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| **INQUIRY HISTORY**  EXPLORING AMERICA’S HISTORY THROUGH COMPELLING QUESTIONS |

**TEACHER’S GUIDE**

**SIMPLIFIED – UNITS 1-8**

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Updated December 28, 2022

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| **1-1: Pre-Columbian Societes** | | | **Is popular culture’s portrayal of Native Americans as noble savages accurate?** |
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| |  |  | | --- | --- | | **PEOPLE AND GROUPS**  Maya  Inca  Aztec    **LOCATIONS**  Bering Land Bridge |  | | |
| **1-2: European Exploration** | | | **Does Columbus deserve his honored place in history?** |
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| |  |  | | --- | --- | | **PEOPLE AND GROUPS**  Ibn Battuta  Marco Polo  Prince Henry the Navigator  Vasco de Gama  Ferdinand and Isabella  Columbus  Ferdinand Magellan    **LOCATIONS**  San Salvador | **EVENTS**  Crusades  **TREATIES**  Treaty of Tordesillas | | |
| **1-3: The Conquest** | **Why didn’t millions of Native Americans stop a few thousand European Conquerors?** | | |
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| |  |  | | --- | --- | | **KEY CONCEPTS**  Encomienda System  Black Legend  Fur Trade    **PEOPLE AND GROUPS**  Hernan Cortes  Moctezuma  La Malinche  Francisco Pizarro  Atahualpa  Hernando de Soto  Francisco Vasquez de Coronado  Bartolomé de Las Casas  Miguel de Cervantes  Diego Velazquez | **EVENTS**  The Conquest  Golden Age of Spain  **PLACES**  Tenochtitlan  New France  Quebec  Montreal  New Orleans  West Indies  **BOOKS**  Don Quixote de La Mancha | | |

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| **1-4: The Columbian Exchange** | **Was the Columbian Exchange a net benefit for humanity?** | |
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| **2-1: Jamestown** | **Was Jamestown a good investment?** | |
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| |  |  | | --- | --- | | **IDEAS**  Spanish Armada  Joint-Stock Company  Primogenitor  Tobacco  Absolute Monarchy  Limited Monarchy  Divine Right  **PEOPLE & GROUPS**  Privateers  Francis Drake  Walter Raleigh  John Smith  John Rolfe  Powhatan  Pocahontas  Virginia House of Burgesses | **EVENTS**  Starving Time  Anglo-Powhatan Wars  **BUSINESSES**  Virginia Company of London  **LOCATIONS**  London  United Kingdom  Roanoke  Jamestown | | |
| **2-2: Slavery in the Colonies** | **Was slavery an inevitable part of American history?** | |
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| **2-3: Pilgrims & Puritans** | **Was Massachusetts Bay Colony a city upon a hill?** | |
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| |  |  | | --- | --- | | **IDEAS**  City Upon a Hill  Predestination  Common Schools  Protestant Work Ethic  **PEOPLE & GROUPS**  Anglican Church  John Calvin  Separatists  Puritans  Pilgrims  Tisquantum  Massasoit  William Bradford  John Winthrop | **LOCATIONS**  Cape Cod  Massachusetts Bay Colony  Harvard and Yale Universities  **EVENTS**  First Thanksgiving  Great Migration  **DOCUMENTS**  Mayflower Compact  **SPEECHES**  A Model of Christian Charity  **SHIPS**  Mayflower | | |

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| **2-4: New England** | | **Was Winthrop’s dream of a religiously pure society ever possible?** | | | | |
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| |  |  | | --- | --- | | **IDEAS**  Heresy  **PEOPLE & GROUPS**  Anne Hutchinson  Roger Williams  Thomas Hooker  John Davenport  Metacom  Mary Rowlandson  Tituba  New Lights  Old Lights  Johnathan Edwards  George Whitfield  Methodists, Presbyterians, Baptists | **EVENTS**  King Philip’s War  First Great Awakening  **LAWS**  Fundamental Orders of Connecticut  **LOCATIONS**  Rhode Island  Salem | | | | | |
| **2-5: Other Colonies** | | **Do colonial differences from the 1600s still matter today?** | | | | |
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| |  |  | | --- | --- | | **PEOPLE & GROUPS**  Quakers  William Penn  Benjamin Franklin  Lord Baltimore  James Oglethorpe  Scotch-Irish  Hillbilly  Colin Woodward  **LAWS**  Maryland Act of Toleration | **BOOKS**  Poor Richard’s Almanac  **LOCATIONS**  New Netherland  New Amsterdam  Pennsylvania  Philadelphia  Maryland  Georgia | | | | | |
| **3-1: The Seven Years War** | | | | **Who won the Seven Years War?** | | |
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| |  |  | | --- | --- | | **LOCATIONS**  New France  Ohio Valley  Fort Necessity  Fort Duquesne  Fort Pitt  **TREATIES & LAWS**  Treaty of Paris of 1763  Proclamation of 1763 | **EVENTS**  Albany Congress  Fall of Montreal  **PEOPLE & GROUPS**  Samuel de Champlain  Huguenots  George Washington  Surveyor  Edward Braddock  William Pitt  Redcoats  Smugglers | | | | | |

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| **3-2: Leading to the Revolution** | **How did the colonists stop being British and start being American?** | |
| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | |  | | --- | | **TOPICS:**   * The Enlightenment * The Trial of John Peter Zenger * A Tradition of Rebellion * Smuggling * The Stamp Act * The Sons and Daughters of Liberty * Committees of Correspondence * The Boston Patriots * The Townshend Acts * The Boston Massacre * Tea * The Intolerable Acts * Lexington and Concord | | **BIG IDEA: The English settlers in America chose to declare and fight for independence after a long series of conflicts with their government.  Most of these centered around economic issues and their right to participate in government.  Americans were influenced by Enlightenment ideas.** | | In the years before American independence, an intellectual movement called the Enlightenment swept Europe and America.  Philosophers proposed new ideas about government, including questioning the right of kings to rule and suggesting that all humans were born with basic rights.  Many of these ideas were later used to justify the Declaration of Independence and formed the basis for the American system of government. | | The Trial of Peter Zenger set an important precedent in America regarding the freedom of the press. | | Americans had a long tradition of rebelling against governments they felt were unjust.  Rebellions had taken place in Pennsylvania, Virginia, and North Carolina during the colonial period.  Americans also had a long history of ignoring laws they did not like.  Smuggling to avoid paying tariffs or to avoid mercantilist laws was commonplace.  For many years, British officials had not enforced trade laws in America since enforcement cost more than the potential tariff revenue the government might receive. | | After the Seven Years War, the British government needed money and decided to start taxing the American colonists.  This was not well received in America.  A series of laws passed by the British Parliament were protested in the colonies.  Most importantly, Americans believed that it was not fair to tax them without allowing them representation in Parliament. | | American patriots organized groups such as the Sons and Daughters of Liberty and Committees of Correspondence to organize protests, boycotts and to share revolutionary ideas.  They served as an important first step toward national government by setting and enforcing policy. | | The Revolution started in Boston, Massachusetts.  This is where the most dramatic protests happened, such as the Boston Massacre and Boston Tea Party.  The British closed the port of Boston and Boston area patriots formed militias to prepare for war.  The fighting itself started when British troops tried to capture a stockpile of weapons in the town of Concord a few miles from Boston. | | The first battles of the American Revolution in April 1775 are called the Shot Heard ‘Round the World because they inspired other revolutionary movements, such as those in Haiti and France. | |
| |  |  | | --- | --- | | **PEOPLE &GROUPS**  John Locke  Cotton Mather  Jean-Jacques Rousseau  Montesquieu  John Peter Zenger  Nathaniel Bacon  Governor Berkeley  Regulators  Paxton Boys  Sons of Liberty  Daughters of Liberty  Committees of Correspondence  Samuel Adams  John Adams  John Hancock  Paul Revere  Crispus Attucks  Minutemen  **KEY CONCEPTS**  Libel  Mercantilism  Duties  Salutary Neglect  Tar and Feathering  No Taxation Without Representation | **DOCUMENTS**  Circular Letter  Paul Revere’s Ride  **LOCATIONS**  North Bridge  **LAWS & RESOLUTIONS**  Magna Carta  Stamp Act  Quartering Act  Declaratory Act  Coercive Acts  Quebec Act  Intolerable Act  Suffolk Resolves  **EVENTS**  Age of Reason  Enlightenment  Bacon’s Rebellion  Stamp Act Congress  Boston Massacre  Boston Tea Party  Battle of Lexington  Battle of Concord  Shot Heard ‘Round the World | | |
| **3-3: Declaring Independence** | **Why do governments have power?** | |
| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | |  | | --- | | **TOPICS:**   * The First Continental Congress * Thomas Paine’s Common Sense * The Declaration of Independence * What the Founding Fathers Said * The Signatures | | **BIG IDEA: American leaders did not want to declare independence right away and tried unsuccessfully to resolve their differences with the government in England.  The Declaration of Independence laid out the philosophical reasons for independence and remains a seminal document in American history.** | | Leaders from the colonies gathered in Philadelphia in 1774 at the First Continental Congress to try to find ways to negotiate with the British government and solve their growing problems.  They wrote a petition to the King and resolved to meet again.  Their petition was ignored by both Parliament and the King. | | Thomas Paine wrote a bestselling book making the case for independence entitled Common Sense.  He used enlightenment ideas to explain why the British government had no moral authority over the colonies. | | When colonial leaders met in 1776 at the Second Continental Congress, fighting had already begun in Boston.  This time, the delegates voted to declare independence.  They appointed a committee to write a document explaining their justification for this bold move.  Ben Franklin, John Adams and Thomas Jefferson all served on the committee.  Jefferson wrote most of the document. | | The Declaration of Independence included some of the most important ideas about the meaning of the United States.  In it, the Founding Fathers declared that “all men are created equal.” | | John Hancock was the president of the Second Continental Congress and signed it first.  Washington did not sign the document.  He had been appointed to lead the Continental Army. | |
| |  |  | | --- | --- | | **DOCUMENTS**  Declaration and Resolves  Petition to the King  Common Sense  Declaration of Causes  Olive Branch Petition  Declaration of Independence  When in the Course of human events…  Preamble | **PEOPLE & GROUPS**  Thomas Paine  George Washington  Richard Henry Lee  Thomas Jefferson  John Hancock    **EVENTS**  First Continental Congress  Second Continental Congress  July 4, 1776 | | |

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| **3-4: The War for Independence** | **Can powerful nations maintain control over distant territory?** | | |
| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | | |  | | --- | | **TOPICS:**   * Strengths and Weaknesses * Patriots, Loyalists, and Fence-Sitters * The Home Front * Early Battles * The Battle of Saratoga * Valley Forge * Benedict Arnold * The French Alliance * Yorktown * The Treaty of Paris | | **BIG IDEA: The War for Independence was long and difficult.  Eventually with the help of the French, Washington's army was able to force the British to surrender and recognize American independence.** | | The British and Americans started the War for Independence with distinct strengths and weaknesses.  The British were a powerful nation with the world’s largest army and navy.  The Americans knew the territory and were fighting a war for a cause.  The British had to win.  The Americans simply had to not lose and last long enough for the British to tire of the fight. | | About 1/3 of Americans were patriots.  About 1/3 were loyalists.  Another 1/3 had no particular preference.  After the war, many loyalists were treated badly, lost their property, and moved to Canada. | | The economy and the lives of citizens were interrupted by the conflict.  Homes were burned and farms plundered.  The British blockaded American ports. | | Women supported the war by making clothing and by providing support services to the Continental Army, most famously as spies.  They also took over the running of farms and businesses while their husbands were in the army. | | The battles of the War for Independence were mostly victories for the British.  In the early years of the war the Americans managed to resist and survive without complete destruction, which served as a moral victory and encouraged perseverance. | | The British wanted to split the Southern Colonies from New England by controlling the Hudson River Valley in New York.  This did not go well as the Americans defeated the British at Saratoga, the turning point of the war.  The victory at Saratoga prevented the British from capturing all of New York and also convinced the French to join the war in support of the Americans. | | George Washington’s army spent the Winter of 1777 at Valley Forge where they learned tactics from European noblemen who came to help the Americans. | | Benedict Arnold became America’s first great villain by trying to turn over the fort at West Point to the British.  His plot was uncovered and he fled. | | The French provided critical support at the end of the war by blocking the British escape from Yorktown with their warships.  Washington’s army forced the British to surrender. | | The Treaty of Paris of 1783 concluded the war.  Britain recognized American independence and gave the United States all territory south of Canada and west as far as the Mississippi River. | |
| |  |  | | --- | --- | | **PEOPLE & GROUPS**  Hessian  Loyalists  Tories  Patriots  Horatio Gates  Baron von Steuben  Benedict Arnold  John André  Marquis de Lafayette  Rochambeau  Lord Cornwallis    **EVENTS**  Bunker Hill  Crossing the Delaware  Battle of Saratoga  Yorktown | **LOCATIONS**  Valley Forge  West Point  **KEY CONCEPTS**  Homespun  British Strategy  French Alliance  **TREATIES, LAWS & POLICIES**  Treaty of Paris of 1783 | | | |
| **4-1: Effects of the Revolution** | | **Was the American Revolution actually revolutionary?** | |
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| |  |  | | --- | --- | | **KEY CONCEPTS**  Republican Motherhood    **PEOPLE AND GROUPS**  African Methodist Episcopal Church  Yeoman Farmer |  | | | |

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| **4-2: The Articles of Confederation** | | **Why are we the, and not these United States?** | |
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| |  |  | | --- | --- | | **KEY CONCEPTS**  Unicameral  **LOCATIONS**  Northwest Territory  **LAWS**  Constitution  Articles of Confederation  Ordinance of 1784, Land Ordinance of 1785 and Northwest Ordinance of 1787 | **PEOPLE AND GROUPS**  Daniel Shays  Shaysites    **EVENTS**  Economic Crisis of the 1780s  Shay’s Rebellion | | | |
| **4-3: The Constitution** | **Does the Constitution embody our founding beliefs?** | | |
| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | | |  | | --- | | **TOPICS:**   * The Founders * Madison’s Framework * Constitution Through Compromise * We the People | | **BIG IDEA: The creation of the Constitution and our current system of government was due to problems that existed in the late 1780s and was the result of a series of compromises.  The Founding Fathers tried to enshrine the ideals of the Revolution in a functioning system of government.** | | Colonial leaders met in Philadelphia to find solutions to the weaknesses of the Articles of Confederation.  Their first important decision was to discard the Articles altogether and start over. | | George Washington served as the Constitutional Convention’s president, but James Madison was the intellectual leader and primary author of the new system of government. | | One important debate was the nature of the legislature.  Populous states wanted a legislature that would have representation based on population.  Smaller states promoted a plan for equal representation for each state.  The Great Compromise produced our current Congress with a House of Representatives and a Senate. | | The Founding Fathers were concerned about too much democracy.  They created the Electoral College as a forum for debate in the selection of the president, thus insulating the president from the fickle will of the people.  Our strange system of electing presidents today in a winner-take-all system is due to this early decision. | | The Constitution protected slavery.  It included requirements that states help return runaway slaves and gave slaves states extra representatives in the House.  Slaves could be counted as 3/5 of a person. | | The Preamble lays out the purpose of government.  Its opening words “We the People” emphasize the idea that government represents the people’s wishes and is chosen by the people. | |
| |  |  | | --- | --- | | **KEY CONCEPTS**  Virginia Plan  Separation of Powers  Bicameral  Legislative Branch  Executive Branch  Judicial Branch  New Jersey Plan  Census  Great Compromise  Three-Fifths Compromise    **LAWS**  Fugitive Clause  Supreme Law of the Land  Preamble  We the People | **EVENTS**  Constitutional Convention  **PEOPLE AND GROUPS**  James Madison  Alexander Hamilton  Founding Fathers  Senate  House of Representatives  President  Electoral College | | | |

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| **4-4: Ratification & the Bill of Rights** | **Why do we have a Bill of Rights?** | |
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| |  |  | | --- | --- | | **KEY CONCEPTS**  Federalism    **LAWS**  Bill of Rights  First Amendment  Second Amendment  Third Amendment  Fourth Amendment  Fifth Amendment  Sixth Amendment  Seventh Amendment  Eighth Amendment  Ninth Amendment  Tenth Amendment | **PEOPLE AND GROUPS**  Federalists  Anti-Federalists    **DOCUMENTS**  The Federalist Papers  Federalist, Number 10    **LOCATIONS**  First State | | |

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| **5-1: George Washington** | **Does Washington deserve the title “Father of our Country?”** | |
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| |  |  | | --- | --- | | **KEY CONCEPTS**  Precedent  Emancipation  **PEOPLE AND GROUPS**  Cabinet    **EVENTS**  Whiskey Rebellion | **LAWS**  22nd Amendment    **SPEECHES**  Washington’s Farewell Address  **LOCATIONS**  Mount Vernon | | |
| **5-2: The First Political Parties** | **Why do we have two major political parties?** | |
| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | |  | | --- | | **TOPICS:**   * Alexander Hamilton * Democratic-Republicans * Washington, DC * John Adams Presidency | | **BIG IDEA: The United States has had two major political parties from the very beginning.  These developed around the competing ideas of Alexander Hamilton and Thomas Jefferson.** | | As the first Secretary of the Treasury, Alexander Hamilton proposed important plans to shape the American economy.  His ideas reflected his idea that the federal government should be powerful.  He wanted the federal government to absorb state debts.  This helped northern states who still owed money after the Revolution.  It also meant that people would support the federal government because they owned federal bonds. | | Hamilton proposed chartering a Bank of the United States to hold federal funds.  He believed this large bank would stabilize the economy.  Hamilton believed the future of America was based on industry and trade.  He wanted to increase tariffs on foreign products to protect American manufacturers.  This would hurt Southerners who wanted to purchase imports.  Hamilton believed in a loose interpretation of the Constitution.  In his view, the Constitution enumerated powers but did not list every possible power of the government.  Generally, Hamilton saw Great Britain as an ideal to copy.  In his view, the chaos of the French Revolution was a bad example. | | The Anti-Federalists changed their name to Democratic-Republicans and were led by Thomas Jefferson and James Madison who had grown to distrust Hamilton.  They believed the ideal Americans were farmers who were self-sufficient.  They saw the French as ideological brothers and distrusted the British.  After all, Americans had just finished fighting a war with Britain.  Jefferson and Madison were both Southerners and Hamilton’s ideas about tariffs, the bank, and absorbing state debt all benefited northern states at the expense of Southerners.  The Democratic-Republicans believed in a strict interpretation of the Constitution.  They favored stated powers and feared a power-hungry federal government.  In their view, if a power wasn’t listed in the Constitution, the federal government did not have that power. | | The new federal government moved to Washington, DC, a brand-new city created in the South.  In the beginning, the city was mostly swamp.  Adams was the first President to live in the White House. | | When John Adams took over as second president, he wanted to continue Washington’s tradition of staying above the growing debate between the two parties, but he failed and both sides turned against him.  The XYZ Affair showed growing problems with France.  Federalists in Congress passed laws to make criticizing the government a crime, which was a clear political move to silence opponents.  In 1800, Democratic-Republicans engineered an electoral victory for Thomas Jefferson. | |
| |  |  | | --- | --- | | **KEY CONCEPTS**  Public Securities  Bonds  Subsidies  Tariffs  Protectionism  Strict Interpretation  Loose Interpretation  Political Party    **EVENTS**  French Revolution  Election of 1800  Burr-Hamilton Duel | **PEOPLE AND GROUPS**  Alexander Hamilton  Secretary of the Treasury  Pierre Charles L’Enfant  Federalist Party  Democratic-Republican Party  Aaron Burr    **LOCATIONS**  Washington, DC  District of Columbia    **GOVERNMENT AGENCIES**  First Bank of the United States    **LAWS**  Alien and Sedition Acts | | |

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| **5-3: The Early Supreme Court** | | | **Can a democracy function without a judiciary?** | |
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| |  |  | | --- | --- | | **KEY CONCEPTS**  Judicial Review  Federal Supremacy    **PEOPLE AND GROUPS**  John Marshall  Midnight Judges | **COURT CASES**  Marbury v. Madison  McCulloch v. Maryland  Gibbons v. Ogden    **LAWS**  Commerce Clause | | | | |
| **5-4: Foreign Affairs & the War of 1812** | | | **How can a weak nation gain the respect of powerful neighbors?** | |
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| |  |  | | --- | --- | | **KEY CONCEPTS**  Right of Deposit  Impressment  **LOCATIONS**  Barbary States    **EVENTS**  XYZ Affair  Quasi-War with France  First Barbary War  Second Barbary War  Embargo of 1807  War of 1812  British attack on Washington, DC  Hartford Convention  Battle of New Orleans | **TREATIES**  Jay’s Treaty  Pinckney’s Treaty  Treaty of Ghent    **PEOPLE AND GROUPS**  War Hawks  Francis Scott Key  Andrew Jackson  **SONGS**  The Star-Spangled Banner | | | | |
| **6-1: The Industrial Revolution** | | **Why didn’t America become a land of yeomen farmers?** | | |
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| |  |  | | --- | --- | | **KEY CONCEPTS**  Interchangeable Parts  Corporation  Nativism  Textile Industry  **CANALS, ROADS RAILROADS & BUSINESSES**  Erie Canal  Cumberland Road  Chesapeake and Ohio Canal  Baltimore and Ohio Railroad  Western Union  **LAWS & POLICIES**  American System  Tariff of Abominations | **PEOPLE AND GROUPS**  Dewitt Clinton  Robert Fulton  Cyrus McCormick  John Deere  Samuel Morse  Charles Goodyear  Eli Whitney  Elias Howe  Samuel Slater  Frances Cabot Lowell  Mill Girls  Known Nothing Party  Henry Clay  **EVENTS**  Industrial Revolution  Market Revolution  Great Irish Potato Famine | | | | |
| **6-2: Intellectual Movements** | | **Do our beliefs change our world or reflect our world?** | | |
| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | | | |  | | --- | | **TOPICS:**   * Romanticism * Second Great Awakening * New Religious Groups * Transcendentalism * Utopias | | **BIG IDEA: Romanticism and the Second Great Awakening brought new ideas from Europe to America which were manifested in art, literature, and religious practices.  Americans developed their own new philosophy in Transcendentalism.** | | Romanticism was a new way of thinking about art, music and literature.  It emphasized emotion rather than rational thinking.  Begun in Europe, Americans embraced Romanticism.  Authors wrote stories such as The Legend of Sleepy Hollow, novels like Moby Dick, and poems such as The Raven that used the natural world to reveal human experience and emotion.  Artists of the Hudson River School painted beautiful pictures of landscapes that followed this same theme. | | During the first half of the 1800s a religious revival swept through England and America.  Travelling preachers promised listeners that God would soon be returning and the best way to bring about the second coming was to purify themselves and the world.  In essence, people could bring God back by making Earth more God-like.  They taught that every human had a spark of divinity and should make a personal connection with God. | | This movement led to the development of many new religious groups, including the Mormons who eventually moved to Utah to escape persecution.  The movement also brought more equality for women in religion since it emphasized individuals over church structure and leadership. | | A unique American philosophy developed in the early 1800s called Transcendentalism.  Founded by scholars in New England, this movement promoted the idea that people were inherently good and that by rejecting traditional ways of living and thinking people could rise above the distractions of modern life and find happiness and understanding.  Thoreau lived in the woods by Walden Pond for a year to test this hypothesis. | | Some social reformers believed they could create a perfect society from scratch.  Multiple such experiments briefly flourished.  Shakers believed in equality between the sexes and celibacy.  The Oneida Community rejected marriage.  Transcendentalists built Brook Farm.  All the utopian communities failed eventually.  It turned out that humans are not as perfect as dreamers hoped. | |
| |  |  | | --- | --- | | **KEY CONCEPTS**  Romanticism  Spark of Divinity  Pentecostalism  Postmillennialism  Hellfire and Brimstone  Transcendentalism  Utopia    **EVENTS**  Second Great Awakening  Camp Meetings  Mormon Trail  **LOCATIONS**  Burned Over District  New Harmony  Oneida Community  Brook Farm  Fruitlands    **BOOKS & ESSAYS**  Moby-dick  Book of Mormon  The American Scholar  Walden | **PEOPLE AND GROUPS**  Washington Irving  James Fenimore Cooper  Edgar Allan Poe  Nathaniel Hawthorne  Emily Dickinson  Herman Melville  Hudson River School  Thomas Cole  Frederick Edwin Church  Albert Bierstadt  Charles Grandison Finney  Seventh-day Adventist Church  Joseph Smith  Church of Jesus Christ of Latter Day Saints  Brigham Young  American Bible Society  The Transcendental Club  Margaret Fuller  Ralph Waldo Emerson  Henry Wadsworth Longfellow  Walt Whitman  Henry David Thoreau  Shakers  Mother Ann Lee | | | | |
| **6-3: Social Reform** | **Is it possible to purify humanity?** | | | |
| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | | | |  | | --- | | **TOPICS:**   * Seneca Falls * Mental Health and Jail Reform * Temperance * Education Reform * Reform and Second Great Awakening | | **BIG IDEA: The spirit of reform brought about by the Second Great Awakening led to movements to improve many areas of life including temperance, education, women's rights, mental health, and abolition.** | | Some serious social reform movements developed in the early 1800s.  Women began organizing and advocating for equal rights.  This was in part due to the rise of the idea that the Woman’s Sphere was in the home.  An outgrowth of the industrial revolution, this idea is still prevalent in American society.  The suffrage movement began when reformers met at Seneca Falls, New York to organize.  Their Declaration of Sentiments marks an important beginning for the effort by women to win the right to vote. | | Dorothea Dix and Louis Dwight worked to improve conditions in mental asylums and jails. | | A temperance movement developed to work toward a ban on alcohol consumption.  Most members of the movement were practical, but Carrie Nation made headlines by attacking bars with her hatchet and Bible. | | Horace Mann worked to reform schools.  In the North, common schools were built to use taxpayer dollars to provide basic education for all children through eighth grade.  Mann build normal schools to train teachers.  Congress allocated funding for land to build universities in each state, the beginning of the public university system. | | Much of the spirit of reform at this time was inspired by the Second Great Awakening’s teaching that a pure society full of perfected people would hasten the return of God. | |
| |  |  | | --- | --- | | **KEY CONCEPTS**  Women’s Sphere  Cult of Domesticity  Feminism  Suffrage  Universal Public Education  **LOCATIONS**  Normal Schools  Common Schools  Land-Grant Colleges  **LAWS**  Morrill Land-Grant Acts    **DOCUMENTS**  “Remember the Ladies!”  Declaration of Sentiments    **FASHION**  Bloomers | **PEOPLE AND GROUPS**  Abigail Adams  Angelina and Sarah Grimke  Harriet Wilson  Lucretia Mott  Elizabeth Cady Stanton  Susan B. Anthony  Amelia Bloomer  Dorothea Dix  Louis Dwight  Lyman Beecher  American Temperance Society  Carrie Nation  Horace Mann    **EVENTS**  Seneca Falls Convention  Temperance  Common School Movement | | | | |
| **6-4: Jacksonian Democracy** | **Why isn’t America an oligarchy?** | | | |
| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | | | |  | | --- | | **TOPICS:**   * Era of Good Feelings * Universal Malehood Suffrage * Corrupt Bargain * Jackson's Supporters | | **BIG IDEA: After the War of 1812, democracy changed in America.  Instead of the realm of the elite and educated, all White men could vote and when Andrew Jackson was elected president in 1828 the old ways had clearly been swept aside in favor of the common man.** | | After the War of 1812, that nation experienced a short period in which there was only one viable national political party.  Called the Era of Good Feeling, it lasted only one decade before the old Democratic-Republican Party split into the Democratic and Whig Parties. | | It was at this same time that democracy expanded in the United States so that all White men could vote, regardless of wealth or property ownership.  This was partially a result of the fact that many more people lived in cities and worked in factories.  For them, owning land and farming was not a reality.  Jefferson’s dream of a nation of yeomen farmers died. | | The election of 1828 featured John Quincy Adams, Henry Clay and Andrew Jackson.  After a close vote in which no one won a majority, backroom wrangling led Clay to tell his supporters to vote for Adams, who won the presidency.  Jackson’s supporters called it the Corrupt Bargain and four years later he roared back and won election outright. | | Jackson ushered in the first Democratic administration.  His supporters included farmers and workers.  He championed the common man.  The Whigs were the party of the Eastern elites, the wealthy, and favored small government over Jackson’s expansive use of power. | |
| |  |  | | --- | --- | | **KEY CONCEPTS**  Republicanism  Party Platform  Universal White Manhood Suffrage  Jacksonian Democracy    **EVENTS**  Era of Good Feelings  Corrupt Bargain | **PEOPLE AND GROUPS**  James Monroe  Martin Van Buren  Democratic Party  Andrew Jackson  John Quincy Adams  Whig Party    **COURT CASES**  Amistad Case | | | | |

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| **6-5: Jackson’s Presidency** | | | **Does Jackson belong on the $20 bill?** | |
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| |  |  | | --- | --- | | **KEY CONCEPTS**  Spoils System  Nullification    **EVENTS**  Petticoat Affair  Trail of Tears    **COURT CASES**  Cherokee Nation v. Georgia  **TREATIES & LAWS**  South Carolina Ordinance of Nullification  Treaty of New Echota | **PEOPLE AND GROUPS**  Kitchen Cabinet  John C. Calhoun  Nicholas Biddle  King Andrew the First  The Great Compromiser  Black Hawk  Chief Osceola  Cherokee  Sequoia  John Ross    **BANKS**  Second Bank of the United States  Pet Banks | | | | |
| **7-1: Early Expansion** | **Why didn’t Jefferson’s vision of peaceful, scientific exploration**  **typify the westward expansion of White America?** | | | |
| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | | | |  | | --- | | **TOPICS:**   * Louisiana Purchase * Lewis and Clark * 60 Years War * Tecumseh * Settlement of the Midwest * Creek War | | **BIG IDEA: Native Americans had been fighting White expansion for many years.  Their primary goal was preserving their land which was the principal factor in their decisions about who to side with in the Seven Years War, American Revolution, War of 1812, and in their own conflicts with White Americans.** | | Thomas Jefferson purchased Louisiana from France in 1803.  The land he bought was much larger than the current State of Louisiana.  In effect, Jefferson doubled the size of the country.  To explore the land he had just purchased, he sent Lewis and Clark on a multi-year journey to the Pacific Ocean and back.  Their Corps of Discovery was meant to map the land, study the animals and plants, and make friendly connections to the Native Americans.  They were helped by Sacagawea, a young mother who helped translate along the way. | | The Lewis and Clark Expedition may have been peaceful, but most encounters between White Americans and Native Americans were not.  Natives had been fighting for 60 years to try to preserve their lands, and they mostly were losing.  They had fought in the Seven Years War, the Revolution and during the War of 1812. | | Between the Revolution and the War of 1812, Tecumseh and his brother “The Prophet” Tenskwatawa had tried to unite the tribes along the Mississippi River to form a wall against White expansion.  They ended up fighting American troops at the Battle of Tippecanoe led by William Henry Harrison and lost.  Tecumseh left for Canada, Harrison became popular and won the presidency, and White expansion continued. | | Much of this fighting took place in the region we now call the Midwest, encompassing the states of Indiana, Michigan, Illinois, Ohio and Wisconsin.  Once Native Americans had been defeated and the Erie Canal opened, White settlers from New England, New York and Pennsylvania swarmed in.  They all became states before the Civil War. | | Creeks in the South also fought White advancement into their territory at the same time as the War of 1812.  Like William Henry Harrison, Andrew Jackson fought them, won and later won the presidency as well. | |
| |  |  | | --- | --- | | **EVENTS**  Louisiana Purchase  Battle of Tippecanoe  Creek War  Battle of Horseshoe Bend  **TREATIES**  Treaty of Greenville  Treaty of Fort Jackson  **PLACES**  Prophetstown | **PEOPLE**  Meriwether Lewis  William Clark  Corps of Discovery  Sacagawea  Tecumseh  Tenskwatawa  William Henry Harrison  Red Sticks | | | | |
| **7-2: Texas & Mexico** | **When something is wrong but popular, how should individuals resist?** | | | |
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| |  |  | | --- | --- | | **PLACES**  Texas  The Alamo  Lone Star Republic  Oregon Territory  Pacific Northwest  American Southwest  Rio Grande  Nueces River  Chapultepec  Mexican Cession  Gadsden Puchase  **SLOGANS**  Fifty-four forty or fight  **LAWS & TREATIES**  Spot Resolutions  Treaty of Guadalupe Hidalgo | **PEOPLE**  Tejanos  Antonio Lopez de Santa Anna  Sam Houston  Davy Crockett  James K. Polk  Californios  Zachary Taylor  John C. Fremont  Mestizo  **EVENTS**  Battle of San Jacinto  Texas Revolution  Mexican-American War | | | | |
| **7-3 & 4: People of the West** | | **How have the real and mythologized people of the West shaped our national identity?** | | |
| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |  | | --- | --- | | **KEY IDEAS**  Panning  Wild West  Longhorn  Frontier Myth  Mail Order Catalog  **PEOPLE**  Mountain Men  John Colter  Jim Beckwourth  Jim Bridger  Jedediah Smith  Kit Carson  Prospector  Forty-Niner  Levi Strauss  Chisholm Trail  Cow Town  Joseph G. McCoy  Gunslinger  Wyatt Earp  Outlaw  James-Younger Gang  Jesse James  Billy the Kid  Butch Cassidy’s Wild Bunch  Exodusters  Buffalo Soldiers  Sodbusters  Laura Ingalls Wilder  Peons  Vaqueros  Gorras Blancas  Anti-Coolie Clubs | **EVENTS**  Rendezvous  California Gold Rush  Cattle Drive  Showdown at High Noon  Showdown at the OK Corral  **PLACES**  Sutter’s Mill  Comstock Lode  Ghost Town  Promontory Point, Utah  Fort Laramie  Bonanza Farm  Barrios  **TECHNOLOGY**  Barbed Wire  Transcontinental Railroad  **LAWS**  Pacific Railway Act  Homestead Act  Sunday Laws  Greaser Laws  Chinese Exclusion Act  **COMPANIES**  Union Pacific Railroad  Central Pacific Railroad  **BOOKS**  Little House on the Prairie | | | | | |  | | --- | | **TOPICS:**   * Mountain Men * Miners * Boom Towns & Ghost Towns * Ranchers * Gunslingers * Railroads * Forts * Homesteaders * Hispanics * Chinese in the West | | **BIG IDEA: There were many groups of people who defined the character of the West.  Some of these people have become mythologized.** | | Mountain men were fur trappers and explorers who mapped the West.  They met every year to share news and sell their furs.  Some later became guides to show the way for pioneers. | | Miners went to the West in search of gold, silver and copper.  The 49ers went to California beginning in 1849 after gold was discovered.  Some struck it rich, but many did not.  Levi Strauss invented jeans to sell to miners who wore out their pants panning for gold.  California grew tremendously because of this gold rush.  Silver rushes in Nevada, copper rushes in Montana, and a gold rush in Alaska also drove increases in the populations of these future states. | | In some places in the West, thousands of people flocked to a particular spot to dig in a mine.  These sudden towns were places without the traditional structures like police, churches, and women who helped maintain civic order in the East.  Stories from these towns gave rise to the legend of the Wild West.  In some cases, when the gold or silver ran out, people simply left, leaving behind empty ghost towns. | | Ranchers started rounding up the longhorn cattle of the Texas prairie, the descendants of cattle released by the Spanish.  Cowboys drove herds of these cows north to the ends of the railroads where they were loaded up and shipped to Chicago.  There the cattle were slaughtered and shipped to customers in the East.  Within a few decades the railroads spread, farmers put up barbed wire, and the days of the cattle drives were over.  The legend of the cowboy and the cattle drive come from this short era in history. | | Gunslingers became a popularized character of the West.  The mythologized cowboy with six shooters on both hips who stood up for justice and hunted down evildoers is based on some real characters from the real West, but is mostly a creation of Hollywood.  This frontier myth is still an important idea in modern America.  We like our pickup trucks and the lone hero who sets out on a quest to fight the good fight.  There were some real outlaws in the West, most notably the James-Younger Gang, Billy the Kid and Butch Cassidy. | | Railroads eventually stretched across the West.  The first transcontinental railroad was completed in 1869.  The western side was built mostly by Chinese immigrants.  Other railroads soon followed. | | The army built forts in the West.  These served as trading hubs and stopping points for pioneers crossing the plains.  The Homestead Act gave inexpensive land to anyone who could stay and survive as farmers in the West.  This last group of people to move West were the ones who stayed and truly settled the West, because they came as families.  Some were Exodusters, former slaves who struck out to make a new life on the prairie.  Life on the plains was hard, and some didn’t make it.  Over time, farmers sold their land to bonanza farms and farming started to consolidate the same way industry was consolidating in the East.  With the expansion of railroads, homesteaders could buy things from the East.  Mail order catalogue companies such as Sears, grew up to provide for them. | | Hispanics who found themselves in the United States after the Mexican-American War often lost their land to Whites.  Some fought back, but they generally lost out as Whites pushed west. | | Chinese immigrants who arrived in California for the gold rush, also lost out.  Whites did not want to share claims to land and Chinese immigrants ended up working in industries that supported the miners, or on the railroads.  The Chinese Exclusion Act ended all immigration from China in 1882. | |
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| **7-5: The Indian Wars** | **Were the Indian Wars a triumph or a tragedy?** | | | |
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| |  |  | | --- | --- | | **KEY IDEAS**  Bison/Buffalo  Ghost Dance  Americanization  **PLACES**  Reservations  Black Hills  Indian Territory  Carlisle Indian School  **TREATIES & LAWS**  First Treaty of Fort Laramie  Second Treaty of Fort Laramie  Treaty of Medicine Lodge  Dawes Act | **PEOPLE**  Sioux  Sitting Bull  Crazy Horse  George Custer  Chief Joseph  **EVENTS**  Sand Creek massacre  Battle of Little Bighorn  Massacre at Wounded Knee | | | | |

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| **8-1: Slavery** | **Did slavery cause the Civil War?** | |
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| |  |  | | --- | --- | | **PEOPLE**  Abolitionist  African Methodist Episcopal Church  American Colonization Society  David Walker  Denmark Vesey  Driver  Eli Whitney  Field Hand  Frederick Douglass  Free Blacks  Harriet Beecher Stowe  Harriet Tubman  Henry Ward Beecher  House Slave  Liberty Party  Nat Turner  New England Anti-Slave Society  Overseer  Robert Purvis  Scotch-Irish  Sojourner Truth  Wendell Philips  William Lloyd Garrison | **LAWS**  Fugitive Slave Act  Gag Rule  Slave Codes  **TEXTS**  Appeal  North Star  The Liberator  Uncle Tom’s Cabin  **KEY CONCEPTS**  Chattel Slavery  Emancipation  King Cotton  Manumission  Peculiar Institution  The Underground Railroad  **INNOVATIONS**  Cotton Gin  **EVENTS**  Antebellum Period  Hattian Revolution | | |
| **8-2: Westward Expansion** | **Did westward expansion cause the Civil War?** | |
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| **8-3: Political Failures** | **Could American leaders have prevented the Civil War?** | |
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| **8-4: Fighting the Civil War** | **Could the South have won the Civil War?** | |
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| **8-5: The Meaning of the War** | **What did the war mean?** | |
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| **8-6: Reconstruction** | **The Union won the war, but who won the peace?** | |
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| |  |  | | --- | --- | | **PEOPLE & GROUPS**  Andrew Johnson  Carpetbaggers  Charles Sumner  Freedmen  Ku Klux Klan (KKK)  Radical Republicans  Redeemers  Rutherford B. Hayes  Samuel Tilden  Tenant Farmer  Thaddeus Stevens  **EVENTS**  Presidential Reconstruction  Radical Reconstruction | **KEY IDEAS**  Amnesty  Forty Acres and a Mule  Grandfather Clause  Impeachment  Literacy Test  Lynch  Pardon  Poll Tax  Share Cropping  **LAWS**  Amnesty Act  Civil Rights Bill of 1866  Compromise of 1877  13th Amendment  14th Amendment  15th Amendment  Jim Crow  Lodge Force Bills | | |