt.
22. Many options exist for paying for post-secondary education opportunities.

Risk Management and Insurance

23. Safeguards exist that help protect one's identity, money, and property.

Instructional Strategies

Create a two-column chart showing advantages of disadvantages of having credit, and another two-column chart showing responsibilities and rights in credit.

Read and interpret a sample credit report.

Present students with a series of scenarios of credit-based purchases and have them determine whether the planned purchases allow them to stay within a “safe debt load” (never borrow more than 20 percent of your yearly net income; does not apply to mortgages).

Have students set short-term, medium-term, and long-range financial goals.

Have students complete a series of interest calculations using simple and compound interest rates.

Present students with a series of scenarios on consumer privacy and have them determine whether or not they should provide the requested information in each scenario.

Sample Assessments and Performance Tasks

How does investing help an individual increase net worth?

What factors should you consider when deciding how to invest your money?

Why is it important to balance credit and debt?

In which situations below should you use credit?

In which situations below should you provide personal financial information?

Instructional Resources

[Practical Money Skills](#) - comprehensive financial literacy curriculum with teachers' guides, student activities, presentation resources, and tools for assessment.

The lessons below from Practical Money Skills align with the financial literacy standards for Grade 8.

- Lesson 7: Credit
[Teacher's Guide](#)
[Student Activities](#)
[PowerPoints](#)
[Presentations](#)
- Lesson 8: Credit Cards
[Teacher's Guide](#)
[Student Activities](#)
[PowerPoints](#)
[Presentations](#)
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[Student Activities](#)
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[Presentations](#)
- Lesson 13: In Trouble
[Teacher's Guide](#)
[Student Activities](#)
[PowerPoints](#)
[Presentations](#)
- Lesson 14: Consumer Privacy
[Teacher's Guide](#)
[Student Activities](#)
[PowerPoints](#)
[Presentations](#)