



LEE ACADEMY

Lee, Maine USA

Official Curriculum

US History I

Written 07/06, rev. 09/05/08

Course description

US History I gives students an understanding of the story of America's past. In turn, this enables students to make decisions that will lead to fruitful and productive lives and futures for themselves and posterity. Reading, analysis, critical thinking and writing skills are taught and developed during the course of study. The chronological content of this course begins with Native American Culture and ends with our study of the Civil War.

Primary text(s) and other major resources:

The Americans—McDougall Littell
ISBN 0-618-37735-2

A. Applications Of Social Studies Processes, Knowledge, And Skills - Students will apply critical thinking, the research process, and discipline-based processes and knowledge from civic/government, economics, geography, and history in authentic contexts.

B. Civics And Government - Students will draw on concepts and processes from civics and government to understand political systems, power, authority, and governance, civic ideals and practices, and the role of citizens in the community, state, nation, and world.

C. Economic - Students will draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, state, nation, and world.

D. Geography - Students will draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, state, nation, and world.

E. History - Students will draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, state, nation, and world.

~Unit length & revised MLRs	Objectives	Essential Questions	Assessments	Instructional Ideas
U1 28 classes American Beginnings to 1783 Set 1 A2a (...Use relevant information, research, discussion and ethical reasoning skills) Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others,	Student will: 7 classes—Objective set 1: <ul style="list-style-type: none"> • Describe the diverse cultures that developed in the Americas. • Evaluate the effects of contact between Europeans and Native Americans. • Understand the importance of the Columbian Exchange. 	Set 1: <ul style="list-style-type: none"> • How does the arrival of a strange people change a way of life? • What impact does a clash of cultures have on each group? What can happen when one culture imposes its values on another? • What are the political and philosophical foundations of American society? 	Set 1—Squanto Project-- analysis of impact of the Columbian exchange. Set 1--Two letters: one each from Native and explorer perspectives. Set 1—Position	Set 1: <ul style="list-style-type: none"> • ***Prim Source= excerpts from Columbus' Journals • <i>Optional: Novel, "Morning Girl" by Michael Dorris show pre-European way of life, just prior to contact.</i> • good resource:

and sharing information in an attempt to sway the opinions of others.

Set 2

E1a, b, c

a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.

b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the US and world and the implications for the present and future.

c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the US and the world using

7 classes—Objective set 2:

- Identify the obstacles facing the first European settlers in North America.
- Understand the factors that helped Jamestown to flourish.
- Identify the motives that led the Puritans to New England.

- Why did people come here?

Set 2:

- How can a land be shared by different people?
- Was conflict inevitable between European Americans and Native Americans?
- What were various hardships that the colonial English settlers endured? How did they overcome these hardships? What are the lessons that we can draw from their experience?

paper: "Hero or villain"--research paper on Pre-Columbian Native Tribe

Set 2—Jamestown book project.

Set 2—First semester book project & reading journal assessment.

- historyteacher.net
- Once during each semester—use *Double Entry Journal—Analysis of History* assessment, using book project.
- Analysis of Columbus' biography.

Set 2:

- Analysis of Jamestown videos-- internet research
- Colonial House analysis
- Washington/Arnold biography analysis

<p>or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.</p> <p>A3 Select, plan, and implement a civic action or service-learning project based on a community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p> <p>B1 Understand the ideals, purposes, principles, structures, and processes of constitutional government in the US and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>E1 Understand major eras, major enduring themes, and historic influences in US and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p>			Anti-federalist debate	Analysis of Federalist Papers
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<p>Set 6 E1 (see above)</p> <p>E2 Understand historical aspects of unity and diversity in the US and the world, including Native American communities.</p>	<p>7 classes—Objective set 6:</p> <ul style="list-style-type: none"> • Show how the political ideas of Hamilton and Jefferson differed. • Describe how political differences evolved into a two-party system. • Summarize the importance of the Louisiana Purchase and the Lewis and Clark expedition. • Explain the events that led to the War of 1812. • Summarize the course of the war. 	<p>Set 6:</p> <ul style="list-style-type: none"> • Can a government truly represent all its citizens? If so, how? • How can a government build a unified nation out of a people with diverse interests and concerns? • What is foreign policy and what are the factors which influence it? • When is it time to go to war? 	<p>Set 5 & 6—Family Constitution Project Assessment</p>	<p>Set 6 PBS Documentary—Lewis and Clark.</p> <p>Analysis of impact of people in history: Lewis and Clark, Sacajewea, Tecumseh, Oliver H. Perry, F. S. Keys,</p> <p>Analysis of War of 1812—causes and effects</p>
<p>E2 (see above) D2 Understand geographic aspects of unity and diversity in Maine, the US, and the world, including Maine Native American communities.</p>	<p>7 classes—Objective set 7:</p> <ul style="list-style-type: none"> • Describe the effects of the Industrial Revolution on the United States. • Explain how two different economic systems developed in the North and South. 	<p>Set 7:</p> <ul style="list-style-type: none"> • How did slavery affect the development of the early industrial and agrarian economies? • How can the rights of the federal government and the state government be balanced? • Why did slavery move from an economic to a moral issue? • In what ways did slavery divide the country? • What were the negative and positive impacts of the Industrial Revolution, on American society? 	<p>Set 7—Powerpoint Presentation—focusing on the impact of technology, on American society.</p>	<p>Set 7 Industrial Revolution video analysis.</p> <p>***Once during each semester—<i>Double Entry Journal—Analysis of History</i> assessment</p>
<p>A3 Select, plan, and implement a civic action</p>	<p>7 classes—Objective set 8:</p> <ul style="list-style-type: none"> • Describe the new religious 	<p>Set 8:</p> <ul style="list-style-type: none"> • What are social reforms, why did 	<p>Set 8—Position paper on Prohibition</p>	<p>Set 8 Document analysis of</p>

<p>or service-learning project based on a community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p> <p>B3 Understand political and civic aspects of unity and diversity in Maine, the US, and the world, including Maine Native Americans.</p> <p>D2 (see above)</p>	<p>movements that swept the United States after 1790.</p> <ul style="list-style-type: none"> Describe the reforms demanded in schools, mental hospitals, and prisons. 	<p>they first occur in America, and how did they affect society?</p> <ul style="list-style-type: none"> What role did individuals play in reforming/transforming life in America, during the Era of Reform? What were the motivating factors for each of the reformers? Why did they embrace their respective reforms? 	<p>Set 8—Create propaganda pamphlets or posters supporting or opposing prohibition.</p>	<p>primary sources of Neal Dow.</p> <p>Powerpoint reflecting research on Prohibition and its history.</p>
<p>U3 28 weeks</p> <p>An Era of Growth and Disunion 1825--1877</p> <p>Set 9 A2 Make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>C2 Understand economic aspects of unity and diversity in Maine, the US, and the world, including Maine Native American</p>	<p>Student will: 7 classes—Objective set 9:</p> <ul style="list-style-type: none"> Describe how industrialization and capitalism impacted the U.S. Summarize the reasons American settlers headed west during the mid-1800's. 	<p>Set 9:</p> <ul style="list-style-type: none"> What are the ways a nation increases its territory? What power does the supreme court hold (vs, states power) in determining federal policy? How did the transformation from an agrarian society to an industrial society impact the American family? 	<p>Set 9—Compare and contrast paper regarding the impact that industrialization had on agrarian America.</p> <p>Set 9—Compare and contrast agrarian family life in the US, with industrial family life in the US</p>	<p>Set 9 Research to support and allow for a quality comparison and contrast paper.</p> <p>Analyze video on industrialization.</p> <p>Analyze Irish immigration--video <i>Far and Away</i>—through the stories of a farmer and a factory worker.</p>

<p>communities.</p> <p>D2 Understand geographic aspects of unity and diversity in Maine, the US, and the world, including Maine Native American communities.</p> <p>E2 Understand historical aspects of unity and diversity in the US and the world, including Native American communities.</p> <p>Set 10 A1 Research, develop, present and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>B3 Understand political and civic aspects of unity and diversity in Maine, the US, and the world, including Maine Native Americans.</p> <p>E2 (see above)</p>	<p>7 classes—Objective set 10:</p> <ul style="list-style-type: none"> Describe the growing differences between the North and South in their economies and ways of life. 	<p>Set 10:</p> <ul style="list-style-type: none"> What were the political, social, moral and economic issues that set the stage for the Civil War? Was the Civil War a necessary war? When is it time to fight? What are the issues that are worth going to war over? 	<p><i>Set 10—Analysis of Uncle Tom's Cabin</i></p> <p>Set 10 &11—Biographical analysis of selected Civil War leaders.</p>	<p>Set 10 Video analysis and discussion of <i>Uncle Tom's Cabin</i></p>
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<p>Set 11 A1 (see above)</p> <p>E1 Understand major eras, major enduring themes, and historic influences in US and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>E2 Understand historical aspects of unity and diversity in the US and the world, including Native American communities.</p> <p>Set 12 B1 Understand the ideals, purposes, principles, structures, and processes of constitutional government in the US and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>B3 (see above)</p>	<p>7 classes—Objective set 11:</p> <ul style="list-style-type: none"> • Explain African Americans' role in the struggle to end slavery. • Describe the terrible conditions that Union and Confederate soldiers endured. • Summarize the key points of the Gettysburg Address. • Explain how the Civil War dramatically changed the lives of individuals, especially African Americans. <p>7 classes—Objective set 12:</p> <ul style="list-style-type: none"> • Describe efforts of former slaves to improve their lives. 	<p>Set 11:</p> <ul style="list-style-type: none"> • Is slavery a property right or is it a violation of liberty and human dignity? • Is it possible to compromise on an ethical issue, such as slavery? (or same-sex marriage) • What issues and social problems, if they had been handled differently, might have kept the Civil War from happening? • Why did the south lose the war? • What was it like to be a soldier during the Civil War? What were the hardships that soldiers endured? Did the soldiers believe that there were any real benefits or positive outcomes that they reaped from the war experience? <p>Set 12:</p> <ul style="list-style-type: none"> • Can the use of force preserve a nation? • What led to the emergence of the KKK? 	<p>Set 11—Debate between people who believed in Radical Republicans' harsh Reconstruction policy vs. people who believed in Lincoln's 10% plan.</p>	<p>Set 11:</p> <ul style="list-style-type: none"> • Analyze why William Lloyd Garrison's words in <i>the Liberator</i> about slavery as a moral issue were a turning point in public perception. • Biographical analysis of A. Lincoln (resources include: internet, Lincoln's speeches, biographical videos) and, perhaps other Civil War leaders. • Analysis of Civil War letters and Writing Simulation Project. <p>Set 12 Analysis of the Ms. Jane Pittman story, about an individual's experience during Reconstruction.</p> <p>Create a Reconstruction Policy using the Lincoln plan and the Radical Republican plan as references.</p>
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<p>D2 Understand geographic aspects of unity and diversity in Maine, the US, and the world, including Maine Native American communities.</p>				
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