

MELROSE PUBLIC SCHOOLS
SOCIAL STUDIES DEPARTMENT
COURSE SYLLABUS

Course Title: World Civilization II

Department: Social Studies

Primary Course Materials: *Modern World History (2006) McDougal-Littell*
World History: People and Nations (1995) Harcourt.

Course Description

World History II CP & H

1 Credit Grade 9

This course covers the world history of civilization from the late 18th century to the present. Topics include the rise of the nation state in Europe, the French Revolution, Industrial Revolution, 19th century Political reform in Western Europe, imperialism in Africa, Asia, and South America, WWI, the Great Depression, WWII, the Cold War, the Russian and Chinese revolutions, as well as a look at the world at the beginning of the 21st Century. Emphasis will be placed on critical reading and writing, as well as the use of primary source documents

School-Wide Learning Expectations:

- Write Effectively using standard English
- Demonstrate the ability to read effectively
- Demonstrate the ability to communicate effectively
- Demonstrate the ability to use technology responsibly and effectively
- Demonstrate the ability to problem solve effectively
- Demonstrate and understanding of arts & culture
- Demonstrate behaviors that promote wellness
- Demonstrate good citizenship
- Demonstrate the ability to plan and set goals
- Demonstrate respect for themselves and their school

Essential Questions:

- How does geography influence international relationships
- What major trends helped shape society?
- What is the role of the government?
- How does technology and economics affect society?
- What factors lead to conflict and how does it affect society?

Course Specific Goals:

Students will be able to:

- Write an effective argumentative essay.
- Use primary source documents as evidence in formulating a thesis.
- Understand how the role of government has changed in the 20th & 21st Centuries.
- Understand the role of the individual in modern world society.
- Understand the changing face of the world in the 21st Century.

World History II
The Rise of the Nation State to the Present

Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

World History II Learning Standards

The Growth of the Nation State in Europe

WHII.1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs. (H, C, E)

- A. the rise of the French monarchy, including the policies and influence of Louis XIV
- B. the Thirty Years War and the Peace of Westphalia
- C. the growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia
- D. the rise of Prussia
- E. Poland and Sweden

WHII.2 Explain why England was the main exception to the growth of absolutism in royal power in Europe. (H, C)

- A. the causes and essential events of the English Civil War and the Glorious Revolution of 1688
- B. the effect of the Glorious Revolution on the development of constitutional government and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament

WHII.3 Summarize the important causes and events of the French Revolution. (H, C, E)

Causes:

- A. the effect of Enlightenment political thought
- B. the influence of the American Revolution
- C. economic troubles and the rising influence of the middle class
- D. government corruption and incompetence

Events:

- A. the role of the Estates General and the National Assembly
- B. the storming of the Bastille on July 14, 1789
- C. the 1789 Declaration of the Rights of Man and the Citizen
- D. the execution of Louis XVI in 1793
- E. the Terror
- F. the rise and fall of Napoleon
- G. the Congress of Vienna

WHII.4 Summarize the major effects of the French Revolution. (H)

- A. its contribution to modern nationalism and its relationship to totalitarianism
- B. the abolition of theocratic absolutism in France
- C. the abolition of remaining feudal restrictions and obligations
- D. its support for the ideas of popular sovereignty, religious tolerance, and legal equality

Industrial Revolution and Social and Political Change in Europe, 1800-1914

WHII.5 Identify the causes of the Industrial Revolution. (H, E)

- A. the rise in agricultural productivity
- B. transportation improvements such as canals and railroads
- C. the influence of the ideas of Adam Smith
- D. new sources of energy such as coal and technological innovations such as the steam engine

WHII.6 Summarize the social and economic impact of the Industrial Revolution. (H, E)

- A. the vast increases in productivity and wealth
- B. population and urban growth

- C. the growth of a middle class
- D. problems caused by urbanization and harsh working conditions

WHII.7 Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx. (H, E)

WHII.8 Describe the rise and significance of antislavery sentiment in Britain, including the abolition of the slave trade by the British Parliament in 1807, the abolition of slavery within the British Empire in 1833, and the role of various antislavery societies. (H)

WHII.9 Explain the impact of various social and political reforms and reform movements in Europe. (H, C, E)

- A. liberalism
- B. child labor laws, and social legislation such as old age pensions and health and unemployment insurance
- C. the expansion of voting rights

WHII.10 Summarize the causes, course, and consequences of the unification of Italy and Germany. (H)

- A. Germany's replacement of France as the dominant power in continental Europe
- B. the role of Cavour and Bismarck in the unification of Italy and Germany

WHII.11 Describe the causes of 19th century European imperialism. (H, E)

- A. the desire for economic gain and resources
- B. the missionary impulse and the search for strategic advantage and national pride.

Asian, African, and Latin American History in the 19th and early 20th centuries

WHII.12 Identify major developments in Indian history in the 19th and early 20th century. (H, E)

- A. the economic and political relationship between India and Britain
- B. the building of roads, canals, railroads, and universities
- C. the rise of Indian nationalism and the influence and ideas of Gandhi

WHII.13 Identify major developments in Chinese history in the 19th and early 20th centuries. (H, E)

- A. China's explosive population growth between 1750 and 1850
- B. decline of the Manchu dynasty beginning in the late 18th century
- C. growing Western influence
- D. The Opium War
- E. The Taiping rebellion from 1850 to 1864
- F. The Boxer Rebellion
- G. Sun Yat-Sen and the 1911 nationalist revolution

WHII.14 Identify major developments in Japanese history in the 19th and early 20th centuries. (H, E)

- A. the Meiji Restoration
- B. the abolition of feudalism
- C. the borrowing and adaptation of western technology and industrial growth
- D. Japan's growing role in international affairs

WHII.15 Identify major developments of African history in the 19th and early 20th centuries. (H, E)

- A. Africa's interaction with imperialism

- B. agricultural changes and new patterns of employment
- C. the origins of African nationalism

WHII.16 Identify the major developments of Latin American history to the early 20th century. (H, E)

- A. the wars for independence, including the influence and ideas of Simon Bolivar, Jose de San Martin, and the American and French Revolutions
- B. economic and social stratification
- C. the role of the church
- D. the importance of trade
- E. the growing influence of the United States as demonstrated by the Spanish American War and the building of the Panama Canal
- F. the Mexican Revolution

The Great Wars, 1914-1945

WHII.17 Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian, and Ottoman Empires in causing World War I. (H, E)

WHII.18 Summarize the major events and consequences of World War I. (H, E)

- A. physical and economic destruction
- B. the League of Nations and attempts at disarmament
- C. the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia
- D. post-war economic and political instability in Germany
- E. the Armenian genocide in Turkey
- F. the unprecedented loss of life from prolonged trench warfare

WHII.19 Identify the major developments in the Middle East before World War II. (H, E)

- A. the end of the Ottoman Empire
- B. the Balfour Declaration of 1917
- C. the expulsion of the Greeks from Asia Minor
- D. the establishment of a secular Turkish state under Mustafa Kemal Ataturk
- E. the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British
- F. the growing importance of Middle Eastern oil fields to world politics and the world economy

WHII.20 Describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. (H, E)

- A. restrictive monetary policies
- B. unemployment and inflation
- C. political instability
- D. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

WHII.21 Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin. (H)

WHII.22 Summarize the consequences of Soviet communism to 1945. (H, E)

- A. the establishment of a one-party dictatorship under Lenin
- B. the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and

- breakneck industrialization
- C. the destruction of individual rights and the use of mass terror against the population
- D. the Soviet Union's emergence as an industrial power

WHII.23 Describe the German, Italian, and Japanese drives for empire in the 1930s. (H)

- A. Italy's invasion of Ethiopia in 1935
- B. the Japanese invasion of China and the Rape of Nanking
- C. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland

WHII.24 Summarize the key battles and events of World War II. (H)

- A. The German conquest of continental Europe
- B. The Battle of Britain
- C. Pearl Harbor
- D. The Bataan Death March
- E. El Alamein
- F. Midway
- G. Stalingrad
- H. D-Day
- I. Battle of the Bulge
- J. Iwo Jima
- K. Okinawa

WHII.25 Identify the goals, leadership, and post-war plans of the allied leaders. (H)

- A. Winston Churchill
- B. Franklin D. Roosevelt
- C. Joseph Stalin

WHII.26 Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews. (H)

WHII.27 Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects. (H)

WHII.28 Explain the consequences of World War II. (H, E)

- A. physical and economic destruction
- B. the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities
- C. support in Europe for political reform and decolonization
- D. the emergence of the U.S. and the Soviet Union as the world's two superpowers

WHII.29 Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights. (H)

Cold War Era, 1945-1989

WHII.30 Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism. (H, C)

WHII.31 Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies. (H)

WHII.32 Describe the development of the arms race and the key events of the Cold War era. (H)

- A. the Korean War
- B. the emergence of the People's Republic of China as a major power
- C. the 1956 uprising in Hungary
- D. Soviet-U.S. competition in the Middle East
- E. conflicts involving Cuba and Berlin
- F. the Vietnam War
- G. the "Prague Spring"
- H. arms control agreements (including the ABM and SALT treaties) and détente under Nixon
- I. the Soviet war in Afghanistan

WHII.33 Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949. (H)

WHII.34 Identify the political and economic upheavals in China after the Chinese Revolution. (H, E)

- A. Communist Party attempts to eliminate internal opposition
- B. the Great Leap Forward and its consequences (famine)
- C. the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps)
- D. the 1989 Tiananmen Square demonstration
- E. China's economic modernization and its growing involvement in world trade

WHII.35 Describe the global surge in economic productivity during the Cold War and describe its consequences. (H, E)

- A. the rise in living standards
- B. the economic recovery and development of Germany and Japan

WHII.36 Explain the various factors that contributed to post-World War II economic and population growth. (H, E)

- A. the long post-war peace between democratic nations
- B. the policies of international economic organizations
- C. scientific, technological, and medical advances

WHII.37 Describe how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research. (H)

- A. Albert Einstein and the Theory of Relativity
- B. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy
- C. Wernher von Braun and space exploration
- D. Jonas Salk and the polio vaccine
- E. James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project

WHII.38 Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders. (H)

- A. Fidel Castro (Cuba)
- B. Patrice Lumumba (Congo)
- C. Ho Chi Minh (Vietnam)
- D. Gamal Abdel Nasser (Egypt)
- E. Jawaharlal Nehru (India)
- F. Juan Peron (Argentina)

WHII.39 Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. (H)

- A. the growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine
- B. anti-Semitism and the Holocaust
- C. the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries
- D. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries
- E. the 1967 and 1973 wars between Israel and neighboring Arab states
- F. the attempts to secure peace between Palestinians and Israelis

The Contemporary World, 1989-2001

WHII.40 Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. (H, E)

- A. the weaknesses of the Soviet command economy
- B. the burdens of Soviet military commitments
- C. the anticommunist policies of President Reagan
- D. the resistance to communism in the Soviet Union and Eastern Europe

WHII.41 Explain the role of various leaders in transforming the Soviet Union and Eastern Europe. (H, C)

- A. Mikhail Gorbachev
- B. Vaclav Havel
- C. Andrei Sakharov
- D. Aleksander Solzhenitsyn
- E. Lech Walesa

WHII.42 Analyze the consequences of the Soviet Union's breakup. (H, E)

- A. the development of market economies
- B. political and social instability
- C. the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations

WHII.43 Identify the sources of ethnic and religious conflicts in the following nations and regions. (H)

- A. Northern Ireland
- B. the Balkans
- C. Sudan and Rwanda
- D. Sri Lanka
- E. Kashmir

WHII.44 Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela. (H)

WHII.45 Explain the social and economic effects of the spread of AIDS in Asian and African countries. (H)

WHII.46 Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication. (H)

WHII.47 Explain the rise and funding of Islamic fundamentalism in the last half of the 20th century and

identify the major events and forces in the Middle East over the last several decades. (H, E)

- A. the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others
- B. the Iranian Revolution of 1978-1979
- C. defeat of the Soviet Union by the Mujahideen in Afghanistan
- D. the origins of the Persian Gulf War and the post-war actions of Saddam Hussein
- E. the financial support of radical and terrorist organizations by the Saudis
- F. the increase in terrorist attacks against Israel and the United States

WHII.48 Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C. (H)

Major Evaluation Strategies/Assessments:

- Research paper on approved topic. Students will learn the skills necessary historical research and Write a paper.
- 1-2 oral presentations.
- Weekly quizzes and unit tests. The tests are a combination of multiple-choice, open response and an essay. Sometimes taken in class, sometimes take-home.
- At the completion of several units students will write an argumentative essay connected to the topic.

Students will be able to:

- Understand the reasons for exploration/colonization
- Understand the growth and development of the “American”
- Understand the political/philosophical components of the Declaration of Independence and Constitution.
- Understand the causes of the Civil War.
- Write an effective argumentative essay.

U.S. History I
The Revolution through Reconstruction,
1763-1877

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of America government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America’s westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

The reading of primary source documents is a key feature of the two-year set of U.S. history standards. Below the appropriate standards are listed selected primary source documents with which students should become familiar. Students should read an excerpt or the whole text when appropriate. Those documents listed as “*seminal primary documents to read*” are required and may be included in the history and social science MCAS. Those documents listed as “*seminal primary documents to consider*” are only suggested.

In addition to the seven broad historical themes articulated in the introductory pages of this document, teachers of U.S. history might also consider the two following themes that are specific to U.S. history. These are suggestions only, and we encourage history and social science teachers to develop other themes that might help students gain a deeper understanding of U.S. history in high school.

The origins and impact of sectionalism on American life and politics. The U.S. history standards in grade 5 and the standards for U.S. history I and II address the origins, development, and importance of sectionalism in American history. The standards address the political and economic differences between the North and the South, the Civil War and its aftermath, and the continued importance of sectionalism through the 20th century.

The rise and continuing international influence of the United States. The U.S. history standards in grade 5 and the standards for U.S. history I and II address the rise and growing role of the United States in world affairs to the present day. The standards address the reasons for and the consequences of America’s rise to hemispheric influence in the 19th century, and America’s rise to global influence in the 20th century.

<i>U.S. History I Learning Standards</i>

The Political and Intellectual Origins of the American Nation: the Revolution and the Constitution, 1763-1789

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

(H, C)

- 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. (H, C)

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

Seminal Primary Documents to Read: Mayflower Compact (1620)

Seminal Primary Documents to Consider: Massachusetts Body of Liberties (1641) and John Locke's Treatises of Civil Government (1690)

USI.3 Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson. (H, C)

Seminal Primary Documents to Read: the Declaration of Independence (1776)

Seminal Primary Documents to Consider: the Suffolk Resolves (1774) and the Virginia Statute for Religious Freedom (1786)

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. (H)

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

- A. the Boston Massacre
- B. the Boston Tea Party
- C. the Battles of Lexington and Concord and Bunker Hill
- D. Sam Adams, John Adams, and John Hancock

Seminal Primary Documents to Consider: the Massachusetts Constitution (1780)

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 under the Articles; and describe the crucial events (e.g., Shays's rebellion) leading to the Constitutional Convention. (H, C)

Seminal Primary Documents to Read: the Northwest Ordinance (1787)

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. (H, C)

Major Debates

- A. the distribution of political power
- B. the rights of individuals
- C. the rights of states
- D. slavery

Founders

- A. Benjamin Franklin
- B. Alexander Hamilton
- C. James Madison
- D. George Washington

Seminal Primary Documents to Read: the U.S. Constitution

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, and the importance of an independent judiciary. (H, C)

Seminal Primary Documents to Read: Federalist Paper number 10

Seminal Primary Documents to Consider: Federalist Papers numbers 1, 9, 39, 51, and 78

USI.9 Explain the reasons for the passage of the Bill of Rights. (H, C)

- A. the influence of the British concept of limited government
- B. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes

Seminal Primary Documents to Read: the Bill of Rights (1791)

Seminal Primary Documents to Consider: Magna Carta (1215) and the English Bill of Rights (1689)

USI.10 On a map of North America, identify the first 13 states to ratify the Constitution. (H, G)

The Formation and Framework of American Democracy[♦]

USI.11 Describe the purpose and functions of government. (H, C)

USI.12 Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (H, C)

USI.13 Explain why the United States government is classified as a democratic government. (H, C)

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. (H, C)

USI.15 Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C)

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

USI.17 Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)

USI.18 Explain the major components of local government in Massachusetts, including the roles and

[♦] Though this unit on government is placed here, it can be studied at any juncture during the course of this set of standards.

functions of school committees, town meetings, boards of selectmen, mayors, and city councils. (H, C)

USI.19 Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)

USI.20 Explain the evolution and function of political parties, including their role in federal, state, and local elections. (H, C)

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

Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860

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). (H, C)

- A. the origins of the Federalist and Democratic-Republican parties in the 1790s
- B. the conflicting ideas of Thomas Jefferson and Alexander Hamilton
- C. the Alien and Sedition Acts
- D. the Louisiana Purchase

Seminal Primary Documents to Consider: Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801)

USI.23 Analyze the rising levels of political participation and the expansion of suffrage in antebellum America. (C, H)

Seminal Primary Documents to Consider: Alexis de Tocqueville, *Democracy in America, Volume I* (1835) and *Volume II* (1839)

USI.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President. (H)

- A. the spoils system
- B. Jackson's veto of the National Bank
- C. Jackson's policy of Indian Removal

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). (H, C)

USI.26 Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails. (H, E, G)

- A. the War of 1812
- B. the purchase of Florida in 1819
- C. the 1823 Monroe Doctrine
- D. the Cherokees' Trail of Tears
- E. the annexation of Texas in 1845
- F. the concept of Manifest Destiny and its relationship to westward expansion
- G. the acquisition of the Oregon Territory in 1846
- H. the territorial acquisitions resulting from the Mexican War
- I. the search for gold in California
- J. the Gadsden Purchase of 1854

Economic Growth in the North and South, 1800-1860

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

USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)

- A. the technological improvements and inventions that contributed to industrial growth
- B. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
- C. the rise of a business class of merchants and manufacturers
- D. the roles of women in New England textile factories

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. (H)

Seminal Primary Documents to Read: Frederick Douglass's Independence Day speech at Rochester, New York (1852)

Social, Political, and Religious Change, 1800-1860

USI.30 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)

USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

- A. Frederick Douglass
- B. William Lloyd Garrison
- C. Sojourner Truth
- D. Harriet Tubman
- E. Theodore Weld

USI.32 Describe important religious trends that shaped antebellum America. (H)

- A. the increase in the number of Protestant denominations
- B. the Second Great Awakening
- C. 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. (H)

- A. the 1848 Seneca Falls convention
- B. Susan B. Anthony
- C. Margaret Fuller
- D. Lucretia Mott
- E. Elizabeth Cady Stanton

Seminal Primary Documents to Read: the Seneca Falls Declaration of Sentiments and Resolutions (1848)

USI.34 Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and Henry David Thoreau. (H)

The Civil War and Reconstruction, 1860-1877

USI.35 Describe how the different economies and cultures of the North and South contributed to the

growing importance of sectional politics in the early 19th century. (H)

USI.36 Summarize the critical developments leading to the Civil War. (H)

- A. the Missouri Compromise (1820)
- B. the South Carolina Nullification Crisis (1832-1833)
- C. the Wilmot Proviso (1846)
- D. the Compromise of 1850
- E. the publication of Harriet Beecher Stowe's *Uncle Tom's Cabin* (1851-1852)
- F. the Kansas-Nebraska Act (1854)
- G. the Dred Scott Supreme Court case (1857)
- H. the Lincoln-Douglas debates (1858)
- I. John Brown's raid on Harper's Ferry (1859)
- J. the election of Abraham Lincoln (1860)

USI.37 On a map of North America, identify Union and Confederate States at the outbreak of the war. (H, G)

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

Seminal Primary Documents to Read: Lincoln's Gettysburg Address (1863) and Lincoln's second inaugural address (1865)

Seminal Primary Documents to Consider: Lincoln's "House Divided" speech (1858)

USI.39 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H)

Leaders

- A. Jefferson Davis
- B. Ulysses S. Grant
- C. Robert E. Lee

Battles

- A. the Massachusetts 54th Regiment and the Battle at Fort Wagner
- B. Antietam
- C. Vicksburg
- D. Gettysburg

USI.40 Provide examples of the various effects of the Civil War. (H, E)

- A. physical and economic destruction
- B. the increased role of the federal government
- C. 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. (H, C)

- A. Presidential and Congressional Reconstruction
- B. the impeachment of President Johnson

- | |
|--|
| <ul style="list-style-type: none">C. the 13th, 14th, and 15th AmendmentsD. the opposition of Southern whites to ReconstructionE. the accomplishments and failures of Radical ReconstructionF. the presidential election of 1876 and the end of ReconstructionG. the rise of Jim Crow lawsH. the Supreme Court case, <i>Plessy v. Ferguson</i> (1896) |
|--|

Major Evaluation Strategies/Assessments

- 2-3 Book Reviews. The book is chosen from an approved list of grade appropriate books. It is three to five typed pages in length; the first part is a summary of the book and the second part is the students explained opinion using facts from the book to support there argument. TEST grade.
- 7-10 page research paper.
- 1-2 oral presentations.
- Weekly quizzes and unite tests. Quizzes are usually 10-12 open response questions in which students will have some choice. The tests are a combination of multiple-choice, open response and an essay. Sometimes taken in class, sometimes take-home.
- At the completion each unit students will write an argumentative essay connected to the topic.