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| **Compelling Question:** To what extent did the U.S. change and stay the same from its beginnings until 1890?  | **ADE Frameworks:** This is a review of Grades 5 and 8 U.S. History Eras 1-6. |
| **C3 connections: D1.**1,4,5.9-12; **D2.Civ.**2-14.9-12; **D2.Eco.**1-3,5-9,13.9-12; **D2.Geo.**2,5-9,11.9-12; **D2.His.**1-5,7,8,11,14-16.9-12; **D3.**1,2,3.9-12; **D4.**1,2,3,4,5,6.9-12 |
| **CCSS literacy:** CCRA.R.1, 3, 6, 7, 8, 9, 10; CCRA.W.1, 2, 7, 8, 9, 10; CCRA.L.6 |
| **Supporting Questions** | **Formative Performance Tasks** | **Suggested Sources** | **Key terms/concepts** |
| **What were the continuities in U.S. History up to 1890?**  | Use primary and secondary sources to examine the influence of **geography** on U.S. history until 1890, including Pre-Columbian and colonial settlement patterns, regional differences, and conflicts over natural resources. (2-3 days)* Students could work in groups and create a visual (e.g., table, chart, poster, collage, info graphic) on the assigned topic and present to the class.

Study the way in which primary and secondary sources, including art and media, portray **immigration and migration**. Identify and evaluate reasons for migration and immigration patterns in the U.S. until 1890. Students could* create maps illustrating immigration and migration patterns
* create a graphic depicting reasons for immigration and migration

Analyze causes and effects of **wars and conflicts** in U.S. History until 1890, including the American Revolution and the Civil War, as well as conflicts over slavery, Indian Removal, suffrage, and land ownership. Students could* use or create a cause and effect graphic organizer for the conflict/war being researched
* complete the Determining Significance chart for the conflict/war being researched (see handouts)
 | * [Reading Like an Historian lesson: Mapping the New World (colonial)](https://sheg.stanford.edu/mapping-new-world)
* [Influence of Geography on U.S. History - essay](http://www.regentsprep.org/regents/ushisgov/themes/geography/historicalinfluences.cfm)
* [National Geographic: Westward Expansion Through Maps](http://education.nationalgeographic.com/media/westward-expansion-through-maps/)
* [Reading Like an Historian: Examining Passenger Lists (colonial)](https://sheg.stanford.edu/examining-passenger-lists)
* [Reading Like an Historian: Irish Immigration](https://sheg.stanford.edu/irish-immigration)
* [Migration in US History](http://ushistoryscene.com/topic/migration/)
* [Statue of Liberty](http://ocp.hul.harvard.edu/immigration/statueofliberty.html)
* [Crash Course US History: Westward Expansion](https://www.youtube.com/watch?v=Q16OZkgSXfM)
* [EdSITEment lesson: Empire and Identity in the American Colonies](http://edsitement.neh.gov/lesson-plan/empire-and-identity-american-colonies)
* [Essay: Colonial/Indian Relations](http://www.let.rug.nl/usa/outlines/history-1994/early-america/colonial-indian-relations.php)
* [Reading Like an Historian: Slavery and the Constitution](https://sheg.stanford.edu/slavery-constitution)
* [Crash Course video: American Revolution](https://www.youtube.com/watch?v=HlUiSBXQHCw)
* [Short History of the War of 1812](https://www.ussconstitutionmuseum.org/about-us/bicentennial/short-history-1812/)
* [PBS: US Mexican War & Treaty of Guadalupe Hidalgo](http://www.pbs.org/kera/usmexicanwar/war/wars_end_guadalupe.html)
* [National Park Service: Causes of the Civil War](http://www.nps.gov/fosu/learn/historyculture/upload/SLAVERY-BROCHURE.pdf)
 | Influence of **geography** on history, including regional differences and conflicts over natural resources* Featured primary source: John Smith’s 1612 map of Virginia ([lesson plan from George Mason University](http://chnm.gmu.edu/mcpstah/resources/primary-source-activities/activity/?actvID=1))

Importance of **immigration and migration** in the growth of the country & spread of ideas (Pre-Columbian era, colonial period, Westward migration)* Featured primary sources: Runaway Slave Ads, [Statue of Liberty](http://ocp.hul.harvard.edu/immigration/statueofliberty.html); ([lesson plan from George Mason University](http://chnm.gmu.edu/mcpstah/resources/primary-source-activities/activity/?actvID=1))

**Conflicts** over rights, especially related to political power, ethnicity, social class, gender (French & Indian War, American Revolution, U.S./Mexican War, Indian Removal, Civil War, Reconstruction amendments) |

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| **Supporting Questions** | **Formative Performance Tasks** | **Suggested Sources** | **Key terms/concepts** |
| **What were the major changes in U.S. History up to 1890?** | Summarize and compare documents which articulate **ideas about governance**, such as the Mayflower Compact, Virginia Declaration of Rights, Declaration of Independence, Constitution, Articles of Confederation, Bill of Rights, amendments, political party platforms (to 1890), and/or Supreme Court decisions. Students should be able to differentiate among **economic structures and institutions**. Students will show their understanding of the ways in which these institutions had an impact on specific groups of people, such as fur trappers, traders, merchants, business owners, plantation owners, small farmers, enslaved people, and factory owners/workers in the colonial and early national periods and the 19th century.* Class or Group Discussion Question: Did the opportunities that America’s first factories provided for young women outweigh the hardships they experienced?
* Write the draft of an argumentative essay for above discussion question (e.g., prose, poster, graphic organizer, Prezi, PowerPoint)

Evaluate the changes in **technology** up to 1890, including the colonial period, American Revolution, Civil War, and Industrial Revolution.* After discussing pre-Columbian technology, complete the lesson activities (*Docs Teach*, *National Archives*), and have students complete a jigsaw activity about inventions and technological advances, such as those on the PBS timeline, to determine how they changed daily life, war, movement of people and goods, and the U.S. economy.
 | * [Digital History: Landmark Documents Organized by Era](http://www.digitalhistory.uh.edu/references/landmark.cfm)
* [Reading Like an Historian: Declaration of Independence](https://sheg.stanford.edu/declaration-independence)
* [EdSITEment lesson: Ratifying the Constitution](http://edsitement.neh.gov/lesson-plan/bill-rights-ratification)
* [Constitutional Rights Foundation: Political Parties & Platforms](http://www.crf-usa.org/election-central/political-parties-platforms.html)
* [Document-Based Question – economic differences between the North & South before the Civil War](http://www.nysedregents.org/USHistoryGov/112/ushg12012-rg2.pdf)
* [Mercantilism & Colonial Protest](http://www.ushistory.org/declaration/lessonplan/mercantilism.asp) – USHistory.org
* [Content Background Essay: Beginnings of Capitalism in the U.S.](http://www.learner.org/biographyofamerica/prog07/transcript/page02.html)
* [*Biography of America 26 minute video: “The Rise of Capitalism”*](http://www.learner.org/biographyofamerica/prog07/transcript/index.html)
* [Gilder Lehrman Lowell Mill Girls and the factory system, 1840](https://www.gilderlehrman.org/history-by-era/age-jackson/resources/lowell-mill-girls-and-factory-system-1840)
* [PreColumbian Technology lesson](http://www.tolerance.org/lesson/pre-columbian-native-peoples-and-technology)
* [EdSITEment lesson: Impact of the Transcontinental Railroad](http://edsitement.neh.gov/lesson-plan/i-hear-locomotives-impact-transcontinental-railroad)
* [Unintended Consequences of the Cotton - Gin Docs Teach](http://docsteach.org/activities/4373/detail)
* [National Archives lesson on the cotton gin](http://www.archives.gov/education/lessons/cotton-gin-patent/)
* [PBS technology timeline](http://www.pbs.org/wgbh/amex/telephone/timeline/timeline_text.html)
* [History Detectives: Civil War Innovations](http://www.pbs.org/opb/historydetectives/feature/civil-war-innovations/)
* [Gunpowder to Guns – War Technology video](http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/mankind-the-story-of-all-of-us-gunpowder-to-guns)
* [Vulcanized Rubber video](http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/vulcanized-rubber)
 | Change in **ideas about how groups and nations should be** **governed** – native groups, different European colonizers, Articles of Confederation, Constitution, amendments, political parties (foundations of government)* Featured primary sources: Declaration of Independence, Bill of Rights

Change in **economic structure & institutions** – traditional economy, mercantilism, capitalismGrowing importance of **technology**, especially related to industrialization * Featured primary source: [Eli Whitney’s Cotton Gin Patent](https://research.archives.gov/id/305886) – What kind of information is on a patent application? What was new about Whitney’s invention? How did it change U.S. History?
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| **Summative Assessment**Create an illustrated timeline using a poster board, long paper, Prezi, or PowerPoint in which events representing at least 3 major areas of continuity and at least 3 major areas of change are depicted.**OR**Write an informative **essay** answering the following question: To what extent did the U.S. stay the same and change from its beginnings until 1890?  |
| **Additional Tasks/Resources**Multiple choice general review questions for U.S. History through Reconstruction – Use as a pre-test to gauge students’ background knowledge, and/or as a whole class “scavenger hunt” to find correct answers, or as a group activity. <http://www.iq.poquoson.org/hsushistto1877/ushistto1877/ushistto1877generalreview09tlm.htm> New York State compiled resources about immigration and migration in U.S. History <http://www.regentsprep.org/Regents/ushisgov/themes/immigration/index.htm>New York State-compiled resources about foundational government documents in U.S. History <http://www.regentsprep.org/Regents/ushisgov/themes/government/index.htm>Timeline of American technology <http://www.pbs.org/wgbh/amex/telephone/timeline/timeline_text.html> [History Detectives: Civil War Innovations](http://www.pbs.org/opb/historydetectives/feature/civil-war-innovations/)  |
| **Taking Informed Action**Write a letter to an elected official about a current-day issue or policy related to geography, migration, conflict, economics, or technology, and include information from one or more of the foundational documents as support.  |