

United States History I: Unit 1 – American Beginnings to 1783

TIMEFRAME: - Quarter 1-

ESSENTIAL QUESTIONS:

- How and why did the Columbian Exchange begin, and what was its impact on Europe, Africa, and the Americas?
- What were the causes and consequences of European colonization of North America?
- How did the economic, social, and political growth of the Thirteen Colonies encourage separation from Great Britain?
- What were the immediate causes as well as the short- and long-term consequences of the American Revolution?

CONTENT STANDARDS:

WHI.12 Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade.

USI.1 Explain the political and economic factors that contributed to the American Revolution.

- A. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775
- B. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution

USI.2 Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government.

- A. the legacy of ancient Greece and Rome
- B. the political theories of such European philosophers as Locke and Montesquieu

USI.3 Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson.

USI.4 Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war.

USI.5 Explain the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts.

RESOURCES:

- Holt McDougal “The Americans” – Chapters 1, 2, 3, and 4, as well as supporting online “In-Depth Resources”
- Stanford History Education Group – “Beyond the Bubble” (<http://beyondthebubble.stanford.edu/>) and “Reading Like a Historian” (<http://sheg.stanford.edu/rlh>)
- Yale University “Avalon Project ” (<http://avalon.law.yale.edu/>)
- Gilder Lehrman Institute of American History Website (<http://www.gilderlehrman.org/>)
- Zinn Education Project (<http://zinnedproject.org/>) and “A Young People’s History of the United States, Volume II”
- DBQ Project “American History DBQs” and “American History Mini-Qs – Volume 1”
- National History Education Clearing House (<http://teachinghistory.org/>)
- Ashbrook Center “Teaching American History” Project (<http://teachingamericanhistory.org/>)
- Massachusetts History and Social Science Curriculum Frameworks – Appendices A, C, E, and F

HISTORICAL THINKING STANDARD:

Standard 2 - Historical Comprehension

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- B. Reconstruct the literal meaning of a historical passage.
- C. Identify the central question(s) the historical narrative addresses.
- D. Differentiate between historical facts and historical interpretations.
- E. Read historical narratives imaginatively.
- F. Appreciate historical perspectives.
- G. Draw upon data in historical maps.
- H. Utilize visual, mathematical, and quantitative data.

FORMATIVE ASSESSMENT(S):

- Mini Document-Based Question (Mini-Q) Open-Response.
- Content/Response Notes – “Summarize It”
- Writing Activities (i.e. H.O.T. Boxes, T-W-P-S, journaling)
- Text-Based “In-Depth” Resources (i.e. Guided Reading, Building Vocabulary, Skillbuilder Practice, Reteaching Activity, Geography Application, Connections to Literature, Section Assessments, Online Test Practice)
- Graphic Organizers (i.e. Cause & Effect, Compare & Contrast, Problems & Solutions, Making Connections/Analogies, Perspective-Taking)
- Visual Analysis/Presentation Activities (i.e. illustrated timeline, thought museum, political cartoon, brochure, PowerPoint/video presentation, poster/mosaic, illustrated graphic organizer/chart/graph)

KEY CONCEPTS:

- Colonization
- Columbian Exchange
- *Conquistador*
- Joint-Stock Companies
- Headright System
- Indentured Servant
- Puritans/Separatists
- Pequot War
- King Philip’s War
- Quakers
- Mercantilism
- Parliament
- Dominion of New England
- Glorious Revolution
- Salutory Neglect

- Cash Crop
- Triangular Trade
- Middle Passage
- Enlightenment
- Great Awakening
- French & Indian War
- Proclamation of 1763
- Sugar Act
- Stamp Act
- Townshend Acts
- Intolerable Acts
- Second Continental Congress
- Declaration of Independence
- Patriots
- Loyalists
- Valley Forge
- Treaty of Paris

KEY OBJECTIVES/OUTCOMES:

- Identify reasons for Spanish exploration and colonization of the Caribbean.
- Assess the impact of the Atlantic slave trade upon Africa and the Americas.
- Describe the consequences of the Columbian Exchange on Europe, Africa, and the Americas.
- Identify the obstacles facing the English settlers in America and the factors that helped them flourish.
- Contrast English and Spanish patterns of conquest.
- Describe the economic and social inequities that triggered Bacon’s Rebellion.
- Identify the motives that led the Puritans to New England.
- Summarize the principles of government established by the dissenters who fled to Rhode Island.
- Explain the conflicts between English colonists and the Pequot and Wampanoag.
- Explain the reasons for the social and religious diversity of colonial Pennsylvania.
- Explain the economic relationship between England and its American colonies.
- Summarize how salutary neglect of the colonies after 1688 planted the seeds of self-government.
- Trace the development of a plantation economy and slave trade in the American South.
- Trace the development of a varied and thriving economy in the North.
- Summarize the influence of the Enlightenment and the Great Awakening.
- Evaluate the causes of the French and Indian War, and explain the war’s effects on the relationship between Britain and its colonies.
- Describe colonial resistance to British taxation, and trace the mounting tension in Massachusetts.
- Analyze the philosophical and political ideas in the Declaration of Independence
- Contrast the values and beliefs of the Loyalists and Patriots
- Trace the progress of the war through the turning point at Saratoga and winter at Valley Forge.
- Examine the colonial economy and civilian life during the Revolution.
- Describe the war contributions of European allies.
- Trace the Revolution in the Southern colonies to the British surrender at Yorktown.

United States History I: Unit 2 – Forming a New Nation

TIMEFRAME: - Quarter 2-

ESSENTIAL QUESTIONS:

- What were the causes and consequences of the domestic challenges faced by the young American republic?
- How are American values, beliefs, and principles reflected in the U.S. Constitution?
- What were the causes and consequences of the major domestic and foreign problems faced by the leaders of the young Republic?

CONTENT STANDARDS:

USI.6 Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government; and describe the crucial events (e.g., Shays' Rebellion) leading to the Constitutional Convention.

USI.7 Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the "Great Compromise" that was reached.

USI.8 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the *Federalist Papers* on federalism, factions, checks and balances, the importance of an independent judiciary, and the passage of the Bill of Rights.

USI.14 Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights.

USI.16 Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense.

USI.21 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public.

USI.22 Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809).

USI.25 Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison* (1803).

RESOURCES:

- Holt McDougal "The Americans" – Chapters 5, 6, and "The Living Constitution," as well as supporting online "In-Depth Resources"
- Stanford History Education Group – "Beyond the Bubble" (<http://beyondthebubble.stanford.edu/>) and "Reading Like a Historian" (<http://sheg.stanford.edu/rlh>)
- Yale University "Avalon Project" (<http://avalon.law.yale.edu/>)
- Gilder Lehrman Institute of American History Website (<http://www.gilderlehrman.org/>)
- Zinn Education Project (<http://zinnedproject.org/>) and "A Young People's History of the United States, Volume II"
- DBQ Project "American History DBQs" and "American History Mini-Qs – Volume 2"
- National History Education Clearing House (<http://teachinghistory.org/>)
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- Massachusetts History and Social Science Curriculum Frameworks – Appendices A, C, E, and F

HISTORICAL THINKING STANDARD:

Standard 3 : Historical Analysis and Interpretation

- A. Compare and contrast differing sets of ideas.
- B. Consider multiple perspectives.
- C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual and the influence of ideas.
- D. Draw comparisons across eras and regions in order to define enduring issues.
- E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- F. Compare competing historical narratives.
- G. Challenge arguments of historical inevitability.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

FORMATIVE ASSESSMENT(S):

- Mini Document-Based Question (Mini-Q) Open-Response.
- Content/Response Notes – “Summarize It”
- Writing Activities (i.e. H.O.T. Boxes, T-W-P-S, journaling)
- Text-Based “In-Depth” Resources (i.e. Guided Reading, Building Vocabulary, Skillbuilder Practice, Reteaching Activity, Geography Application, Connections to Literature, Section Assessments, Online Test Practice)
- Graphic Organizers (i.e. Cause & Effect, Compare & Contrast, Problems & Solutions, Making Connections/Analogies, Perspective-Taking)
- Visual Analysis/Presentation Activities (i.e. illustrated timeline, thought museum, political cartoon, brochure, PowerPoint/video presentation, poster/mosaic, illustrated graphic organizer/chart/graph)

KEY CONCEPTS:

- Republic
- Confederation
- Land Ordinance of 1785
- Northwest Ordinance of 1787
- Shays’ Rebellion
- Great Compromise
- Three-Fifths Compromise
- Federalism
- Checks and Balances
- Separation of Powers
- Electoral College
- Ratification
- Federalists/Anti-Federalists
- Bill of Rights
- Judiciary Act of 1789
- Bank of the United States

- Two-Party System
- Protective Tariff
- Excise Tax
- Neutrality
- XYZ Affair
- Alien and Sedition Acts
- Sectionalism
- Nullification
- Judiciary Act of 1801
- *Marbury v. Madison* (1803)
- Judicial Review
- Louisiana Purchase
- Blockade
- Impressment
- Embargo
- Treaty of Ghent
- Armistice

KEY OBJECTIVES/OUTCOMES:

- Identify and explain the differing ideas of republicanism.
- Describe three basic issues debated in drafting the Articles of Confederation.
- Analyze and evaluate the political and economic problems faced by the Confederation.
- Identify and describe events that led leaders to call for a convention to strengthen the government.
- Outline key conflicts at the Constitutional Convention and explain how they were resolved.
- Describe the form of government established by the Constitution.
- Contrast Federalist and Antifederalist arguments over ratification of the Constitution.
- Explain how and why the Bill of Rights was added to the Constitution.
- Summarize the purpose of the Constitution and identify the powers of the legislature.
- Describe the powers and duties of the president.
- Explain how judicial review expands the power of the judiciary.
- Describe how the states are interdependent and subject to the federal government.
- Cite multiple methods of proposing and ratifying amendments.
- Identify basic freedoms guaranteed by the first ten amendments.
- Explain how the United States confronted the difficult task of forming a new government.
- Outline how the political ideas of Hamilton and Jefferson differed.
- Describe how political differences evolved into a two-party system.
- Summarize the nation’s developing foreign policy with France, Great Britain, and Spain.
- Explain how the United States dealt with Indian and British interests in America.
- Identify and describe the philosophical divisions between Federalists and Republicans.
- Evaluate the significant changes brought about during the early years of Jefferson’s presidency.
- Summarize the importance of the Louisiana Purchase and the Lewis and Clark expedition.
- Explain the events that led to the War of 1812 and summarize the course of the war.

United States History I: Unit 3 – An Era of Growth and Reform**TIMEFRAME: - Quarter 3-****ESSENTIAL QUESTIONS:**

- What were the causes and consequences of America's growing regional economic divisions?
- How did the Jackson Administration balance the forces of nationalism and sectionalism, and what were the social, political, and economic impacts?
- How did Second Great Awakening stimulate major social, political, and economic reform movements within the U.S.?
- What were the causes and consequences expansion and settlement in the West?

CONTENT STANDARDS:

USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America, including the technological improvements and inventions that contributed to industrial growth, the causes and impact of the wave of immigration from Northern Europe to America, the rise of a business class of merchants and manufacturers, and the roles of women in New England textile factories.

USI.27 Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), and the stimulus it provided to the growth of a market economy.

USI.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President, including the spoils system, Jackson's veto of the National Bank, Jackson's policy of Indian Removal.

USI.32 Describe important religious trends that shaped antebellum America, including the increase in the number of Protestant denominations, the Second Great Awakening, the influence of these trends on the reaction of Protestants to the growth of Catholic immigration.

USI.33 Analyze the goals and effect of the antebellum women's suffrage movement, including the 1848 Seneca Falls convention, and its leaders and opponents.

USI.34 Analyze the emergence of the Transcendentalist movement and the growth of the American education system.

USI.26 Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness, including the purchase of Florida in 1819, the 1823 Monroe Doctrine, the Cherokees' Trail of Tears, the annexation of Texas in 1845, the concept of Manifest Destiny and its relationship to westward expansion, the acquisition of the Oregon Territory in 1846, the territorial acquisitions resulting from the Mexican War, the search for gold in California, and the Gadsden Purchase of 1854.

RESOURCES:

- Holt McDougal "The Americans" – Chapters 7, 8, and 9, as well as supporting online "In-Depth Resources"
- Stanford History Education Group – "Beyond the Bubble" (<http://beyondthebubble.stanford.edu/>) and "Reading Like a Historian" (<http://sheg.stanford.edu/rlh>)
- Yale University "Avalon Project" (<http://avalon.law.yale.edu/>)
- Gilder Lehrman Institute of American History Website (<http://www.gilderlehrman.org/>)
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HISTORICAL THINKING STANDARD:

Standard 4 : Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data from a variety of sources.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place.
- E. Employ quantitative analysis.
- F. Support interpretations with historical evidence

FORMATIVE ASSESSMENT(S):

- Mini Document-Based Question (Mini-Q) Open-Response.
- Content/Response Notes – “Summarize It”
- Writing Activities (i.e. H.O.T. Boxes, T-W-P-S, journaling)
- Text-Based “In-Depth” Resources (i.e. Guided Reading, Building Vocabulary, Skillbuilder Practice, Reteaching Activity, Geography Application, Connections to Literature, Section Assessments, Online Test Practice)
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KEY CONCEPTS:

- Industrial Revolution
- Cotton Gin
- American System
- *McCulloch v. Maryland* (1819)
- Nationalism
- Monroe Doctrine
- Missouri Compromise
- Jacksonian Democracy
- Indian Removal Act
- Bank of the United States
- Panic of 1837
- Second Great Awakening
- Transcendentalism
- Unitarianism
- Abolitionists
- Cult of Domesticity
- Temperance
- Suffrage
- Capitalism
- Market Revolution
- Specialization
- Manifest Destiny
- Land Grants
- Texas Revolution
- Annex
- Gold Rush

KEY OBJECTIVES/OUTCOMES:

- Describe the effects of the Industrial Revolution on the United States.
- Explain how two different economic systems developed in the North and South, and summarize how the American System planned to unite the country.
- Discuss how the federal government asserted its jurisdiction over state governments.
- Explain how foreign affairs were guided by national self-interest.
- Summarize the issues that divided the country as the United States expanded its borders.
- Describe the expansion of suffrage and Jackson’s appeal to the common citizen.
- Explain the spoils system as practiced by Jackson.
- Summarize the effects of the Indian Removal Act of 1830.
- Identify Jackson’s economic policies and their consequences, including the destruction of the Bank of the United States.
- Describe the new religious and philosophical movements that changed the attitudes toward traditional religion.
- Analyze the reasons for the creation of utopian communities.
- Describe the reforms demanded in schools, mental hospitals, and prisons.
- Identify some of the key abolitionists, and summarize the slavery debate in the South.
- Explain why women’s opportunities were limited in the mid-1800s.
- Identify the reform movements in which women participated, and describe how they expanded women’s rights.
- Demonstrate how new manufacturing techniques shifted the production of goods from home to factory.
- Describe the conditions employees endured in factories and the attempts of factory workers to organize unions.
- Describe how industrialization and capitalism impacted the U.S. economy.
- Identify the technologies and innovations that enhanced people’s lives and fueled the country’s regional and economic growth.
- Summarize the reasons American settlers headed west during the mid-1800s and identify the westward trails.
- Describe the impact of westward expansion on Native Americans.
- Explain why Mexico encouraged settlement in Texas, and describe how Texas gained its independence.
- Describe the conflicting attitudes over and key events within the Mexican-American War.
- Identify U.S. territories gained from Mexico.
- Explain the impact of the discovery of gold in California on the development of the West.

United States History I: Unit 4 – An Era of Disunion and Reconstruction

TIMEFRAME: - Quarter 4-

ESSENTIAL QUESTIONS:

- How did the conflict over slavery and other regional tensions result in the American Civil War?
- What were the causes, major events within, and short- and long-term consequences of the American Civil War?
- How did the political, social, and economic accomplishments and failures of Reconstruction affect post-Civil War America?

CONTENT STANDARDS:

USI.29 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.

USI.35 Describe how the economies and societies of the North and South contributed to the growing importance of sectional politics in the early 19th Century.

USI.36 Summarize the critical developments leading to the Civil War, including the Missouri Compromise (1820), the South Carolina Nullification Crisis (1832-1833), the Wilmot Proviso (1846), the Compromise of 1850, the publication of *Uncle Tom's Cabin* (1851-1852), the Kansas-Nebraska Act (1854), the Dred Scott Supreme Court case (1857), the Lincoln-Douglas debates (1858), John Brown's raid on Harper's Ferry (1859), the election of Abraham Lincoln (1860).

USI.38 Analyze Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered.

USI.39 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events, including the Massachusetts 54th Regiment and the Battle at Fort Wagner, Antietam, Vicksburg, and Gettysburg.

USI.40 Provide examples of the various effects of the Civil War, including physical and economic destruction, the increased role of the federal government, the greatest loss of life on a per capita basis of any U.S. war before or since

USI.41 Explain the policies and consequences of Reconstruction, including Presidential and Congressional Reconstruction, the 13th, 14th, and 15th Amendments, the opposition of Southern whites, the accomplishments and failures of Radical Reconstruction, the presidential election of 1876 and the end of Reconstruction.

RESOURCES:

- Holt McDougal "The Americans" – Chapters 10, 11, and 12, as well as supporting online "In-Depth Resources"
- Stanford History Education Group – "Beyond the Bubble" (<http://beyondthebubble.stanford.edu/>) and "Reading Like a Historian" (<http://sheg.stanford.edu/rlh>)
- Yale University "Avalon Project" (<http://avalon.law.yale.edu/>)
- Gilder Lehrman Institute of American History Website (<http://www.gilderlehrman.org/>)
- Zinn Education Project (<http://zinnedproject.org/>) and "A Young People's History of the United States, Volume II"
- DBQ Project "American History DBQs" and "American History Mini-Qs – Volume 2"
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HISTORICAL THINKING STANDARD:

Standard 5 : Historical Issues-Analysis and Decision-Making

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

FORMATIVE ASSESSMENT(S):

- Mini Document-Based Question (Mini-Q) Open-Response.
- Content/Response Notes – “Summarize It”
- Writing Activities (i.e. H.O.T. Boxes, T-W-P-S, journaling)
- Text-Based “In-Depth” Resources (i.e. Guided Reading, Building Vocabulary, Skillbuilder Practice, Reteaching Activity, Geography Application, Connections to Literature, Section Assessments, Online Test Practice)
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KEY CONCEPTS:

- Abolitionists
- Wilmot Proviso
- Secession
- Compromise of 1850
- Popular Sovereignty
- Fugitive Slave Act
- Personal Liberty Laws
- Underground Railroad
- *Uncle Tom’s Cabin*
- Kansas-Nebraska Act
- Bleeding Kansas
- Nativism
- Know-Nothing Party
- Free-Soil Party
- Republican Party
- *Dred Scott v. Sanford* (1857)
- Freeport Doctrine
- Harpers Ferry
- Confederacy
- Anaconda Plan
- Fort Sumter
- Bull Run
- Shiloh

- Antietam
- Emancipation Proclamation
- Habeas Corpus
- Copperhead
- Conscription
- Income Tax
- Andersonville
- Gettysburg
- Vicksburg
- Gettysburg Address
- National Bank Act
- 13th Amendment
- Reconstruction
- Radical Republicans
- Wade-Davis Bill
- Freedmen’s Bureau
- Black Codes
- 14th Amendment
- 15th Amendment
- Carpetbagger
- Sharecropping
- Ku Klux Klan (KKK)
- Panic of 1873
- Compromise of 1877
- Home Rule

KEY OBJECTIVES/OUTCOMES:

- Describe the growing differences between the North and South in their economies and societies.
- Explain why the Wilmot Proviso failed and why California’s statehood was important.
- Analyze how the Compromise of 1850 was created and temporarily halted secession.
- Describe the provisions of the Fugitive Slave Law and efforts to defy this law.
- Analyze and evaluate the causes and consequences of violence in Kansas Territory.
- Identify outline the beliefs of the political parties that emerged in the North and the South.
- Explain the impact of the Dred Scott decision on the political crisis over slavery.
- Compare and contrast the political beliefs of Douglas and Lincoln in regards to slavery.
- Describe the events at Harpers Ferry and their effect on the tension between North and South.
- Outline the events that led to Lincoln’s election and the establishment of the Confederacy.
- Analyze Northern and Southern military strategies and beliefs about the duration of the war.
- Describe the effects of new weapons and other changes in warfare.
- Explain Lincoln’s motives for issuing the Emancipation Proclamation and its impacts.
- Identify and explain the political dilemmas facing the Northern and Southern leaders.
- Evaluate the role of African-Americans in the struggle to end slavery.
- Explain causes and effects of the declining Southern and the expanding Northern economies.
- Describe the conditions that Union and Confederate soldiers endured.
- Outline the battle at Gettysburg and explain the importance of its outcome.
- Identify and describe the key points of the Gettysburg Address.
- Evaluate the key economic, political, technological, and social effects of the Civil War.
- Compare and contrast presidential and congressional Reconstruction policies.
- Identify and describe the economic and political problems in the South.
- Describe efforts of former slaves to improve conditions, and the impact on the Southern economy.
- Summarize violent actions by opponents of Reconstruction.
- Explain the reasons for the shift of power from the Republicans to the Democrats in the South.
- Identify and explain the reasons for the collapse of Congressional Reconstruction.
- Evaluate the achievements and failure of Reconstruction