Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***Historical Thinking and Skills*** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	***1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.***

Content Elaborations

Throughout the study of history, historical documents, artifacts and other materials can be examined in terms of the perspective or point of view they represent.

Primary and secondary sources can be studied to understand how the same event might be portrayed from different perspectives. Primary sources provide first-hand information about historical events. Secondary sources provide interpretations of events by people who were not present at the events they discuss.

In using documents, historians determine the applicability of information and separate factual information from opinion and fiction. Historians also use evidence provided by the primary and secondary sources to construct arguments that support a stated position.

Expectations for Learning

Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.

Instructional Strategies

Students create a National History Day project by researching multiple perspectives and then develop and defend a thesis based on their research. Information on Ohio History Day can be found at http://www.ohiohistory.org/historyday.

Have students analyze primary and secondary sources to develop and write a historical narrative from multiple perspectives. Students will present and defend their historical narratives.

Students use primary and secondary sources to investigate an event in American history. For example, students could investigate the Boston Massacre by examining the perspectives of the British soldiers and the colonists. Have them recreate the trial where students assume the roles of judge, attorneys, witnesses and jury members. The class will compare the outcome of their trial with the outcome of the original trial.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Charting the Future of Teaching the Past
http://sheg.stanford.edu/
Select *Curriculum* and then select a unit and a lesson. Each lesson revolves around a central historical question and features sets of primary documents modified for groups of students with diverse reading skills and abilities.

History Matters
http://historymatters.gmu.edu/browse/makesense/
This site provides students with strategies to analyze various primary and secondary sources.

	Primary Sources at Yale http://www.yale.edu/collections_collaborative/primarysources/ The university's website has a primary source database with digital copies of hundreds of historical primary sources. **The National Archives** http://www.archives.gov/education/ This website is a source of free primary source documents. **Boston Massacre** http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=305 This website provides a picture of an engraving by Paul Revere that depicts the Boston Massacre. It is titled *The bloody massacre perpetrated in King Street, Boston, on Mar. 5, 1770*. **Famous American Trials** http://www.law.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html This website, *Famous American Trials* by Douglas Linder, has information about the Boston Massacre trials. **Connections**
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***Colonization to Independence*** European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.
Content Statement	***2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.***

Content Elaborations

There were many different American Indian cultures inhabiting North America prior to the arrival of Europeans. In grade five, students learned about the unique characteristics of their cultures.

Economic reasons behind the European exploration of North America include the pursuit for new trade routes to Asia, the quest for new opportunities and the search for resources (e.g., gold, silver). The Europeans found goods that had a market in Europe (e.g., food, timber, fur, tobacco).

The religious reasons for Europeans coming to North America include escaping religious persecution, creating a religious utopia and converting American Indians to Christianity.

Expectations for Learning

Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

Instructional Strategies

Have students use a graphic organizer to compare the economic and religious reasons for exploration and colonization among the European countries.

Have students assume the role of someone from one of these colonial powers: Great Britain, France, Spain or the Netherlands. Have them explain and justify their reasons for exploring and settling in North America. Students could present their justifications through a role play in front of the class and the class could determine if the reasons were economic or religious. Students also could write their justifications as an editorial for a newspaper. Then, with the editorials placed around the room, students read them and place stickers on each editorial classifying the justifications as religious or economic.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Motivations for English Colonization

http://www.digitalhistory.uh.edu/historyonline/us2.cfm

This website contains a set of primary documents, including statistics, which students can analyze to make conclusions.

Connections

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***Colonization to Independence*** European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.
Content Statement	***3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.***

Content Elaborations National rivalries spurred the powerful European countries to make land claims and to exploit the resources of the Western Hemisphere. The British, French, Spanish, Swedes and Dutch struggled with each other to control settlement and colonization of North America. One consequence was a series of wars involving colonial powers, colonists and American Indians (e.g., King William's War, Queen Anne's War, King George's War, the French and Indian War). **Expectations for Learning** Explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.	**Instructional Strategies** Role-play an international meeting of the colonizing powers and American Indians to negotiate control of territory and resources in North America. Students should explain how competition led to conflict. **Diverse Learners** Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. **Instructional Resources** **Connections**
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***Colonization to Independence*** European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.
Content Statement	***4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.***

Content Elaborations

The perspective of many Europeans that black Africans were inferior and uncivilized led to the forced relocation of hundreds of thousands of Africans to the American colonies. Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many of the American colonists felt that the African slaves provided a source of cheap labor.

Africans were not simply victims, but were intricately involved in the economic development of the colonies and, after the American Revolution, the United States. Slaves and freed Africans helped provide labor for northern manufacturers. They were particularly important in the maritime trade in the northern and southern colonies.

Slaves also worked as artisans and domestics. Slavery was the foundation of the agricultural system in most of the Southern colonies and was critical in sustaining the cultivation of rice, cotton and tobacco as cash crops. Slaves from West and Central Africa contributed their knowledge of planting rice and sweet potatoes to the colonies. The cultural contributions of American slaves include their folklore and music.

Expectations for Learning

Explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies.

Describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Connections

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***Colonization to Independence*** European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.
Content Statement	***5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.***

Content Elaborations

The American Revolution was made possible in part by the chain of political, economic and social changes that occurred during the Enlightenment. The ideas of Enlightenment (e.g., rights of the citizen, natural law, reason, idea of popular government) thinkers fueled the discontent felt by the American colonists with a series of actions instituted by the British government following the French and Indian War (e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Tea Act, Coercive Acts, Quartering Act, Quebec Act).

Enlightenment ideas also influenced the writing of the Declaration of Independence, with an emphasis on natural rights, limitations on the power of the government, social contract and consent of the governed.

Expectations for Learning

Connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching of the American Revolution.

Instructional Strategies

Have students illustrate (e.g., graphic organizer, poster, pamphlet, newspaper article, web page) the colonial discontent influenced by Enlightenment ideas that led to the Declaration of Independence and American Revolution.

Introduce the Enlightenment ideas on natural rights, limitations on the power of the government, social contract and consent of the governed. Form groups and have each examine the section of the Declaration of Independence that begins with "We hold these truths…" and ends with "…for their future security." Have them identify the Enlightenment ideas reflected in this section and translate these into their own words with illustrations.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

National Archives
http://www.archives.gov/exhibits/charters/charters_of_freedom_1.html
The Declaration of Independence can be found with the original text at the National Archives webpage.

Lesson Plan: King George, Give Us A Break!
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80531d3c
This model lesson from ODE's Instructional Management System can be adapted to Content Statement 5.

Creating the Declaration of Independence – Interactive website
http://myloc.gov/Exhibitions/creatingtheus/DeclarationofIndependence/ExhibitObjects/INT_Declaration.aspx
"Connect particular phrases and ideas set down in the Declaration of Independence with texts

	that preceded it." References Enlightenment philosophers. **National Archives and Records Administration: Digital Classroom, Teaching with Documents** www.archives.gov/digital_classroom/teaching_with_documents.html This site contains reproducible copies of primary documents, including the Declaration of Independence, and teaching activities. **Connections** Instruction could be connected with the "Reading Standards for Literacy in History/Social Studies 6-12" in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***A New Nation*** The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.
Content Statement	***6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.***

Content Elaborations

The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation.

As citizens of a new nation, the American people found themselves having to adjust to a new series of relationships. Thirteen colonies owing allegiance to Great Britain transitioned into 13 sovereign states loosely united as a confederation. Each state had to create new governing documents and address issues such as who would become citizens and with what rights, would there be established churches, and what would be done with the institution of slavery. The former colonies moved from support of a mother country under a mercantilist system to 13 separate economies facing currency, banking and trade issues.

One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth.

Expectations for Learning

Analyze the new political, social and economic relationships for the American people that resulted from the American Revolution.

Instructional Strategies

Have students organize a Veterans' Day recognition program and invite area veterans to a celebration of their role in preserving the independence of the United States from the American Revolution to today.

Some ideas of the Northwest Ordinance were later found in the U.S. Constitution. Have students examine the following features of the Northwest Ordinance and find how they are reflected in the U.S. Constitution: the process by which a territory could move to statehood (NW Ordinance Sections 3, 9, 12, Article 5; U.S. Constitution, Article IV); the guaranteed civil liberties and rights (NW Ordinance Articles 1, 2; U.S. Constitution, Article I, Section 9, Bill of Rights and other amendments); the issue of slavery (NW Ordinance Article 6; U.S. Constitution, Article I, Section 9, 13th Amendment). Ask the students to show the similarities and differences for each of these in both documents.

Parts of the Northwest Ordinance influenced the U.S. Constitution and Bill of Rights. Have students compare the rights protected in the Northwest Ordinance with those in the U.S. Constitution and Bill of Rights. Instruct them to cite how the protected rights in the Northwest Ordinance are reflected in the U.S. Constitution and Bill of Rights and have them graphically illustrate the changes for one of the protected rights.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Contact local posts of the American Legion and Veterans of Foreign Wars for assistance in planning Veterans Day programs.

Our Documents

http://www.ourdocuments.gov/doc.php?flash=old&doc=8&page=transcript
The original text of the Northwest Ordinance can be found here.

	Connections Instruction could be connected with the "Reading Standards for Literacy in History/Social Studies 6-12" in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***A New Nation*** The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.
Content Statement	***7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.***

Content Elaborations

Major domestic problems faced by the leaders of the new republic under the Articles of Confederation led to the creation of a new constitution. Problems under the Articles included:

- Maintaining national security;
- Creating a stable economic system;
- Paying war debts;
- Collecting revenue;
- Regulating trade; and
- Correcting flaws in the central government.

Challenges in writing and ratifying the U.S. Constitution included:

- Issues debated during the convention (e.g., powers of the central government vs. the states, representation of the states vs. the people, the extent of democratic participation, the continued institution of slavery);
- The Federalist/Anti-Federalist debate (i.e., Federalists supported a strong national government with its separation of powers into three independent branches, Anti-Federalists opposed a strong central government believing it threatened the power of the states and lacked a bill of rights).

Expectations for Learning

Explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

Instructional Strategies

Have students examine primary and secondary resources to develop a narrative explaining the problems of the Articles of Confederation that led to the debate over the adoption of the U.S. Constitution.

Have students examine the U.S. Constitution to find how it resolved the problems under the Articles of Confederation (i.e., maintaining national security, creating a stable economic system, paying war debts, collecting revenue, regulating trade, correcting flaws in the central government).

Divide students into Federalists and Anti-Federalists. Have them research issues involved with each position for a debate on the adoption of the U.S. Constitution.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Lesson Plan: The Constitutional Convention: What the Founding Fathers Said
http://edsitement.neh.gov/lesson-plan/constitutional-convention-what-founding-fathers-said
This website provides a lesson on the debates of the Constitutional Convention. Students analyze the debates after participating in a reenactment of one of the debates.

A Great Compromise
http://www.senate.gov/artandhistory/history/minute/A_Great_Compromise.htm
This website provides a resource from the U.S. Senate's official site. This particular resource is a short history of the Constitutional Convention of 1787.

	The Federalist Debates: Balancing Power Between State and Federal Government http://edsitement.neh.gov/lesson-plan/federalist-debates-balancing-power-between-state-and-federal-governments This *EDSITEment!* website provides an overview, lessons and resources on the issues raised by the Federalists and Anti-Federalists. **The Federalist Papers** http://www.crf-usa.org/foundations-of-our-constitution/the-federalist-papers.html This is a lesson from the Constitutional Rights Foundation and focuses on different issues raised in the Federalist Papers. **Connections** Instruction could be connected to the Federalist Papers with the "Reading Standards for Literacy in History/Social Studies 6-12" in the Common Core State Standards for English Language Arts: RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***A New Nation*** The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.
Content Statement	***8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.***

Content Elaborations

Actions of early U.S. presidential administrations established a strong federal government, including:

- Assumption of state debts, creation of the national bank, ending the Whiskey Rebellion, negotiating the Jay Treaty (Washington Administration);
- Creation of the Navy Department, maintenance of neutrality (Adams Administration);
- Expansion of U.S. territory with the Louisiana Purchase (Jefferson Administration);
- Waging the War of 1812,(Madison Administration);
- Winning the *McCulloch* v. *Maryland* decision, negotiating treaties to secure U.S. borders, instituting the Monroe Doctrine (Monroe Administration).

Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit. Peaceful transitions occurred despite disputes in the elections of 1800 and 1824.

Attempts by Great Britain to invade the United States during the War of 1812 were turned back and the Madison Administration preserved the pre-war status of the United States.

Expectations for Learning

Explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

Instructional Strategies

Assign student groups to one of the early U.S. presidents. Have them create a presentation on the administration's accomplishments, including how the president established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

The U.S. Presidents
http://www.history.com/topics/the-us-presidents
The *History Channel's* website has videos and information for students.

American President: An Online Reference Resource
http://millercenter.org/president
The Miller Center at the University of Virginia provides perspectives grounded in history about American presidents.

George Washington: The Precedent President
http://edsitement.neh.gov/lesson-plan/george-washington-precedent-president\
This *EDSITEment!* website provides an overview, lessons and resources on George Washington and his impact on the presidency.

The Monroe Doctrine: Origin and Early American Foreign Policy
http://edsitement.neh.gov/curriculum-unit/monroe-doctrine-origin-and-early-american-foreign-policy
This *EDSITEment!* website provides an overview, lessons and resources on the Monroe Doctrine that can be aligned to this content statement.

Connections

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***Expansion*** The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.
Content Statement	***9. The United States added to its territory through treaties and purchases.***

Content Elaborations

The United States negotiated treaties with and purchases from other countries in an effort to expand its territory and to solidify its borders.

Treaties were negotiated with Spain, Great Britain and Mexico (e.g., Adams-Onís Treaty, Webster-Ashburton Treaty, Oregon Treaty, Treaty of Guadalupe Hidalgo).

The U.S. expanded its territory through purchases from France, Mexico and Russia (e.g., Louisiana Purchase, Gadsden Purchase, Alaska purchase).

Expectations for Learning

Describe how the United States added to its territory through treaties and purchases.

Instructional Strategies

Provide students a matrix for students to complete to explain each treaty and purchase that lead to the expansion of the United States. Have students write a summarizing paragraph that describes how the United States added to its territory.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Teaching With Documents: The Treaty of Guadalupe Hidalgo
http://www.archives.gov/education/lessons/guadalupe-hidalgo/
This National Archives website contains documents and teaching activities on the Treaty of Guadalupe Hidalgo.

New Perspectives on The West
http://www.pbs.org/weta/thewest/lesson_plans/
This PBS website provides lessons, activities and resources from the series *The West* that can be adapted to this content statement.

Connections

Comparative Costs: The Early 19th Century and Today
http://www.pbs.org/teachers/mathline/concepts/president/activity1.shtm
This PBS website provides a student activity that links mathematics with the Louisiana Purchase.

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***Expansion*** The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.
Content Statement	***10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.***

Content Elaborations

The territorial expansion of the United States continued after the War of 1812. It contributed to economic development by providing land for settlement and development of transportation networks. New resources also were discovered in the acquired territories.

As the country expanded, it developed into sections with distinct economic and cultural characteristics. The sections took different positions on key political issues of the day. Westward expansion escalated the debate over a key sectional issue – whether or not slavery should be extended into the new territories.

Growth of the United States encroached upon Mexico. The annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War.

The settlement of the United States led to the displacement of American Indians from their native lands through various means including forced removal through legal and military actions (e.g., Treaty of Greenville, Indian Removal Act). In the 1840s, the idea of Manifest Destiny was used by politicians and leaders to explain and justify continental expansion by the United States.

Expectations for Learning

Explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

New Perspectives on The West
http://www.pbs.org/weta/thewest/lesson_plans/
This PBS website provides lessons, activities and resources from the series *The West* that can be adapted to this content statement.

Teaching With Documents: The Treaty of Guadalupe Hidalgo
http://www.archives.gov/education/lessons/guadalupe-hidalgo/
This National Archives website contains documents and teaching activities on the Treaty of Guadalupe Hidalgo and how it expanded the United States.

Values and Beliefs of Manifest Destiny
http://museumca.org/goldrush/curriculum/8g/81104017.html
This website provides a lesson that focuses on the topic of Manifest Destiny and its influence on the California Gold Rush. It also covers the economic impact of Manifest Destiny and how it led to the displacement of American Indians.

Connections

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***Civil War and Reconstruction*** Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.
Content Statement	***11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.***

Content Elaborations

The federal system of government created under the U.S. Constitution raised questions during the first half of the 19th century over the power of the federal government versus the powers reserved to the states. States' rights arguments were first outlined in the Virginia and Kentucky Resolutions of 1798-99.

The country's expansion helped it develop sections with distinct economic characteristics. The sections took different positions on key political issues of the day (e.g., tariff policy, the national bank, internal improvements, sales of public lands, slavery).

Northern entrepreneurs favored high tariffs to protect their businesses and avoid competition from foreign products. Many southerners, who imported manufactured products, wanted low tariffs to keep their costs low. They also feared that foreign countries would retaliate against American tariffs by not importing southern cotton and other products.

Northerners favored the operations of a national bank that could help finance new business ventures and facilitate commerce. Western farmers tended to be poor and distrusted banks. They objected to bank policies that made it difficult for them to obtain loans.

Westerners favored government programs to enhance internal improvements such as roads and canals. These improvements enabled more people to travel out west and made it easier to ship agricultural products east.

Instructional Strategies

In small groups, have students discuss the precedent of secession by comparing the causes of the American Revolution, as stated in the Declaration of Independence, to the causes of the Civil War.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Lesson Plan: Factor vs. Plantation in the North and South
http://edsitement.neh.gov/lesson-plan/factory-vs-plantation-north-and-south
This website contains interesting sites, including maps, pictures and authentic papers from the 1700s and 1800s.

Connections

English language arts classes could do lessons on persuasive essays as they relate to the debates on federalism prior to the Civil War. Connect to the Common Core State Standards for English Language Arts.

Southerners tended to object to the expense associated with building internal improvements. They did not see their section of the country benefitting from such programs as most of the construction took place in the North and West. Westerners, many of whom were poor, favored the cheap sale of public lands as a way to acquire better farmland and attract more people to the west. Many northerners opposed the cheap sale of public lands. They viewed land sales as way for the federal government to generate income. Southerners viewed slavery as vital to their agricultural way of life and favored the extension of slavery into the territories as cotton cultivation moved west. Northerners who did not rely on slaves for a workforce objected to slavery as a moral wrong and opposed its extension into the territories. In several key instances, the sectional issues involved arguments over states' rights (e.g., the Tariff of Abominations, the Webster-Hayne Debate of 1830, the Nullification Crisis of 1832-33). One sectional issue in particular – the extension of slavery – prompted much debate in the 1840s and 1850s (e.g., the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act). The debate over this issue culminated with the South's exercise of the ultimate states' right – secession. The American Civil War was fought to resolve the issues of states' rights versus a federal union, and whether or not the nation would continue to embrace slavery. **Expectations for Learning** Distinguish among the positions of the sections of the United States on sectional issues of the 1820s through the 1850s. Illustrate how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.	
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***History***
Topic	***Civil War and Reconstruction*** Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.
Content Statement	***12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.***

Content Elaborations

The conclusion of the American Civil War brought victory for the federal union over the secessionist states, emancipated slaves, and began the period of Reconstruction for the South.

Nationally, Reconstruction took place in part with the passage of the 13th, 14th and 15th Amendments to the U.S. Constitution. These amendments ended slavery and attempted to protect the rights of freedmen.

Reconstruction had a particular impact on the Southern states, as they were required to implement a series of actions before being readmitted to the Union. Federal authority was affirmed, as most Southern states had to complete these actions under Military Reconstruction.

Reconstruction resulted in resentments and new issues. White Southerners resented the new status afforded to blacks. They responded by enacting black codes and forming organizations such as the Ku Klux Klan. Southern Democrats resented the Republican carpetbagger governments imposed on the South and restored Democrats to power as Military Reconstruction came to an end. Congress and the presidency engaged in a struggle to control Reconstruction, which threatened the balance of power between the branches.

Expectations for Learning

Describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Lesson Plans: The Battle over Reconstruction
http://edsitement.neh.gov/curriculum-unit/battle-over-reconstruction#sect-theunit
This *EDSITEment!* website has three lessons on Reconstruction.

Opposing Views on Reconstruction
http://odur.let.rug.nl/~usa/H/1990/ch5_p11.htm
This website provides differing views on Reconstruction issues.

SC Black Codes: A Lesson on Reconstruction Legislation and Amendments
http://www.teachingushistory.org/lessons/reconlegislation.html
This lesson can be adapted for Content Statement 12.

Lesson Plan: Louisiana Black Code
http://college.cengage.com/history/us/resources/students/primary/blackcode.htm
This lesson uses primary sources to help students understand the historical context of black codes in the South.

Connections

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Geography***
Topic	***Spatial Thinking and Skills*** Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
Content Statement	***13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.***

Content Elaborations

Modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how historical events have been influenced by the distribution of natural resources and geographic location.

These tools can be used to understand changes over time. They may be used to help illustrate sectionalism, unification or movement.

Expectations for Learning

Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.

Instructional Strategies

Give students a regional map and a list of historical events that took place in the region. Have students brainstorm how geography influenced the events on the list.

Career Connection

Students will explore careers that utilize maps as an important part of their work (e.g., transportation, architecture, engineering). Students will identify various types of maps, addressing questions like: who created it?, what is the purpose?, and who will use it? (representing the various roles involved throughout the process). Students will develop questions about these careers which will guide their research – addressing topics and information they would like to know more about (KWL). Next, students will research careers and identify pathways across career fields that address their questions related to maps.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Map Collections

http://memory.loc.gov/ammem/gmdhtml/gmdhome.html

The American Memory site from the Library of Congress contains maps relating to historical events.

Geography and Its Impact on Colonial Life

http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html

This Library of Congress website has activities and primary sources, including maps, to help students understand how geography impacts historical events.

	Connections
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.***

Content Elaborations

The expansion of the United States, both geographically and economically, was influenced by the availability of its natural resources. This expansion sometimes resulted in unintended consequences.

Forest resources and the abundance of fish and fur-bearing animals stimulated the growth of industries in the Northeast.

The soil and climate of Virginia was conducive for growing tobacco. Although England originally settled Virginia to discover gold and silver and to trade with Indians for fur, the cultivation of tobacco helped make the colony prosper. Likewise, rice became an important crop in South Carolina, although originally it was thought to be an area for growing sugarcane.

Cotton became a primary crop in the South. Intensive cotton cultivation, however, drained southern soils of essential nutrients and helped force the westward expansion of plantation agriculture.

Expansion westward encouraged the building of canals and railroads, which in turn influenced further western migration. The stagnant waters of the canals often caused diseases and sparks from railroad engines sometimes caused prairie fires. The new settlers in the West affected the environment by destroying native vegetation to cultivate land for farming and by carving up the open plains with barbed-wire fences to protect cropland from animals.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

American Experience: Native Americans

http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html

The PBS *American Experience* website explains government policy toward Native Americans during the construction of the Transcontinental Railroad.

Connections

Expectations for Learning Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States. Explain how this sometimes resulted in unintended environmental consequences.	
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.***

Content Elaborations

The development of the colonies reflected the origins of its settlers (e.g., the English in the New England colonies, the Germans in Pennsylvania) and the displacement of native Indians.

Slavery in the northern colonies was not as prevalent as in the southern colonies and slaves generally were used in a variety of endeavors. Many more African Americans were enslaved in the South where they were mainly used to raise labor-intensive crops. These differences influenced the ideas and political perspectives regarding the institution of slavery as the colonies gained independence and developed as a country.

The opening of lands west of the Appalachians for white settlers led the government to move Indians further west either through treaty negotiations or by forcible removal. Sections of North America developed new patterns of settlement and land use due to the movement of people (e.g., immigration, importation of slaves, displacement of American Indians). These new patterns of settlement and land use influenced the political and economic development of the United States (e.g., Northwest Ordinance of 1787, Land Ordinance of 1785).

The movement of people and products necessitated the construction of better transportation networks (e.g., roads, canals, railroads).

Instructional Strategies

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Lesson Plan: Western Expansion
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80530a6f
This model lesson from ODE's Instructional Management System can be adapted to Content Statement 15.

National Atlas
http://www.nationalatlas.gov/articles.html
The National Atlas presents three articles on the History of Railroads, including links to historic and interactive maps. Search for *History of Railroads and Maps*, and select *Part 1, Part 2 and Part 3*.

Connections

Expectations for Learning Describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the United States.	
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.***

Content Elaborations

Cultural biases, stereotypes and prejudices contributed to American Indian removal, the enslavement of Africans, violence against Mormons, and the view of women as second-class citizens. Responses to prejudice contributed to Indian wars, slave rebellions, the Mormon migrations and efforts for women to gain equal rights.

Cultural biases, stereotypes and prejudices also impacted other groups, including immigrants. The prejudices could be based on origin (e.g., Ireland, China) or religion (e.g., Judaism, Catholicism). Many immigrants were restricted from certain jobs and limited as to where they could live.

Expectations for Learning

Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

Instructional Strategies

Students will examine primary source documents to locate cultural biases, stereotypes and prejudices to explain the social, political and economic consequences for minority groups and the population as a whole.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Lesson Plan: Injustice
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80531403
This ODE model lesson can be adapted to Content Statement 16.

Connections

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.***

Content Elaborations

The democratic ideals that became the cornerstone for the development of a common national identity were freedom, equality, rights and justice. Many of these ideals were reflected in the colonial governments, formed the basis for the colonists' disagreements over British policies, and were embedded into the U.S. Constitution and Bill of Rights.

The sense of "being an American" began to form around the time of the American Revolution and gradually replaced the stronger sectional and state identities that were more prevalent before the Civil War. The creation of the public education system helped foster these ideals.

Many immigrants came to the United States in pursuit of these democratic ideals with the hope of assimilating as Americans.

Expectations for Learning

Identify the developments that helped bring about a common national identity for Americans and describe the democratic ideals around which that identity is based.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

American Identity: Activity Ideas

http://www.pbs.org/teachers/thismonth/americanid/index1.html

This PBS Teachers website provides lesson ideas and resources.

Connections

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***18. Participation in social and civic groups can lead to the attainment of individual and public goals.***

Content Elaborations

Throughout early American history, there are examples of how participation in social and civic groups led to the attainment of individual and public goals. Social groups included the American Temperance Society, which strived to reduce the consumption of alcohol, and the National Trades' Union, which sought to improve working conditions. Civic groups included the Sons of Liberty, which worked to protest British colonial policy, and the American Anti-Slavery Society, which worked to emancipate slaves.

Expectations for Learning

Explain how participation in social and civic groups can lead to the attainment of individual and public goals.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Lesson Plan: Increasing Opportunities for Involvement
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80531850
This ODE model lesson can be adapted to Content Statement 18.

The Sons of Liberty
http://www.ushistory.org/declaration/related/sons.htm
This website provides examples of activities of the Sons of Liberty and explains how they were important in affecting political actions.

Connections

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***19. Informed citizens understand how media and communication technology influence public opinion.***

Content Elaborations

Media and communication technology influence public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals and propaganda.

Public opinion in early American history was influenced by pamphlets, books and newspaper articles (e.g., *Common Sense, Uncle Tom's Cabin*, the *Federalist Papers*, *The Liberator).* The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.

Expectations for Learning

Explain how media and communication technology influence public opinion.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

As an extension activity, have students compare historic examples of media and communication technologies with modern examples (e.g., telephone, radio, television, Internet, mobile phones).

Instructional Resources

Is the Media Part of the Story?
http://www.pbs.org/teachers/connect/resources/609/preview/
This PBS website provides lessons and resources on whether the press *reported* or *influenced* news relating to the U.S.-Mexican War.

Lesson Plan: Uncle Tom's Cabin
http://www.civilwar.org/education/teachers/lesson-plans/uncle-toms-cabin-lesson/uncletomscabin.html
This lesson provides activities on how Harriet Beecher Stowe's *Uncle Tom's Cabin* swayed public opinion about slavery.

Connections

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Government***
Topic	***Roles and Systems of Government*** The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
Content Statement	***20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.***

Content Elaborations

The federal government established by the U.S. Constitution divides power among a central government and territorial subdivisions – the national and state governments. This allows both levels of government some degree of independence.

The United States is a republic or representative democracy in which elected officials representing the people make laws and public policy.

The U.S. Constitution provides for a separation of powers among the three branches of government (e.g., the legislative branch has the power to impose taxes and declare war, the executive branch has the power to command the military and grant pardons, the judicial branch has power to hear cases involving maritime law and controversies between the states).

The U.S. Constitution also provides for a system of checks and balances among the three branches of government. These checks and balances include the:

- Power of the president to veto acts of Congress (e.g., Jackson's veto of the re-charter of the Bank of the United States in 1832);
- Power of the Senate to approve presidential appointments (e.g., the approval of Daniel Webster as secretary of state in 1841); and
- Independence of Supreme Court justices who hold their offices "during good behavior" (e.g., the impeachment trial of Samuel Chase in 1805).

Instructional Strategies

Assign students to groups with each focusing on one of the following features of the U.S. Constitution: federal system, representative democracy, separation of powers, checks and balances. Using the text of the U.S. Constitution, have each group produce a short presentation with visuals to explain their assigned feature of the U.S. Constitution.

Have students create their own governments with each of these features.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

The Constitution of the United States of America
http://edsitement.neh.gov/feature/constitution-united-states-america
This *EDSITEment!* website provides an overview, lessons and resources on the U.S. Constitution.

National Constitution Center
http://ratify.constitutioncenter.org/constitution/
This is an interactive site that enables students to select particular passages of the U.S. Constitution quickly and explore many related indexed topics.

Connections

Instruction could be connected with the "Reading Standards for Literacy in History/Social Studies 6-12" in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Expectations for Learning Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.	
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Government***
Topic	***Roles and Systems of Government*** The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
Content Statement	***21. The U.S. Constitution protects citizens' rights by limiting the powers of government.***

Content Elaborations

Throughout the U.S. Constitution (including the Bill of Rights), the rights of citizens are protected by limiting the powers of the government.

The Constitution prohibits the federal government from passing bills of attainder or ex post facto laws and from suspending writs of habeas corpus. The Bill of Rights provides additional protections (e.g., the federal government is prohibited from infringing on the freedoms of speech, press, religion, assembly and petition). Citizens also are entitled to due process of law, are guaranteed the right to trial by jury and the right to counsel, and are protected from cruel and unusual punishments.

After the Civil War, Amendments 13, 14 and 15 extended basic rights to the freedmen.

Expectations for Learning

Cite and evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.

Instructional Strategies

Have students work together examining the U.S. Constitution and the Bill of Rights to find examples of how the rights of citizens are protected by limiting the powers of the government. Instruct them to select a protected right and provide some examples.

Have students read the 13th, 14th and 15th Amendments to the Constitution and explain the impact these had on the expansion of human rights for African Americans. Instruct them to investigate obstacles to their implementation.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Have students create a poster on one of the first 10 amendments illustrating how it limits the powers of the government and protects the rights of citizens.

Instructional Resources

The Constitution of the United States of America
http://edsitement.neh.gov/feature/constitution-united-states-america
This *EDSITEment!* website provides an overview, lessons and resources on the U.S. Constitution.

13th Amendment
http://ourdocuments.gov/doc.php?flash=true&doc=40
This site has the original text and transcript.

14th Amendment
http://ourdocuments.gov/doc.php?doc=43
This site has the original text and transcript.

	15th Amendment http://www.ourdocuments.gov/doc.php?flash=true&doc=44 This site has the original text and transcript. **Connections** Instruction could be connected with the "Reading Standards for Literacy in History/Social Studies 6-12" in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Economics***
Topic	***Economic Decision Making and Skills*** Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.
Content Statement	***22. Choices made by individuals, businesses and governments have both present and future consequences.***

Content Elaborations

Economic choices are made because wants are unlimited, but resources are scarce. In any economic decision, whether it is an individual, business or government, there are consequences for the present and the future.

Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term.

Governments must consider which public goods and services (e.g., highways, courts, military protection, education) they provide with available revenue (from taxes). They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy.

Historical decisions based in part on economic choices include:

- Exploring new lands;
- Importing slaves to the Americas;
- Imposing new taxes on the American colonies;
- Purchasing the Louisiana Territory from France;
- Building textile mills using water power;
- Setting up a ferry business or building a toll bridge; and
- Imposing tariffs.

Instructional Strategies

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Lesson Plan: Understanding the Colonial Economy
http://www.econedlink.org/lessons/docs_lessons/567_colonial1.pdf
This lesson from the Council for Economic Education uses the colonial economy to illustrate economic concepts.

Lesson Plan: The South's Decision to Secede: A Violation of Self Interest?
http://www.econedlink.org/lessons/index.php?lid=581&type=educator
This lesson from the Council for Economic Education uses the South's decision to secede to discuss the role of self-interest in decision making.

Connections

Comparative Costs: The Early 19th Century and Today
http://www.pbs.org/teachers/mathline/concepts/president/activity1.shtm
This PBS website provides a student activity that links mathematics with the Louisiana Purchase.

Expectations for Learning Analyze how choices made by individuals, businesses and governments have both present and future consequences.	
Essential Questions	

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Economics***
Topic	***Production and Consumption*** Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.
Content Statement	***23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.***

Content Elaborations

The first Industrial Revolution in the United States took place in the late 18th and early 19th centuries and greatly improved the country's economic growth. It fundamentally changed the means of production through improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

Although this revolution began with the textile industry, it quickly moved to the production of other goods. Improvements in technology and use of new power resources (e.g., steam engine, cotton gin, mechanical reaper, sewing machine) changed the means of production.

The development of interchangeable parts and mass production techniques brought greater efficiency to the production process and helped shift the nature of work from craftwork to factory work.

Expectations for Learning

Analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Industrial Revolution

http://history-world.org/Industrial%20Intro.htm
This article discusses the impact of the Industrial Revolution on the United States.

A History of US

http://www.pbs.org/historyofus
This PBS website features webisodes and supporting teacher resources about U.S. history. It also contains a teaching guide on the Industrial Revolution, located at http://www.pbs.org/wnet/historyofus/teachers/pdfs/segment4-1.pdf.

Connections

Connections can be made to the Technology Academic Content Standards. During this time period, significant changes happened across the full range of technologies: energy and power; transportation; manufacturing; construction; information and communication; medical; and agricultural and related biotechnologies.

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Economics***
Topic	***Markets*** Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.
Content Statement	***24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.***

Content Elaborations

Examples of how governments can impact markets by means of spending, regulations, taxes and trade barriers can be found in early American history.

Spending by the U.S. and state governments has impacted markets by financing the building of roads and canals. The United States also purchased land for later development (e.g., the Gadsden Purchase).

Regulations have been used by governments to control markets by limiting the production or exchange of goods (e.g., British trade policy for the colonies, including the Navigation Acts).

Tariffs have been used to make American-produced goods more competitive in the domestic market by raising the price of imported goods (e.g., the Tariff of 1828).

Trade barriers are used by governments to impact markets. They are the means used to prevent certain exchanges of goods (exports or imports) between nations (e.g., the Embargo Act of 1807).

Expectations for Learning

Explain the impact government can have on markets by spending, regulating, taxing and creating trade barriers.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Lesson Plan: Transportation: They Say We Had a Revolution (Part 1)
http://www.econedlink.org/lessons/index.php?lid=719&type=educator
This lesson from the Council for Economic Education discusses the government's use of spending on transportation to influence markets.

Connections

Essential Questions

Theme	***U.S. Studies from 1492 to 1877: Exploration through Reconstruction***
Strand	***Economics***
Topic	***Financial Literacy*** Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.
Content Statement	***25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.***

Content Elaborations

The Founders of the United States were generally divided on the idea of a nationwide central bank. Eventually, the First Bank of the United States was created to serve as the government's fiscal agent and depository for funds. These historical events serve to segue into the study of banking services as part of financial literacy (as required in the Ohio Revised Code for grades seven or eight).

For individuals, the use of banking services and credit enable them to manage their finances effectively.

Savings accounts can be used to save for short- and long-term financial goals. Savings accounts earn interest from banks as payments for the use of the saver's money.

Checking accounts can be used to pay for goods and services instead of using currency. Some checking accounts carry service fees (including overdraft fees) and some checking accounts earn interest.

There are various types of credit. Banks can make loans and offer credit cards to customers. Loans must be paid back to the bank with interest payments for the use of the money. Credit cards can be used to pay for goods and services instead of using currency. Credit cards may carry service fees. Credit cards offer various payment plans but carrying a balance on an account will require interest payments.

Expectations for Learning

Demonstrate how effective management of one's personal finances includes using basic banking services (e.g., savings

Instructional Strategies

Instruction related to basic banking services can be introduced during lessons addressing the national bank.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Junior Achievement: Student Center
www.ja.org
Junior Achievement's online Student Center provides activities and simulations to engage students in learning how to manage money effectively. Select *Student Center*.

Connections

Work, Earnings and Economics: Using *'Lyddie'* by Katherine Paterson
http://www.econedlink.org/lessons/index.php?lid=702&type=educator
This lesson plan from the Council for Economic Education connects to the Common Core State Standards for English Language Arts, and Economics Content Statements 22 and 24.

accounts, checking accounts) and credit.	
Essential Questions	