

Contemporary's American History 1: Before 1865
 McGraw Hill Wright Group 2006
 Alignment to Arizona Social Studies Standards
 Strand 1: American History

	<p>Concept 1: Research Skills for History Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.</p>
Text: Alignment to Standard	Grade Level: High School
	PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
	PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).
	PO 3. <i>Formulate questions that can be answered by historical study and research.</i>
	PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
Numerous primary sources are embedded throughout the text (e.g. battle at Lexington, 125; Boston Massacre, 113; Cherokee “trail of tears”, 229; Civil War front lines, 316; Columbus’ journal, 26; Coronado describes the Querechos, 14; Hamilton on manufacturing, 174; Irish immigrants, 268; letter from Jamestown, 58)	PO 5. Evaluate primary and secondary sources for: <ul style="list-style-type: none"> a. authors’ main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity
	PO 6. Apply the skills of historical analysis to current social, political, geographic, and

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	economic issues facing the world.
	PO 7. Compare present events with past events: a. cause and effect b. change over time c. different points of view

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		Concept 2: Early Civilizations The geographic, political, economic, and cultural characteristics of early civilizations made significant contributions to the later development of the United States.	Pre 1500
Text Page #		High School	
	Early Peoples & Cultures, 2-19E	PO 1. Describe Prehistoric Cultures of the North American continent: a. Paleo-Indians, including Clovis, Folsom, and Plano b. Moundbuilders, including Adena, Hopewell, and Mississippian c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)	
	European Explorers, 21—37 Spanish, French & Dutch Colonies, 39-51 The English Colonies, 53-67 Life in the Southern Colonies, 71-85 Life in the New England & Middle Colonies, 87-101	Concept 3: Exploration & Colonization The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.	1500s – 1700s

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		High School
	Spanish, French & Dutch Colonies, 39-51 The English Colonies, 53-67 Life in the Southern Colonies, 71-85 Life in the New England & Middle Colonies, 87-101	PO 1. Review the reciprocal impact resulting from early European contact with indigenous peoples: <ol style="list-style-type: none"> a. religious (e.g., conversion attempts) b. economic (e.g., land disputes, trade) c. social (e.g., spread of disease, partnerships) d. food (e.g., corn) e. government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence)
	Spanish, French & Dutch Colonies, 39-51 The English Colonies, 53-67	PO 2. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).
	Life in the Southern Colonies, 71-85 Life in the New England & Middle Colonies, 87-101	PO 3. Compare the characteristics of the New England, Middle, and Southern colonies: <ol style="list-style-type: none"> a. Colonial governments b. geographic influences, resources, and economic systems c. religious beliefs and social patterns
	Life in the Southern Colonies, 71-85 Life in the New England & Middle Colonies, 87-101	PO 4. Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams Anne Hutchinson, John Winthrop).

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		Concept 4: Revolution & a New Nation The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.	1700s – 1820
		High School	
	Conflict with Britain, 104 - 119 The War for Independence, 121-137	PO 1. Assess the economic, political, and social reasons for the American Revolution: a. British attempts to tax and regulate colonial trade as a result of the French and Indian War b. colonists' reaction to British policy ideas expressed in the Declaration of Independence	
	The War in the South: The Battle of Yorktown, 132-133	PO 2. Analyze the effects of European involvement in the American Revolution on the outcome of the war.	
	The War for Independence, 121-137	PO 3. Describe the significance of major events in the Revolutionary War: a. Lexington and Concord b. Bunker Hill c. Saratoga d. writing and ratification of the Declaration of Independence e. Yorktown	
	Governing the New Nation, 139 – 144 Making the Constitution, 147 - 152	PO 4. Analyze how the new national government was created: a. Albany Plan of Union influenced by the Iroquois Confederation b. Articles of Confederation c. Constitutional Convention d. struggles over ratification of the Constitution e. creation of the Bill of Rights	

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		High School	
	Inauguration of George Washington, 171 Washington as President, 171 Political Parties, 168 Financial Plan of Hamilton, 173, 175-176 Marbury v. Madison, 158, 188	PO 5. Examine the significance of the following in the formation of a new nation: a. presidency of George Washington b. economic policies of Alexander Hamilton c. creation of political parties under Thomas Jefferson and Alexander Hamilton d. the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as Marbury v. Madison	

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Shay's Rebellion, 145 Abigail Smith-Adams, 129 Native Americans, Britain and, 107, 195 Carolina trade with, 56 Carson, Kit, and, 210 Catlin's paintings of, 259 Conversion to Christianity, 280 Cultures of Southeast, 81 European diseases, and, 39 Fur traders and, 213 Of Hispaniola, 40 Ishi, 9 Land claims of, 178 In Middle Colonies, 95 In Ohio Valley, 105	Pawtucket Indians, 60 Powhatans, 54 Proclamation of 1763, 108 Pueblo Indians, 44 Puritans and, 88-89 Removal of, 227, 228 After Revolution, 178 Sacagawea and, 191 Settlers and, 81-83, 88-89 In South, 235 Trails of, 279 Uprisings by, 82-83 In Virginia, 83 Woodlands People and, 10-13 Indentured Servants, 76	PO 6. Examine the experiences and perspectives of the following groups in the new nation: a. property owners b. African Americans c. women d. Native Americans e. indentured servants	

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		Concept 5: Westward Expansion Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.	1800 – 1860
		High School	
	Northwest Territory, 142 Louisiana Territory, 286, 299 Florida Purchase from Spain, 218 Lone Star Republic, 211 Settlement of Texas, 211 Mexican War, 284 - 291 Expansion to Oregon, 279-281	PO 1. Trace the growth of the American nation during the period of western expansion: a. Northwest Territory b. Louisiana Territory c. Florida d. Texas e. Oregon Country f. Mexican Cession g. Gadsden Purchase h. Alaska	
	Presidency of Jefferson 187-189 War of 1812, 169, 196-197 (map) Expansion after War of 1812, 200-210	PO 2. Analyze how the following events affected the political transformation of the developing nation: a. Jefferson's Presidency b. War of 1812 c. Jackson's Presidency	
	Lewis & Clark Expedition, 189-190 (map) Fur Trade, 32, 213 New France, 46-47 Ohio Valley 105 California Gold Rush, 288 Missions in Arizona and California, 45	PO 3. Identify how economic incentives and geography influenced early American explorations: a. explorers (e.g., Lewis and Clark, Pike, Fremont) b. fur traders c. miners d. missionaries (e.g., Father Kino, Circuit Riders)	
	Native American Conversion to Christianity, 280 European diseases and Native	PO 4. Describe the impact of European-American expansion on native peoples.	

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	Americans, 39 Uprisings by Native Americans , 82-83		
	Railroads, 271, 317 Steamboats, 192-193 Factories, 269-270 Child labor in, 272-273 City growth and, 270-271 Growth of, 270 Immigrant workers in, 274 Women in, 319 Workers in, 272-274 Urbanization, 207-108 Lifestyle changes, 269-271 In Northeast, 97-99 In South, 73-74, 236 Southern colonial capitals, 74 Cotton Gin, 235 Spinning Machine, 270 Steam Engines, 192-193	PO 5. Describe the impact of the following aspects of the Industrial Revolution on the United States: a. transportation improvements (e.g., railroads, canals, steamboats) b. factory system manufacturing c. urbanization d. inventions (e.g., telegraph, cotton gin, interchangeable parts)	

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		Concept 6: Civil War & Reconstruction Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.	1850 – 1877
		High School	
	Industry during Civil War, 317-319 Sectionalism, 201, 221 Missouri Compromise, 221 (map) Kansas-Nebraska Act, 301 Dred-Scott Decision, 304 Douglass, Frederick, 256 Brown, John, 303 Raid on Harper's Ferry, 305 Lincoln-Douglass Debate, 304 Election of 1860, 306	PO 1. Explain the economic, social, and political causes of the Civil War: a. economic and social differences between the North, South, and West b. balance of power in the Senate (e.g., Missouri and 1850 Compromises) c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act) d. role of abolitionists (e.g., Frederick Douglass and John Brown) e. debate over popular sovereignty/states rights f. Presidential election of 1860	
	Front lines of Civil War, 316 Costs of Civil War, 323 Davis, Jefferson, 311-312 Lee, Robert E. 313-321 Grant, Ulysses S., 313, 314, 320 Tecumseh, 178, 196 African Americans during Civil War, 320 Cumming, Kate, 315 Emancipation Proclamation, 320 Homefront of Civil War, 318-319	PO 2. Analyze aspects of the Civil War: a. changes in technology b. importance of resources c. turning points d. military and civilian leaders e. effect of the Emancipation Proclamation f. effect on the civilian populations	

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	<i>*see <u>Contemporary's American History 2: After 1865</u></i>	PO 3. Analyze immediate and long term effects of Reconstruction in post Civil War America: a. various plans for reconstruction of the South b. Lincoln's assassination c. Johnson's impeachment d. Thirteenth, Fourteenth and Fifteenth Amendments e. resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877)	