

HIGH SCHOOL – UNITED STATES HISTORY I: PRE-EUROPEAN CONTACT TO RECONSTRUCTION

This course is a survey of United States History from Pre-European Contact to Reconstruction following the Civil War. In this course, following what was learned in fifth and eighth grades, students gain a deeper and more rigorous understanding of the Indigenous peoples, European colonies, the founding of the new Nation and its internal struggles, and the diversity of peoples that came or were forced to come to this country.

Topics of Inquiry, Compelling Questions, and Standards

Inquiry Topic 1: Colonial North America

Compelling Question: Does settler colonialism continue today?

SSHS.USI.1.1: Indigenous peoples of North America

SSHS.USI.1.2: The impact of European colonization on Indigenous life

SSHS.USI.1.3: Establishing the colonies

SSHS.USI.1.4: The emergence of the trans-Atlantic slave trade

Inquiry Topic 2: The Origins and Achievement of Independence

Compelling Question: How did the English colonists become “Americans”?

SSHS.USI.2.1: Establishing colonial economies and governments

SSHS.USI.2.2: British imperial policies and colonial responses

SSHS.USI.2.3: *Common Sense* and the *Declaration of Independence*

SSHS.USI.2.4: People and events of the American Revolution

SSHS.USI.2.5: Effects of the American Revolution on society

Inquiry Topic 3: The *Constitution of the United States*

Compelling Question: Is the *Constitution* still relevant today?

SSHS.USI.3.1: The *Articles of Confederation* and challenges to it

SSHS.USI.3.2: Influences on the United States political system

SSHS.USI.3.3: Main arguments of the *Federalist Papers*

SSHS.USI.3.4: The *Constitution of the United States* and *Bill of Rights*

SSHS.USI.3.5: The three branches of government

Inquiry Topic 4: The Politics of the Early Republic

Compelling Question: Did the *Constitution* create a just government?

SSHS.USI.4.1: The *Constitution* and different populations of society

- SSHS.USI.4.2: Economic developments in the Early Republic Era
- SSHS.USI.4.3: Foreign policy developments in the Early Republic Era
- SSHS.USI.4.4: The emergence of political parties

Inquiry Topic 5: The Market Revolution and American Expansion

Compelling Question: Does economic growth mean freedom?

- SSHS.USI.5.1: Territorial expansion of the United States
- SSHS.USI.5.2: Transformations of the Market Revolution
- SSHS.USI.5.3: Meaning and impact of Jacksonian Democracy
- SSHS.USI.5.4: Effects of early industrialization on workers
- SSHS.USI.5.5: Westward movement of white Americans
- SSHS.USI.5.6: Expansion of slavery and the lives of enslaved people

Inquiry Topic 6: Competing Visions and Regionalism the Antebellum America

Compelling Question: Is reform always the same thing as change?

- SSHS.USI.6.1: The Second Great Awakening
- SSHS.USI.6.2: Antebellum reformers and social issues
- SSHS.USI.6.3: Abolitionists and their arguments against slavery
- SSHS.USI.6.4: Women's participation in public life
- SSHS.USI.6.5: Growing regional differences between the North and South

Inquiry Topic 7: The Civil War and Reconstruction

Compelling Question: Has the Civil War really ended?

- SSHS.USI.7.1: Long-term causes of the Civil War
- SSHS.USI.7.2: Resources the North and South had at the start of the Civil War
- SSHS.USI.7.3: Roles of various individuals and groups in the Civil War
- SSHS.USI.7.4: The *Emancipation Proclamation*
- SSHS.USI.7.5: Leaders, decisive battles, and the reasons for Union victory
- SSHS.USI.7.6: Management of Reconstruction
- SSHS.USI.7.7: The effects of Reconstruction on Black Americans

Standards Tables

Inquiry Topic 1: Colonial North America

Compelling Question: Does settler colonialism continue today?

SSHS.USI.1.1 Indigenous peoples of North America Analyze the diversity of Pre-Columbian Indigenous civilizations in North America	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X	X	X				
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What were the major Indigenous groups of the Northeast, Southeast, Plains, Southwest, Great Basin, California, Northwest Coast, and the Plateau? • What were the different lifeways and traditions practiced by Indigenous peoples in North America? • How did Indigenous groups interact with one another prior to the arrival of Europeans in North America? • How do we know about the early history of Indigenous peoples? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the locations of Indigenous groups across North America Analyze the similarities and differences between Indigenous groups (e.g., social norms, lifeways, use of natural resources) Explain interactions among Indigenous groups (e.g., cooperation, alliances, conflict), and analyze the ways interactions influenced cultural change over time Analyze similarities and differences across the cultures, government structures, and lived experiences of Indigenous peoples local to Rhode Island and their interactions with each other prior to the arrival of Europeans (e.g., Nahaganset (Narragansett), Wampanoag (Pokanoket, Mashpee, Aquinnah), Nehantick and Eastern Nehantick (Niantic), Pequot, Nipmuc, Massachuset, Mohegan, Manissean) Explain different ways we know and understand the past (e.g., oral traditions from Indigenous descendants, documentation from early explorers, historical records, archaeology), and analyze associated biases 											

SSHS.USI.1.2 The impact of European colonization on Indigenous life Argue the ways that European colonization impacted the lifeways and populations of Indigenous peoples	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X					X	X	X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What was the demographic impact of European colonization on Indigenous populations? ● What is settler colonialism and how is it connected to the genocide of Indigenous peoples? ● Why did Indigenous people sometimes build alliances with Europeans? ● In what ways did Indigenous and European cultures influence one another? ● How did some Indigenous people become enslaved? ● What was the system of Indigenous indentured servitude? ● How were colonists and Indigenous people portrayed in literature, fiction and nonfiction? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the conditions and roles in the so-called Columbian Exchange, and argue who benefited from that situation (e.g., effects of disease on Indigenous populations, transplantation of plant and animal species) b. Explain the political interactions between Indigenous groups and English colonists, and argue who benefited from those interactions (e.g., alliances, trade, warfare - Bacon's Rebellion, Pequot War, King Philip's War) c. Explain the reasons for cultural change in Indigenous groups (e.g., effects on lifeways, access to resources), and analyze ways that Indigenous lifeways influenced European colonists d. Analyze the conditions of the enslavement of Narragansett people after King Philip's War and the system of indentured servitude of Indigenous people in New England colonies e. Argue the impact of mythmaking (e.g., Pocahontas and John Smith, the "First" Thanksgiving, Roger Williams, Anne Hutchinson, Squanto) 											

SSHS.USI.1.3 Establishing the colonies Argue the impact of the conditions of life in colonial North America	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X	X	X			X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How were the new colonies funded? ● What environmental challenges did colonists face in North America? ● How did religion influence the lives of colonists? ● What kind of governmental systems did colonists establish in North America? ● What role did indentured servitude serve in colonization? ● What role did enslavement serve in colonization? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the rationale for and components of a joint-stock company (e.g., Virginia Company, Plymouth Company, Massachusetts Bay Company) b. Explain the geographic and environmental conditions of the English colonies c. Explain the religious influences on English colonists d. Explain the nature of government in English colonies, including Rhode Island, and analyze whose interests were served (e.g., governmental structure, voting rights) e. Analyze the rationale for and conditions of indentured servitude from the perspectives of all involved (e.g., indentured servants, the people in the households in which they served), and argue who benefited and the impacts on societal structure f. Analyze the rationale for and conditions of African enslavement, and argue who benefited 											

<p>SSHS.USI.1.5 The emergence of the trans-Atlantic slave trade</p> <p>Argue the impacts of the transformation of human beings into property and commodities within the Atlantic trading system and the emergence of chattel enslavement</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X				X	X	X		X	X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How did Portugal establish the slavery system in Africa and how did African peoples resist that system? • How did the Triangular Trade function? • What was the Middle Passage? • How did slavery emerge as a condition of birth as defined by law (i.e., chattel slavery)? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the enslavement and resistance of African peoples, and argue whose interests enslavement served Explain the nature and conditions of the Triangle Trade, and analyze who profited and who did not Explain the nature and conditions of the Middle Passage, and analyze how it affected the participants Explain chattel slavery, and argue whose interests it served Explain Rhode Island’s participation in the African slave trade, and argue who was complicit and who benefited 											

Inquiry Topic 2: The Origins and Achievement of Independence

Compelling Question: How did the English colonists become “Americans”?

<p>SSHS.USI.2.1 Establishing colonial economies governments Argue the impacts of the colonies establishing their own economies and governments separate from Great Britain</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X							X		X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What was mercantilism? • How did North American colonists develop independent economies? • How did North American colonists structure their local governments and develop a tradition of self-rule? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the conditions of mercantilism (e.g., trade, wealth, governmental protection), and argue who benefited Explain the elements of colonial economies (e.g., subsistence and commercial farming, shipbuilding, trade), and argue whose interests they served Explain the rationales for and elements of colonial governments, and argue whose interests they served 											

SSHS.USI.2.2 British imperial policies and colonial responses Argue how British impositions after the Seven Years War led to opposition in the colonies	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X				X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • Why did Great Britain and the colonists fight the Seven Years' War? • Why did attempts to broker a compromise or conciliation between the colonies and Great Britain fail? • How did the colonies begin to unify with each other in opposition to the British? • How did women, workers, and Black Americans participate in protest against British policies? • What were the Committees of Correspondence and the Continental Congresses? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the causes and conditions of the Seven Years War (e.g., frontier tensions, Indigenous alliances), and argue the impacts (e.g., British victory, loss of French territory, Indigenous hopes to stall British expansion) Explain the rationale for British taxation policies (e.g., British economic issues due to cost of Seven Years War, tensions over land), and analyze colonial reactions to those policies (e.g., petitions, boycotts, protests, riots) Analyze how colonial individuals and groups resisted British policies (e.g., Sons and Daughters of Liberty, spinning bees, Samuel Adams, Crispus Attucks), and argue the impact of their actions Analyze the efficacy of the ways Rhode Island colonists resisted British policies (e.g., Stamp Act Riot, Gaspee Affair) Explain the rationale for and actions of the Committees of Correspondence and the Continental Congresses and Rhode Island's role in each 											

<p>SSHS.USI.2.3 <i>Common Sense</i> and the <i>Declaration of Independence</i> Argue the impact of the intellectual and philosophical arguments presented for independence from Great Britain</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What are the main components of the argument for independence in Thomas Paine’s <i>Common Sense</i>? • What were the colonists’ grievances against the King of England? • What Enlightenment ideas were present in <i>Common Sense</i> and the <i>Declaration of Independence</i>? • Why was the anti-slavery passage removed from the <i>Declaration of Independence</i>? • How did colonists react to the <i>Declaration of Independence</i>? • Did the <i>Declaration of Independence</i> unify the colonies? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the origin of and arguments made in <i>Common Sense</i> Identify the nature and conditions of colonial grievances against King George III in the <i>Declaration of Independence</i> Analyze the efficacy of enlightenment ideas evident in founding documents (e.g., social contract, natural rights, separation of powers) Analyze the rationale behind the removal of the anti-slavery passage in the <i>Declaration of Independence</i>, and argue who benefited and the impacts of that action Analyze the range of colonial responses to the <i>Declaration of Independence</i> based on one’s positionality (e.g., Frederick Douglass, Abigail Adams, Patriots, Loyalists) Analyze the uses of the <i>Declaration of Independence</i> in the colonial cause, and argue its impact 											

SSHS.USI.2.4 People and events of the American Revolution Argue the impacts of people and battles of the American Revolution on the course of the War	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X					X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who fought in the Continental Army? ● How did the American Revolution affect the lives of women, enslaved and free Black Americans, and Indigenous people? ● What were the pivotal battles of the American Revolution? ● What role did foreign nations play in the American Revolution? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify military personnel of the American Revolution (e.g., George Washington, Nathanael Greene), analyze their contributions, and argue their impacts on the War b. Explain the involvement of different social groups in the American Revolution (e.g., Black and Indigenous soldiers of the Rhode Island Black Regiment, female camp followers), analyze their contributions, and argue their impacts on the War c. Identify notable battles and events of the Revolutionary War and argue their impacts on the course of the War d. Explain Rhode Island’s role in the Revolutionary War and the Battle of Rhode Island e. Analyze European involvement in the War, and argue how they impacted the course of the War 											

SSHS.USI.2.5 Effects of the American Revolution on society Argue the impacts the outcomes of the Revolutionary War had on political, cultural, and economic life in North America	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X				X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What were the economic and geographic effects of the American Revolution? ● What effects did the American Revolution have on systems of privilege and social standing in North America? ● How did new American governments reflect social changes created by the Revolution? ● How are these effects still relevant to today? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the economic and geographic outcomes of the Revolutionary War, and argue who benefited from the American victory b. Analyze the effects of the Revolutionary War on social norms and structures c. Analyze the effects of the Revolutionary War on governmental practices, and argue who those practices benefited d. Explain gradual emancipation laws in northern colonies (e.g., Rhode Island’s Gradual Emancipation Act of 1784, Pennsylvania’s Act for the Gradual Abolition of Slavery of 1780), analyze the laws as a type of compromise, and argue who benefited from those laws e. Argue the ways the outcomes of the American Revolution are still relevant to today 											

Inquiry Topic 3: The *Constitution of the United States*

Compelling Question: Is the *Constitution* still relevant today?

<p>SSHS.USI.3.1 The <i>Articles of Confederation</i> and challenges to it Argue the reasons why the structure of government established by the <i>Articles of Confederation</i> was challenged</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X			X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What were the main elements of the <i>Articles of Confederation</i>? • What were the challenges and opportunities of the <i>Articles of Confederation</i>? • How did Shay’s Rebellion spotlight weaknesses of the <i>Articles of Confederation</i>? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify elements of the <i>Articles of Confederation</i> (e.g., relationship between the states and the national government, voting and representation, and the structure of government) Analyze the challenges and opportunities of the <i>Articles of Confederation</i> Analyze the cause and course of Shays’ Rebellion and what it revealed about the <i>Articles of Confederation</i>, and argue the impacts of the event on government 											

SSHS.USI.3.2 Influences on the United States political system Analyze the philosophical and ideological influences embedded in the founding documents of the United States of America	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X						X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What Enlightenment ideas are reflected in the <i>Articles of Confederation</i> and <i>Constitution of the United States</i>? ● How did the Haudenosaunee Confederacy provide an example to the authors of the <i>Constitution of the United States</i>? ● What is the relationship between a democracy and a republic? ● What role did economics play in the creation of the <i>Constitution of the United States</i>? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify enlightenment ideas represented in the <i>Articles of Confederation</i> and the <i>Constitution of the United States</i> (e.g., social contract theory, natural rights, religious tolerance) b. Analyze the similarities and differences between the Haudenosaunee Confederacy and the <i>Constitution of the United States</i> c. Analyze the similarities and differences between a democracy and a republic d. Explain the economic influences on the development of the <i>Constitution of the United States</i> 											

SSHS.USI.3.3 Main arguments of the <i>Federalist Papers</i> Analyze the debate between the Federalists and the Anti-Federalists	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X								
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Why did Alexander Hamilton, John Jay, and John Adams write the <i>Federalist Papers</i>? ● Why did the Federalists support a stronger national government and weaker state governments, and why did Antifederalists oppose that? ● Why is Federalist No. 10 considered the most influential of <i>The Federalist Papers</i>? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the authors of the <i>Federalist Papers</i>, and explain their reasons for writing them b. Analyze the Federalist and Anti-Federalists arguments over national v. state governmental power c. Analyze the influence of Federalist #10, including the idea of majority rule and minority rights (Other suggested Federalist Papers – 9, 39, 51, 70, 78, 84) 											

SSHS.USI.3.4 The <i>Constitution of the United States and Bill of Rights</i> Analyze the <i>Constitution of the United States</i> and the <i>Bill of Rights</i> and the governmental powers and rights outlined in them	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X							
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How does the Preamble of the <i>Constitution of the United States</i> establish national goals and ideology? ● What are the three branches of government and how do they create a balance of power? ● What powers are delegated to the states? ● What civil rights and civil liberties does the <i>Bill of Rights</i> guarantee? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the goals outlined in the Preamble to the <i>Constitution of the United States</i> b. Analyze the branches of government and their relationships to one another c. Explain the powers reserved to the states d. Explain the enunciation of rights and liberties under the <i>Bill of Rights</i>, and analyze how those rights and liberties have changed over time e. Explain Rhode Island’s role in the drafting of the <i>Bill of Rights</i> and its ratification of the <i>Constitution of the United States</i> 											

SSHS.USI.3.5 The three branches of government Analyze the powers and responsibilities of the three branches of government	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X										
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the powers and responsibilities of the executive branch of the United States government? • What are the powers and responsibilities of the legislative branch of the United States government? • What are the powers and responsibilities of the judicial branch of the United States government? • How do the three branches of government function as checks and balances against each other? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the powers and responsibilities of the executive branch, and analyze how they have changed over time Explain the powers and responsibilities of the legislative branch, and analyze how they have changed over time Explain the powers and responsibilities of the judicial branch, and analyze how they have changed over time Explain the relationships among the branches, and analyze the benefits and drawbacks of how checks and balances operate amongst the branches 											

Inquiry Topic 4: The Politics of the Early Republic

Compelling Question: Did the *Constitution* create a just government?

<p>SSHS.USI.4.1 The <i>Constitution</i> and different populations of society Argue the impacts of the contradictions between the <i>Constitution</i>'s guarantees of freedom and the realities of life for various populations of society in the Early National era</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X		X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● What was the legal status of married and unmarried white women in the Early Republic? ● What did the <i>Constitution</i> establish about slavery? ● What did the <i>Constitution</i> establish about voting rights? ● How did the <i>Constitution</i> regulate the lives of Indigenous peoples? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Analyze women's status and rights in the Early Republic, and argue the benefits and drawbacks from multiple perspectives (e.g., women, men, society as a whole) b. Analyze the conditions of enslaved peoples during this time, and argue the benefits and drawbacks from multiple perspectives (e.g., the enslaved, enslavers, society as a whole - socially and economically) c. Analyze the nature and conditions of voting rights, and argue who benefited d. Analyze the constitutional implications for Indigenous peoples, and argue the benefits and drawbacks from multiple perspectives (e.g., Indigenous governments, Indigenous individuals, United States government) 											

SSHS.USI.4.2 Economic developments in the Early Republic Era Argue how the United States established its economic independence following the American Revolution	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
										X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What economic problems did the new United States face following the Revolutionary War? • Why did Alexander Hamilton establish the Bank of the United States? • How did the United States expand its trade networks in the Early Republic? • What was the Whiskey Rebellion? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> • Analyze the range of economic issues after the Revolutionary War, and argue how those issues affected different groups differently • Analyze the motivations and outcomes of establishing the Bank of the United States and argue who benefited of that action • Analyze the advantages and disadvantages of expanding trade, and argue who benefited from that action • Analyze the reasons for and outcomes of the Whiskey Rebellion, and argue who benefited from that event 											

SSHS.USI.4.3 Foreign policy developments in the Early Republic Era Argue the short- and long-term impacts of the United States’ involvement in foreign affairs in the Early Republic	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X					
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How was the United States involved in the French and Haitian revolutions? ● How did American foreign policy develop from the creation of the Jay Treaty to the War of 1812? ● How did the <i>Monroe Doctrine</i> change American foreign policy? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the rationale for and analyze the outcomes of U.S. involvement in the French and Haitian revolutions, and argue who benefited from that involvement b. Analyze the nature and conditions of U.S. foreign policy (e.g., John Jay’s Treaty, Treaty of San Lorenzo / Pinckney’s Treaty), and argue who benefited from those policies c. Analyze the effects of the Monroe Doctrine on U.S. foreign policy and how the doctrine has changed over time 											

SSHS.USI.4.4 The emergence of political parties Argue the reasons for the growth of factionalism and political division in the Early Republic	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What were the beliefs of the Federalists and the Democratic-Republicans? ● How did political parties function? ● How did political parties affect the elections of 1796 and 1800? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the tenets of the Federalist and Democratic-Republican parties, and analyze who they represented b. Explain rationales for and actions of political parties, analyze how those rationales and actions have changed, and argue who benefited from those actions c. Analyze the actions of political parties during the 1796 and 1800 elections, and argue their impacts on the elections 											

Inquiry Topic 5: The Market Revolution and American Expansion

Compelling Question: Does economic growth mean freedom?

SSHS.USI.5.1 Territorial expansion of the United States Argue the impact of the tactics used to expand the physical boundaries of the United States in the early 19th century	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X		X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How were Thomas Jefferson’s foreign policy goals related to land acquisition? ● How did the First Seminole War and the Adams-Onís Treaty expand the territory of the United States? ● What was the impact of the ideology of Manifest Destiny and how is it related to settler colonialism? ● How did the Mexican War expand the territory of the United States? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze Jefferson’s views of and actions toward land acquisition, and argue who benefited b. Analyze the effects of the First Seminole War and Adams-Onís Treaty, and argue who benefited from those actions c. Explain the rationale for and results of Manifest Destiny, analyze Indigenous response and resistance, and argue who benefited (e.g., the Louisiana Purchase 1803, Spanish Florida 1810-1819, Texas Annexation 1845, Oregon Country from Great Britain 1846, Treaty of Guadalupe-Hidalgo 1848, Gadsden Purchase 1853) d. Analyze the rationale for and outcomes of the Mexican War (e.g., Mexican freedom from Spain in 1821, Treaty of Guadalupe-Hidalgo 1848, California Constitution 1849), and argue who benefited (e.g., effects on Mexican citizens, Indigenous response) from that action 											

SSHS.USI.5.2 Transformations of the Market Revolution Argue the impacts of technological and financial developments and the expansion of markets in the Early Republic Era	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
										X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What caused the Market Revolution? ● How did the American system support the growth of capitalism? ● What were the main features of industrialization in the early 19th century? ● How did mechanization cause changes in agricultural practices? ● How did immigrants participate in the Market Revolution and early industrialization? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the rationale for, conditions of, and results of the Market Revolution, and argue who benefited from that situation b. Analyze the nature and conditions of capitalism, and argue who benefited from that system c. Analyze the nature and conditions of industrialization, and argue who benefited from that movement d. Analyze the nature and conditions of mechanization, and argue who benefited from that movement e. Explain Rhode Island’s role in industry during this period f. Analyze the roles, conditions, and outcomes of immigrant participation in the United States economy (i.e., European and Asian immigrants), and argue who benefited 											

SSHS.USI.5.3 Meaning and impact of Jacksonian Democracy Argue the impacts of the redefinition of democracy in the early 19th century	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What were Andrew Jackson’s political ideologies? • How did Jacksonian Democracy expand political representation? • How did the Second Party System emerge? • What was the relationship between Jackson’s treatment of Indigenous people and democratic ideals? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the nature of Jackson’s political beliefs, and argue who benefited from those beliefs Analyze the nature and outcomes of Jacksonian Democracy, and argue who benefited from those outcomes Explain the rationale for the Second Party System, and argue who benefited from that approach Analyze the nature and outcomes of Jackson’s treatment of Indigenous people, and argue who benefited from those outcomes 											

SSHS.USI.5.4 Effects of early industrialization on workers Argue the impacts of the Industrial Revolution on the ways workers lived	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X					X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How did the Textile Revolution affect the lives of white women, enslaved people, immigrants, and children? ● How did events in Europe change the demographics of workers in the United States? ● How did the emergence of corporations change economics in the United States? ● How did the American labor movement originate in the early 19th century? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the characteristics of the Textile Revolution, and argue the impacts on different groups of people (e.g., women, enslaved people, immigrants, children) and who benefited from that situation b. Analyze the impetus for European migration to the United States and how that changed the demographics of workers c. Analyze the nature and conditions leading to corporations, and argue who benefited from that movement d. Analyze the nature, conditions, and outcomes of the American labor movement and how it has changed over time 											

SSHS.USI.5.5 Westward movement of white Americans Argue the impacts of western expansion on Indigenous peoples, immigration, and reshaping the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X			X	X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What motivated white easterners to move west? ● How did women experience westward expansion? ● How did the Gold Rush affect the development of the United States? ● How did the Indian Removal Act of 1830 and Trail of Tears affect Indigenous peoples? ● How did the establishment of Indian boarding schools affect families and traditions? ● How did Indigenous people resist American encroachment on their lands? ● How did Indigenous people re-establish communities in Indian Territory? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the rationale for and outcomes of white migration west, and argue who benefited b. Analyze the effects of the Gold Rush (e.g., on Indigenous peoples, on immigration of people from China, on the environment, on the economy), and argue who benefited c. Analyze the impact of governmental actions in removal of Indigenous groups (e.g., Trail of Tears, Indian boarding schools), and argue who benefited d. Analyze Indigenous resistance to white migration e. Explain Indigenous efforts to preserve and perpetuate their communities (e.g., religious practices, traditions surrounding food, clothing, art, ceremony) 											

<p>SSHS.USI.5.6 Expansion of slavery and the lives of enslaved people Argue the effects of the conditions under which enslaved people lived and struggled for freedom in the early 19th century</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X	X				X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • Where was slavery most prominent and what forms of labor did enslaved people perform? • How did the Northwest Ordinance of 1787 and the Missouri Compromise of 1820 affect slavery? • How was slavery a factor in the addition of new states to the union? • How did enslaved people maintain connections to their African heritage and traditions? • How did enslaved people resist slavery? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the nature of slavery (e.g., types of labor, living accommodations, Slave Codes), and argue who benefited from that practice Analyze the relationship between cotton, U.S. expansion, and the expansion of slavery, and argue the impacts and who benefited Analyze governmental actions on expansion of slavery, and argue the impacts Analyze the relationship between slavery and the addition of new states (e.g., California, Missouri, Texas) Analyze the conditions and actions taken that led to the preservation and perpetuation of African traditions and people (e.g., music, clothing, religious beliefs) Analyze the efficacy of efforts to resist slavery (e.g., self-emancipation, slowing down work, destruction of property, Stono Rebellion 1739, Nat Turner’s Rebellion 1831) 											

Inquiry Topic 6: Competing Visions and Regionalism in Antebellum America

Compelling Question: Is reform always the same thing as change?

SSHS.USI.6.1 The Second Great Awakening Argue the impacts of the Second Great Awakening on American thought and behavior	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What caused the Second Great Awakening? ● What were the main religious ideas of the Second Great Awakening? ● How did the Second Great Awakening foster an interest in social reform and participation by women in social and political issues? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the rationale for and nature of the Second Great Awakening, and argue who benefited from that movement b. Explain the fundamental tenets of the Second Great Awakening c. Analyze the goals and outcomes of the Second Great Awakening, and argue who benefited from that movement 											

SSHS.USI.6.2 Antebellum reformers and social issues Argue the impact of attempts by reformers to change American society in the antebellum period	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How did reformers want to change American institutions such as prisons and schools? • Why did antebellum reformers think temperance was important? • What was the connection between the abolitionist and women’s rights movement? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the goals for and outcomes of institutional reform movements (e.g., prisons, schools) and argue who benefited Analyze the goals and outcomes for the temperance movement and argue who benefited Analyze connections between the abolitionist and women’s right movements and argue who benefited 											

SSHS.USI.6.3 Abolitionists and their arguments against slavery Argue the impact of the collaborative efforts of abolitionists to end slavery in the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X					X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What religious arguments did abolitionists use against slavery? • What political arguments did abolitionists use against slavery? • How did free Blacks and white women participate in the abolitionist movement? • What political and economic tactics did abolitionists use against slavery? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the religious and political rationales for abolition Identify the notable leaders and followers of the abolition movement (e.g., Olaudah Equiano, Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Lydia Maria Child, including the role of Elizabeth Buffum Chace in the Underground Railroad in Rhode Island), analyze their contributions, and argue their impacts on the movement Analyze the political and economic approaches to abolishing slavery (e.g., petitions to Congress, literature, protests, boycotts), and argue the impact of those approaches 											

SSHS.USI.6.4 Women’s participation in public life Argue the impact of the increasingly common participation of women in public life in antebellum America	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What was the Cult of True Womanhood? ● How did women use benevolent associations to participate in public life? ● How did educational opportunities for women expand in the antebellum era? ● What were the origins of the women’s suffrage and rights movement? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the assumptions behind the Cult of True Womanhood and argue who benefited from this concept b. Analyze the value of benevolent associations to increase women’s participation in public life (e.g., The Society for the Relief of Poor Widows and Small Children, Female Humane Association, Ladies Charleston Volunteer Aid Society), and argue the impacts of that participation c. Explain the increase in women’s educational opportunities and argue who benefited from those opportunities d. Analyze the growth of women’s suffrage movement and argue its impacts 											

<p>SSHS.USI.6.5 Growing regional differences between the North and South</p> <p>Argue the impacts of the growing regional antagonism in the United States between the North and the South in the antebellum period</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X	X				X	X	X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● How did pro-slavery advocates defend the system of slavery? ● How did the Missouri Compromise of 1820 and the Nullification Crisis divide the North and the South? ● What was the fear of a slave power conspiracy? ● How did economic differences contribute to growing sectional division? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Analyze the arguments in favor of slavery and argue who benefited from this practice b. Analyze the influence of governmental actions on regional differences c. Analyze white reactions to enslaved people’s uprisings and argue the impacts of those reactions d. Explain the role of economics in regional divisions 											

Inquiry Topic 7: The Civil War and Reconstruction

Compelling Question: Has the Civil War really ended?

<p>SSHS.USI.7.1 Long-term causes of the Civil War</p> <p>Argue how social, cultural, economic, and political pressures and differences how led to the outbreak of civil war in the United States</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X				X	X				X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What was sectionalism and how did it divide the United States? • How did industrialization contribute to growing sectional differences? • What was the Crisis of the 1850s? • Why was the Republican Party created and why was the Election of 1860 pivotal in U.S. history? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the nature and conditions of antebellum sectionalism and argue who benefited from this situation Analyze the implications of industrialization for sectionalism Analyze the effects of political decisions on sectionalism (e.g., Compromise of 1850, Fugitive Slave Law 1850, Kansas-Nebraska Act 1854, Dred Scott decision 1857, Lincoln-Douglas debates, John Brown’s raid on Harpers Ferry 1859) and argue the impact of those actions Analyze the rationale for and the outcomes of the rise of the Republican party 											

<p>SSHS.USI.7.2 Resources the North and South had at the start of the Civil War</p> <p>Argue how the advantages and disadvantages that the North and South had at the start of the Civil War played a role in the outcome of the War</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X				X	X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● What role did industrialization and agriculture have in the Civil War? ● What kinds of military training and experience did the leaders of the Union and Confederate armies have? ● What is the difference between a war of offense and a war of defense? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Analyze components of industry and agriculture during this time period, and argue their impacts on the development of the Civil War b. Analyze the relative advantages and disadvantages of Union and Confederate military leadership and argue their impacts to the War c. Explain the distinctions between a war of offense and a war of defense 											

SSHS.USI.7.3 Roles of various individuals and groups in the Civil War Argue the impact of the roles and experiences of the multitude of individuals and groups during the Civil War	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How did free and enslaved black Americans experience the Civil War? ● How did Indigenous Americans experience the Civil War? ● How did women experience the Civil War? ● How did immigrants experience the Civil War? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the roles fulfilled by Black Americans during the Civil War(e.g., roles of Black regiments including the 14th Rhode Island Heavy Artillery Unit (Colored)), analyze their experiences and contributions, and argue the impacts of their efforts b. Explain the roles fulfilled by Indigenous Americans during the Civil War, analyze their experiences and contributions, and argue the impacts of their efforts c. Explain the roles fulfilled by women during the Civil War (e.g., Kady Brownell, Katharine Prescott Wormeley, Julia Ward Howe), analyze their experiences and contributions, and argue the impacts of their efforts d. Explain the roles fulfilled by immigrants during the Civil War, analyze their experiences and contributions, and argue the impacts of their efforts 											

SSHS.USI.7.4 The <i>Emancipation Proclamation</i> Argue the effects the <i>Emancipation Proclamation</i> had on the Civil War as policy and propaganda	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • Why did Abraham Lincoln write and deliver the <i>Emancipation Proclamation</i>? • What effect did the <i>Emancipation Proclamation</i> have on the Civil War? • How did Black Americans respond to the <i>Emancipation Proclamation</i>? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the rationale for and conditions of the <i>Emancipation Proclamation</i> Analyze the scope and outcomes of the <i>Emancipation Proclamation</i>, and argue its impact Analyze Black American responses to the <i>Emancipation Proclamation</i> (e.g., General Order No.3 and Juneteenth) 											

SSHS.USI.7.5 Leaders, decisive battles, and the reasons for Union victory Argue the impact of military components, leaders, and battles, on the course and end of the Civil War	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How did the events at Fort Sumter start the Civil War? ● What roles did military leaders on both sides perform during the War? ● What battles led to turning points during the War? ● Why is the Battle of Gettysburg an important historical event? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the role and implications of the attack on Fort Sumter for the Civil War, and argue the impacts of the outcome b. Explain the roles of military leaders during the war (e.g., Abraham Lincoln, Ambrose Burnside, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson), analyze their contributions, and argue their impacts on the War c. Analyze decisive battles (e.g., Antietam, Vicksburg), and argue their impacts on the course of the War d. Analyze the relevance of the battle of Gettysburg 											

SSHS.USI.7.6 Management of Reconstruction Argue the impact of the conflict between the Reconstruction plans of Abraham Lincoln, the Radical Republicans, and Andrew Johnson	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What position did Lincoln favor taking toward the former Confederate states? ● What was the Radical Republican plan for Reconstruction? ● Why did Congress impeach Andrew Johnson? ● What were the components of Reconstruction? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the rationale for and components of Lincoln’s approach to Reconstruction, and argue who benefited from that approach b. Analyze the rationale for and components of the Radical Republicans’ plan for Reconstruction, and argue who benefited from that plan c. Explain the rationale for and analyze the outcome of the impeachment of Andrew Johnson d. Analyze the components and outcomes of Reconstruction, and argue who benefited from the approach 											

SSHS.USI.7.7 The effects of Reconstruction on Black Americans Argue how Reconstruction affected Black Americans and the establishment of their lives after enslavement	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X					X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What did the 13th, 14th, and 15th amendments do? ● Why have Black Americans celebrated Juneteenth and why has it recently become a national holiday? ● How important was education to formerly enslaved African Americans? ● What was sharecropping and how did it reconstitute the conditions of slavery? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze components and outcomes of the 13th, 14th, and 15th amendments, and argue who benefited from those amendments b. Argue ways that the 15th Amendment was limited c. Analyze the reactions of Black Americans to the end of the Civil War d. Explain the importance of education for Black Americans after the Civil War, including roles of institutions such as the Freedmen’s bureau and Rhode Island Association for Freedmen e. Analyze the components and outcomes of sharecropping, and argue who benefited from that practice 											