

Jasper City Schools Curriculum Map
US History-10th Grade

Course Name: US History to 1877 Grade 10

Unit Name: Unit One: Three Worlds Meet

Time Frame:	Week One
Unit Standards	<ul style="list-style-type: none"> • ACT Quality Core: <ul style="list-style-type: none"> ○ B1a: Identify the reasons for colonization, evaluate its impacts, and analyze the success or failure of settlements in North America • Alabama Course of Study: <ul style="list-style-type: none"> ○ Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans <ul style="list-style-type: none"> ▪ Describing the influence of the Crusades, Renaissance, and Reformation on European exploration ▪ Comparing European motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities ▪ Analyzing the course of the Columbian Exchange for its impact on the global economy ▪ Explaining triangular trade and the development of slavery in the colonies
Unit Essential Questions/ Statements	Europe's emergence from the Middle Ages into the Renaissance, brought unified governments with the ability to fund and support exploration of new trade routes and ultimately undiscovered lands.
Unit Essential Vocabulary	<ol style="list-style-type: none"> 1. radiocarbon dating 2. Ice Age 3. glacier 4. nomad 5. agricultural revolution 6. maize 7. civilization 8. obsidian 9. kiva 10. pueblo 11. kachina 12. slash and burn agriculture 13. longhouse 14. wigwam 15. kinship group 16. savannah 17. mosque 18. matrilineal 19. feudalism 20. manorialism 21. serf 22. Renaissance 23. astrolabe 24. caravel 25. line of demarcation 26. circumnavigate 27. Columbian Exchange

Resources	Text: The Americans: Beginnings to 1914 Electronic Tablets Internet Research Collaborative Learning: "History Alive" Project Based Learning Power Point Presentations Video Presentations
Assessment(s)	Formative: <ol style="list-style-type: none"> 1. Class Participation- Individual and Group Assessments 2. Verbal Q & A 3. Essays 4. Textbook Assignments Summative: <ol style="list-style-type: none"> 1. Quizzes 2. Unit Tests 3. Midterm Exam 4. Final Exam

Jasper City Schools Curriculum Map
US History-10th Grade

Course Name: US History to 1877 Grade 10

Unit Name: Unit Two: The American Colonies

Time Frame: Weeks Two and Three

Unit Standards

- ACT Quality Core:
 - B1a: Identify the reason for colonization, evaluate its impacts, and analyze the success or failure of settlements in North America
 - B1b: Analyze religious development and its significance in colonial America
 - B1c: Describe significant aspects of the variety of social structures of colonial America
 - B1d: Compare the economies of the various colonies, and analyze the development and impact of indentured servitude and African slavery in North America
 - B1e: Explain the origins and development of colonial governments
- Alabama Course of Study:
 - Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans.
 - Describing the influence of the Crusades, Renaissance, and Reformation on European exploration
 - Analyzing the course of the Columbian Exchange for its impact on the global economy
 - Explaining triangular trade and the development of slavery in the colonies
 - Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations.
 - Explaining the role of essential documents in the establishment of colonial governments, including the Magna Carta, the English Bill of Rights, and the Mayflower Compact Explaining the significance of the House of Burgesses and New England town meetings in colonial politics
 - Describing the impact of the Great Awakening on colonial society

Unit Essential Questions/ Statements

Between 1607 and 1763, the British North American colonies developed experience in, and the expectation of self-government in the political, religious, economic, and social aspects of life.

Unit Essential Vocabulary

1. conquistador
2. presidio
3. hidalgo
4. encomienda
5. hacienda
6. vaquero
7. Northwest Passage
8. coureurs de bois
9. Puritan
10. joint stock company
11. privateer
12. burgesses
13. headright
14. proprietary colony
15. separatist
16. Pilgrim
17. heretic
18. pacifism
19. cash crop

	<ul style="list-style-type: none"> 20. plantation 21. indentured servant 22. gentry 23. subsistence farming 24. Middle Passage 25. slave code 26. town meeting 27. selectmen 28. bills of exchange 29. triangular trade 30. artisan 31. capitalist 32. mercantilism 33. natural rights 34. Enlightenment 35. Great Awakening 36. rationalism 37. pietism 38. revival
Resources	<p>Text: The Americans: Beginnings to 1914</p> <p>Electronic Tablets</p> <p>Internet Research</p> <p>Collaborative Learning: "History Alive"</p> <p>Project Based Learning</p> <p>Power Point Presentations</p> <p>Video Presentations</p>
Assessment(s)	<p>Formative:</p> <ul style="list-style-type: none"> 1. Class Participation- Individual and Group Assessments 2. Verbal Q & A 3. Essays 4. Textbook Assignments <p>Summative:</p> <ul style="list-style-type: none"> 1. Quizzes 2. Unit Tests 3. Midterm Exam 4. Final Exam

Jasper City Schools Curriculum Map
US History-10th Grade

Course Name: US History to 1877 Grade 10

Unit Name: Unit Three: The American Revolution

Time Frame: Weeks Four and Five

Unit Standards

- ACT Quality Core:
 - B1g: Identify key ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war
- Alabama Course of Study:
 - Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of Common Sense, and the signing of the Declaration of Independence.
 - Explaining the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette
 - Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown
 - Summarizing major ideas of the Declaration of Independence, including the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau
 - Comparing perspectives of differing groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indians
 - Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians

Unit Essential Questions/ Statements

Between 1763 and 1776, British attempts to exert control over the colonies led to violent, organized, successful resistance culminating into American Independence.

Unit Essential Vocabulary

1. custom duties
2. inflation
3. nonimportation agreement
4. writ of assistance
5. committee of correspondence
6. minutemen
7. loyalist
8. patriot
9. guerilla warfare
10. letters of marque
11. republic
12. emancipation
13. manumission
14. Stamp Act
15. Boston Massacre
16. Olive Branch Petition
17. Common Sense
18. Thomas Jefferson
19. Saratoga
20. Valley Forge
21. Marquis de Lafayette
22. Yorktown
23. George Washington

Resources	Text: The Americans: Beginnings to 1914 Electronic Tablets Internet Research Collaborative Learning: "History Alive" Project Based Learning Power Point Presentations Video Presentations
Assessment(s)	Formative: <ol style="list-style-type: none"> 1. Class Participation- Individual and Group Assessments 2. Verbal Q & A 3. Essays 4. Textbook Assignments Summative: <ol style="list-style-type: none"> 1. Quizzes 2. Unit Tests 3. Midterm Exam 4. Final Exam

Jasper City Schools Curriculum Map
US History-10th Grade

Course Name: US History to 1877 Grade 10

Unit Name: Unit Four: From Confederation to Constitution

Time Frame: Week Six

Unit Standards

- ACT Quality Core:
 - B1h: Identify the impetus for the Constitutional Convention, and analyze the events and outcomes of the Convention
 - B1i: Interpret the idea and principles expressed in the U.S. Constitution
 - B1j: Explain the development of the Bill of Rights, and assess various debates of the day
- Alabama Course of Study:
 - Describe the political system of the United States based on the Constitution of the United States.
 - Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States
 - Describing inadequacies of the Articles of Confederation
 - Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers
 - Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington's Farewell Address, and the election of 1800

Unit Essential Questions/ Statements

The Articles of Confederation provided a reasonable and workable transition from the unitary system of British rule to the federal system established under the Constitution.

Unit Essential Vocabulary

1. duty
2. recession
3. popular sovereignty
4. federalism
5. separation of powers
6. legislative branch
7. executive branch
8. judicial branch
9. veto
10. checks and balances
11. impeach
12. amendment
13. Federalist
14. Antifederalist

Resources

Text: The Americans: Beginnings to 1914
 Electronic Tablets
 Internet Research
 Collaborative Learning: "History Alive"
 Project Based Learning
 Power Point Presentations
 Video Presentations

Assessment(s)	<p data-bbox="267 44 391 71">Formative:</p> <ol data-bbox="313 79 967 212" style="list-style-type: none"><li data-bbox="313 79 967 111">1. Class Participation- Individual and Group Assessments<li data-bbox="313 111 508 142">2. Verbal Q & A<li data-bbox="313 142 431 174">3. Essays<li data-bbox="313 174 615 212">4. Textbook Assignments <p data-bbox="267 254 402 281">Summative:</p> <ol data-bbox="313 289 526 422" style="list-style-type: none"><li data-bbox="313 289 444 321">1. Quizzes<li data-bbox="313 321 472 352">2. Unit Tests<li data-bbox="313 352 526 384">3. Midterm Exam<li data-bbox="313 384 480 422">4. Final Exam
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Jasper City Schools Curriculum Map
US History-10th Grade

Course Name: US History to 1877 Grade 10

Unit Name: Unit Five: Expansion, Exploration and the War of 1812

Time Frame: Weeks Seven and Eight (Week 9- Midterm Review and Exam)

Unit Standards

- ACT Quality Core:
 - B1k: Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early 19th century
 - B1l: Analyze and evaluate federal and state policies toward Native Americans in the first half of the 19th century
 - B1m: Evaluate, take and defend a positions on the development of U.S. foreign policy during the early 19th Century
- Alabama Course of Study:
 - Explain key cases that helped shape the United States Supreme Court, including Marbury versus Madison, McCullough versus Maryland, and Cherokee Nation versus Georgia.
 - Explaining concepts of loose and strict interpretations of the Constitution of the United States
 - Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.
 - Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.
 - Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.
 - Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast.

Unit Essential Questions/ Statements

1. Between 1789 and 1820, conflict over the increasing power of the national government created intensified sectional tension.
2. Between 1789 and 1823, geographic isolation allowed the United States to pursue a policy of selective involvement in world affairs.

Unit Essential Vocabulary

1. cabinet
2. bond
3. speculator
4. enumerated powers
5. implied powers
6. agrarianism
7. most-favored nation
8. alien
9. sedition

	10. interposition 11. nullification 12. judicial review 13. impressments 14. embargo 15. War Hawks 16. nationalism
Resources	Text: The Americans: Beginnings to 1914 Electronic Tablets Internet Research Collaborative Learning: "History Alive" Project Based Learning Power Point Presentations Video Presentations
Assessment(s)	Formative: <ol style="list-style-type: none"> 1. Class Participation- Individual and Group Assessments 2. Verbal Q & A 3. Essays 4. Textbook Assignments Summative: <ol style="list-style-type: none"> 1. Quizzes 2. Unit Tests 3. Midterm Exam 4. Final Exam

Jasper City Schools Curriculum Map
US History-10th Grade

Course Name: US History to 1877 Grade 10

Unit Name: Unit Six: Jacksonian America and the Mexican War

Time Frame:	Weeks Ten and Eleven
Unit Standards	<ul style="list-style-type: none"> • ACT Quality Core: <ul style="list-style-type: none"> ○ B1l: Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century. ○ B1m: Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century(e.g. Indian Removal Act, Mexican War and Cession) • Alabama Course of Study: <p>7. Describe causes, courses, and consequences of United States expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.</p> <p>8. Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.</p> <p>10. Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.</p> <ul style="list-style-type: none"> • Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal <p>11. Evaluate the impact of American social and political reform on the emergence of a distinct culture.</p> <ul style="list-style-type: none"> • Explaining the impact of the Second Great Awakening on the emergence of a national identity • Explaining the emergence of uniquely American writers <p style="margin-left: 40px;">Examples: James Fenimore Cooper, Henry David Thoreau, Edgar Allen Poe</p> • Explaining the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on the development of social reform movements prior to the Civil War <p>12. Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimke, Henry David Thoreau, and Charles Sumner.</p> <ul style="list-style-type: none"> • Describing the rise of religious movements in opposition to slavery, including objections of the Quakers • Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River • Describing the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i>, on the abolitionist movement. <p>13. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas Nebraska Act, and the Dred Scott decision.</p> <ul style="list-style-type: none"> • Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton • Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession • Describing tariff debates and the nullification crisis between 1800 and 1861 • Analyzing the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States
Unit Essential Questions/ Statements	<ol style="list-style-type: none"> 1. As America expanded in the early 19th Century, pioneers settled farther and farther west, which led to increasing conflict with Native Americans and Mexico. 2. President Andrew Jackson's controversial government policies opened new lands for pioneers to settle while

	Texas independence set Americans down a path leading to war with Mexico and the realization of Manifest Destiny.
Unit Essential Vocabulary	<ol style="list-style-type: none"> spoils system caucus system secede nullification nativism romanticism transcendentalism utopia benevolent society temperance penitentiary gradualism abolition emancipation Manifest Destiny squatter overlander Tejano empresario annexation envoy cede Andrew Jackson Winfield Scott Zachary Taylor Robert E. Lee Sam Houston Steve Austin William Travis Davy Crockett Jim Bowie
Resources	Text: The Americans: Beginnings to 1914 Electronic Tablets Internet Research Collaborative Learning: "History Alive" Project Based Learning Power Point Presentations Video Presentations
Assessment(s)	Formative: <ol style="list-style-type: none"> Class Participation- Individual and Group Assessments Verbal Q & A Essays Textbook Assignments Summative: <ol style="list-style-type: none"> Quizzes Unit Tests Midterm Exam Final Exam

Jasper City Schools Curriculum Map
US History-10th Grade

Course Name: US History to 1877 Grade 10

Unit Name: Unit Seven: Sectionalism: A Nation Divided

Time Frame: Week 12

Unit Standards

- ACT Quality Core:
 - B2b: Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness during the antebellum period.
 - B2c: Identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society.
 - B2d: Identify the major characteristics of the abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it.
 - B2f: Compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period.
- Alabama Course of Study:

7. Describe causes, courses, and consequences of United States expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.

8. Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.

9. Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast.

11. Evaluate the impact of American social and political reform on the emergence of a distinct culture.

 - Explaining the impact of the Second Great Awakening on the emergence of a national identity
 - Explaining the emergence of uniquely American writers

Examples: James Fenimore Cooper, Henry David Thoreau, Edgar Allen Poe
 - Explaining the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on the development of social reform movements prior to the Civil War

12. Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimke, Henry David Thoreau, and Charles Sumner.

 - Describing the rise of religious movements in opposition to slavery, including objections of the Quakers
 - Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River
 - Describing the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe's *Uncle Tom's Cabin*, on the abolitionist movement.

	<p>13. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas Nebraska Act, and the Dred Scott decision.</p> <ul style="list-style-type: none"> • Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton • Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession • Describing tariff debates and the nullification crisis between 1800 and 1861 • Analyzing the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States
Unit Essential Questions/ Statements	<p>1. Evaluate conditions that effectively divided the United States and brought the nation to Civil War, including slavery and the plantation economic system, technological advancements such as Eli Whitney's cotton gin, and continued Westward Expansion.</p>
Unit Essential Vocabulary	<ol style="list-style-type: none"> 1. popular sovereignty 2. secession 3. Underground Railroad 4. Transcontinental Railroad 5. referendum 6. insurrection 7. Confederacy 8. martial law 9. Wilmot Proviso 10. Free-Soil Party 11. Compromise of 1850 12. Fugitive Slave Act 13. Kansas-Nebraska Act 14. Gadsden Purchase 15. Bleeding Kansas 16. Republican Party 17. John Brown's Raid
Resources	<p>Text: The Americans: Beginnings to 1914 Electronic Tablets Internet Research Collaborative Learning: "History Alive" Project Based Learning Power Point Presentations Video Presentations</p>
Assessment(s)	<p>Formative:</p> <ol style="list-style-type: none"> 1. Class Participation- Individual and Group Assessments 2. Verbal Q & A 3. Essays 4. Textbook Assignments <p>Summative:</p> <ol style="list-style-type: none"> 1. Quizzes 2. Unit Tests 3. Midterm Exam 4. Final Exam

Jasper City Schools Curriculum Map
US History-10th Grade

Course Name: US History to 1877 Grade 10

Unit Name: Unit Eight: The War for Southern Independence and Reconstruction

Time Frame: Weeks 13,14, &15

Unit Standards

- ACT Quality Core:
 - B3a: Identify and analyze the technological, social, and strategic aspects of the Civil War
 - B3b: Explain the influence of Abraham Lincoln's philosophy of the Union and his executive actions and leadership on the course of the Civil War.
 - B3c: Describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
 - B3d: Evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States.
 - B3e: Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole.
- Alabama Course of Study:
 - 13. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas Nebraska Act, and the Dred Scott decision.
 - Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton
 - Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession
 - Describing tariff debates and the nullification crisis between 1800 and 1861
 - Analyzing the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States
 - 14. Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman's March to the Sea.
 - Identifying key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, and William Tecumseh Sherman
 - Analyzing the impact of the decision of the nation during the Civil War regarding resources, population distribution, and transportation
 - Explaining reasons border states remained in the Union during the Civil War
 - Describing nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address.
 - Describing the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton
 - Tracing Alabama's involvement in the Civil War
 - 15. Compare congressional and presidential reconstruction plans, including African-American political participation.
 - Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen's Bureau
 - Describe social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan
 - Describing the Compromise of 1877
 - Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments

	<ul style="list-style-type: none"> • Explaining causes for the impeachment of President Andrew Johnson • Explaining the impact of the Jim Crow laws and Plessy versus Ferguson on the social and political structure of the New South after Reconstruction • Analyzing political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economies in Alabama
Unit Essential Questions/ Statements	<ol style="list-style-type: none"> 1. The United States enters her darkest days as she faces her toughest foe- herself! In a struggle pitting brother against brother, homesteads turn into battlefields as the North invades the southern states to preserve the Union and end slavery, while the South defends her homeland, states' rights and an agrarian way of life spanning two centuries. 2. After President Abraham Lincoln's assassination, mercy turns to vengeance as the United States Congress passes legislation aimed at punishing the South. Military occupation assisted by carpetbaggers and scalawags leave the South humiliated and desperate for economic growth. 3. Although the Freedmen's Bureau educated and gave much needed assistance to thousands of a newly freed people, millions more were forced to work for their former masters as the slave codes were replaced by the black codes, casting a shadow of racism and discrimination that would last another century.
Unit Essential Vocabulary	<ol style="list-style-type: none"> 1. greenback 2. conscription 3. habeas corpus 4. attrition 5. bounty 6. blockade runner 7. hardtack 8. forage 9. siege 10. pillage 11. mandate 12. Reconstruction 13. amnesty 14. pocket veto 15. freedmen 16. black codes 17. impeach 18. carpetbagger 19. scalawag 20. graft 21. "sin tax" 22. tenant farmer 23. sharecropper 24. furnishing merchant 25. crop lien 26. debt peonage 27. Jefferson Davis 28. Abraham Lincoln 29. Robert E. Lee 30. Ulysses S. Grant 31. Thomas Jonathan "Stonewall" Jackson 32. Thomas Hooker 33. William Tecumseh Sherman 34. Montgomery 35. Richmond 36. Washington D.C. 37. First and Second Mannasas 38. Ft. Sumter

	39. Shiloh 40. Gettysburg 41. Vicksburg 42. Chancellorsville 43. Battle of Mobile Bay 44. Raphael Semmes 45. CSS Alabama 46. Appomattox Courthouse
Resources	Text: The Americans: Beginnings to 1914 Electronic Tablets Internet Research Collaborative Learning: "History Alive" Project Based Learning Power Point Presentations Video Presentations
Assessment(s)	Formative: <ol style="list-style-type: none"> 1. Class Participation- Individual and Group Assessments 2. Verbal Q & A 3. Essays 4. Textbook Assignments Summative: <ol style="list-style-type: none"> 1. Quizzes 2. Unit Tests 3. Midterm Exam 4. Final Exam

Jasper City Schools Curriculum Map
US History-10th Grade

Course Name: US History to 1877 Grade 10

Unit Name: Unit 9: Westward Expansion

Time Frame: Week 16

Unit Standards

- ACT Quality Core:
 - C1g: Identify and evaluate the influences on the development of the American West.
 - C1h: Analyze significant events for Native American Indian tribes, and their responses to those events, in the late nineteenth century.
- Alabama Course of Study:

13. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas Nebraska Act, and the Dred Scott decision.

 - Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton
 - Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession
 - Describing tariff debates and the nullification crisis between 1800 and 1861
 - Analyzing the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States

15. Compare congressional and presidential reconstruction plans, including African-American political participation.

 - Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen's Bureau
 - Describe social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan
 - Describing the Compromise of 1877
 - Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments
 - Explaining causes for the impeachment of President Andrew Johnson
 - Explaining the impact of the Jim Crow laws and Plessy versus Ferguson on the social and political structure of the New South after Reconstruction
 - Analyzing political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economies in Alabama

Unit Essential Questions/ Statements

1. As her population explodes, the United States settles the West as the "Iron Horse" links the East and West, creating new wealth, adversity, and war with Native Americans, all in the name of Manifest Destiny and nation building. Conquered, the Native American way of life is all but lost and assimilated into a new American Nation.

Unit Essential Vocabulary

1. placer mining
2. quartz mining
3. open range
4. long drive
5. maverick
6. homestead
7. dry farming
8. sodbuster
9. bonanza farm
10. nomad

	<ul style="list-style-type: none"> 11. annuity 12. assimilate 13. allotment 14. Wyatt Earp 15. John "Doc" Holliday 16. George Armstrong Custer 17. Chief Sitting Bull 18. Chief Crazy Horse 19. Geronimo 20. General Crook 21. General Miles
Resources	Text: The Americans: Beginnings to 1914 Electronic Tablets Internet Research Collaborative Learning: "History Alive" Project Based Learning Power Point Presentations Video Presentations
Assessment(s)	Formative: <ul style="list-style-type: none"> 1. Class Participation- Individual and Group Assessments 2. Verbal Q & A 3. Essays 4. Textbook Assignments Summative: <ul style="list-style-type: none"> 1. Quizzes 2. Unit Tests 3. Midterm Exam 4. Final Exam

Jasper City Schools Curriculum Map
US History-10th Grade

Course Name: US History to 1877 Grade 10

Unit Name: Unit 10: The Industrial Revolution

Time Frame: Week 17-(Week 18- Comprehensive Final Review and Exam)

Unit Standards

- ACT Quality Core:
 - C1a: Evaluate the impact of new inventions and technologies of the late nineteenth century.
 - C1b: Identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries.
 - C1c: Identify labor and work force issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists.
 - C1d: Explain the challenges and contributions of immigrants of the late nineteenth century.
 - C1e: Explain the causes and impact of urbanization in the late nineteenth century.
 - C1f: Compare and contrast the experiences of African Americans in various U.S. regions in the late nineteenth century.
- Alabama Course of Study:
 - 15. Compare congressional and presidential reconstruction plans, including African-American political participation.
 - Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen's Bureau
 - Describe social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan
 - Describing the Compromise of 1877
 - Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments
 - Explaining causes for the impeachment of President Andrew Johnson
 - Explaining the impact of the Jim Crow laws and Plessy versus Ferguson on the social and political structure of the New South after Reconstruction
 - Analyzing political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economies in Alabama

Unit Essential Questions/ Statements

1. Technological advancement and an ever increasing population led to Edison's electric light bulb, Henry Ford's mass produced automobiles, and the Robber Barons: Carnegie Steel, Rockefeller's Standard Oil, and J.P. Morgan's financial empire.
2. Birmingham, Alabama grows so fast because of the iron and steel industry, she becomes known as the "Magic City," and later, "The Pittsburgh of the South."

Unit Essential Vocabulary

1. gross national product
2. laissez-faire
3. entrepreneur
4. time zone
5. land grant
6. corporation
7. economies of scale
8. fixed costs
9. operating costs
10. pool
11. vertical integration
12. horizontal integration
13. monopoly
14. trust

	<ul style="list-style-type: none"> 15. holding company 16. deflation 17. trade union 18. industrial union 19. lockout 20. Marxism 21. arbitration 22. closed shop 23. Birmingham 24. J.P. Morgan 25. John D. Rockefeller 26. Andrew Carnegie 27. Bessemer Process 28. Vulcan 29. Henry Ford 30. Cornelius Vanderbilt
Resources	<p>Text: The Americans: Beginnings to 1914</p> <p>Electronic Tablets</p> <p>Internet Research</p> <p>Callaborative Learning: "History Alive"</p> <p>Project Based Learning</p> <p>Power Point Presentations</p> <p>Video Presentations</p>
Assessment(s)	<p>Formative:</p> <ul style="list-style-type: none"> 1. Class Participation- Individual and Group Assessments 2. Verbal Q & A 3. Essays 4. Textbook Assignments <p>Summative:</p> <ul style="list-style-type: none"> 1. Quizzes 2. Unit Tests 3. Midterm Exam 4. Final Exam