

Lenoir County Public Schools  
Curriculum Pacing Guide  
2008-2009

**Subject:** United States History

**Grade Level:** 11

9 weeks

Time (approx teaching days)	Major Concepts	Objective / Pacing	Text / Support Materials
Two days	Establishment of federal power and supremacy over the states. Development of the first two-party system Strict and loose interpretation of the constitution	<b>Goal 1: The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.</b>  1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period  Terms: Judiciary Act of 1789, Bill of Rights, Hamilton's economic plan, Whiskey Rebellion, Democratic-Republican Party, Federalist Party, Election of 1800, Marbury vs. Madison, John Marshall, Louisiana Purchase, Alien and Sedition Acts, Virginia and Kentucky Resolutions, Hartford Convention	<b>All text references are to United States History / Prentice Hall</b> See SCOS for suggested primary and secondary documents, video and audio resources, and suggested activities for students  All Honors activities are designated by a (H).  Chapters 2-3.3  Venn diagram to compare and contrast Federalists and Democratic Republicans (H)Analyze quotes from founding fathers Chart U.S. relations with foreign nations.
1 day	Conflicts with American Indians The status of slavery during the Federalist Era The place of women in the society.	1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.  Terms: Suffrage requirements, Tecumseh, Treaty of Greenville, Abigail Adams	Fishbone diagram listing freedoms available to groups in goal 1.02 Contrast cultural views of land ownership (H)Develop a list of alternative policies the government could have used to improve the social conditions of minorities in the US

Lenoir County Public Schools  
Curriculum Pacing Guide  
2008-2009

**Subject:** United States History

**Grade Level:** 11

**9 weeks**

Time (approx teaching days)	Major Concepts	Objective / Pacing	Text / Support Materials
	The disparities between classes in the new nation		
2 days	Early foreign policy The failure of peaceful coercion Freedom of the high seas and shipping rights The impact of European events on United States foreign policy	1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations.  Terms: XYZ Affair, Impressment, Embargo Act of 1807, Washington's Farewell Address, War Hawks, War of 1812, Battle of New Orleans, Treaty of Ghent, Adams-Onis Treaty, Jay's Treaty, Pinckney's Treaty  Washington's proclamation of neutrality, convention of 1800, War of 1812	Timeline identifying major events of the major foreign policy events of the Federalist era Compare Washington's Farewell Address to current US foreign policy Create a chart to compare various treaties signed with Great Britain, France and Spain
2 days	The rationale for and the consequences of Manifest Destiny Federal Indian policy before The Civil War The political and economic importance of the West	<b>Goal 2- Expansion and Reform (1801-1850) The learner will assess the competing forces of expansionism</b> 2.01 Analyze the effects of territorial expansion and the admission of new states to the Union 1801 to 1850  Terms: Missouri Compromise, Indian Removal Act, Sequoyah, Worcester v. Georgia, Trail of Tears, The Alamo, Election of 1844, Texas Annexation, "54-40 or Fight", Mexican War, Wilmot Proviso, Treaty of Guadalupe-Hidalgo, 49ers, Stephen Austin, Gadsden purchase, Lewis and Clark, Oregon Trail, Andrew Jackson.  Webster-Ashburton treaty, Mexican Cession	<b>All text references are to American Vision/ Glencoe</b> See SCOS for suggested primary and secondary documents, video and audio resources, and suggested activities for students.  Chapters 3.4-5.1  Map territorial expansion to 1850. Graphic organizer identifying key issues of the Jackson Administration. Write personal letters to President

Lenoir County Public Schools  
Curriculum Pacing Guide  
2008-2009

**Subject:** United States History

**Grade Level:** 11

**9 weeks**

<b>Time</b> (approx teaching days)	<b>Major Concepts</b>	<b>Objective / Pacing</b>	<b>Text / Support Materials</b>
			Polk supporting or protesting territorial expansion.
1 day	Cultural expressions of patriotism Celebrating the common man and the American way of life Influence of the Transcendentalist Movement	2.02 Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.  Terms: Noah Webster, Ralph Waldo Emerson, Henry David Thoreau, Washington Irving, Edgar Allen Poe, Nathaniel Hawthorne, James Fenimore Cooper, Hudson River School of Art, Alex de Tocqueville.  Neo-classical architecture, New Nationalism / Knickerbocker School	Identify leaders and issues associated with changes in literature, art, and reform.  (H)Conduct a discussion with students portraying key personalities of the period.
1 day	Transformation of life in the early industrial revolution Cultural polarization of Antebellum America	2.03 Distinguish between the economic and social issues that led to sectionalism and nationalism.  Terms: Samuel Morse, Eli Whitney, John Deere, Cyrus McCormick, Robert Fulton, Erie canal, Cotton kingdom, First Industrial Revolution, Nativism, Know-Nothings, William Lloyd Garrison, Frederick Douglass,  Cotton gin, Steel plow, Sewing machine	Chart the major innovations of the Industrial Revolution.  Write a letter in the first person on a new invention and its impact.
1 day	Political agendas of antebellum leaders Concepts of “Jacksonian Democracy” Slave Revolts	2.04 Assess political events, issues, and personalities that contributed to sectionalism and nationalism.  Terms: Henry Clay, American System, Panic of 1819, McCulloch v. Maryland, Election of 1824, “corrupt bargain”, spoils system, Tariff of Abomination, South Carolina nullification crisis, South Carolina	Use a graphic organizer to show the growing divide between the North and the South in issues of religion, education, and economics.  (H)Debate whether the US became

Lenoir County Public Schools  
Curriculum Pacing Guide  
2008-2009

**Subject:** United States History

**Grade Level:** 11

**9 weeks**

Time (approx teaching days)	Major Concepts	Objective / Pacing	Text / Support Materials
	States' Rights Era of Good Feelings	Exposition and protest, Election of 1832, Pet banks, Whig party, Election of 1840, Nat Turner's Rebellion, Monroe Doctrine.  Era of Good Feeling, Gibbons v. Ogden, Corrupt Bargain, John C. Callhan	more democratic or less democratic during the age of Jackson.
1 day	Women's Rights Temperance Movement Improvement of social institutions(prisons, mental health, education) Development of Utopian Communities	2.05 Identify the major reform movements and evaluate their effectiveness.  Terms: Dorothea Dix, Horace Mann, Elizabeth Cady Stanton, Seneca Falls Convention, Sojourner Truth, Susan B. Anthony, Utopian communities.  Rehabilitation, Prison Reform, Temperance movement, Women's rights, Lueretia Mott, Brook farm, Oncida, New Harmony, Mormons, Joseph Smith, Brigham Young, 2 <sup>nd</sup> Great Awakening	Create a multimedia presentation depicting a reformer and a reform movement.  (H)In an essay, compare and contrast three utopian communities and their founders.
1 day	Second Great Awakening Moral Dilemma of Slavery The Abolitionist Movement	2.06 Evaluate the role of religion in the debate over slavery and other social movements and issues.  Terms: William Lloyd Garrison, Grimke Sisters, David Walker, Frederick Douglass, Charles G. Finney "Necessary Evil," 2 <sup>nd</sup> Great Awakening	Compare and contrast abolitionists and their methods.  (H)Have students do a photo analysis on a painting or photograph from this time period.
2 days	The debate on the expansion of slavery Weak Presidential Leadership Growing	<b>Goal 3: Crisis, Civil War, and Reconstruction (1848-1877) The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.</b> 3.01: Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.	<b>All text references are to United States History / Prentice Hall</b> See SCOS for suggested primary and secondary documents, video and audio resources, and suggested activities for students

Lenoir County Public Schools  
Curriculum Pacing Guide  
2008-2009

**Subject:** United States History

**Grade Level:** 11

**9 weeks**

Time (approx teaching days)	Major Concepts	Objective / Pacing	Text / Support Materials
	Sectionalism Rise of the Republican Party	Terms: Abolitionism, Slave Codes, Underground Railroad, Harriet Tubman, Kansas-Nebraska Act, Bleeding Kansas, Republican Party, Popular Sovereignty, Sumner-Brooks Incident, Freeport Doctrine, Lincoln-Douglass Debates, Free Soil Party, Compromise of 1850, Dred Scott v. Sanford, John Brown, Fugitive Slave Act  Know nothings, Harriet Beecher Stowe, <u>Uncle Tom's Cabin</u>	Text. Chapters 5.2-8 Create a timeline of events leading up to the Civil War  (H)Write a paper showing how strong executive leadership in the 1850s might have prevented the Civil War
1 day	The role of slavery Economics and expansion of the geographic regions Interpretations of the 10 <sup>th</sup> Amendment Immediate causes of the war	3.02 Analyze and assess the causes of the Civil War. Election of 1860, Secession, Fort Sumter, Abraham Lincoln, Jefferson Davis, Confederacy,	Create a series of maps which include the Missouri Compromise, the Compromise of 1850, and free, slave, and border states in 1860.  (H)Read an excerpt from Uncle Tom's Cabin and discuss the impact it would have had on a northerner vs. a southerner.
1 day	Key turning points of the war New military technology Strategies of both sides Major political and military leaders European support Executive Powers	3.03: Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict.  Terms: Bull Run/Manassas, Antietam, Vicksburg, Gettysburg, Gettysburg Address, Writ of Habeas Corpus, Election of 1864, William T. Sherman, Anaconda plan, Copperheads, Emancipation Proclamation, John Wilkes Booth, Black Troops, Appomattox Court House, Robert E. Lee, Ulysses S. Grant, George McClellan, Thomas "Stonewall" Jackson.  Blockade, Sherman's march	Create a chart of the major battles that includes military leaders and winner and impact of the battle.  (H)Write an article assuming the role of a foreign journalist in which you compare and contrast the homefront in the north and the south.

Lenoir County Public Schools  
Curriculum Pacing Guide  
2008-2009

**Subject:** United States History

**Grade Level:** 11

**9 weeks**

<b>Time</b> (approx teaching days)	<b>Major Concepts</b>	<b>Objective / Pacing</b>	<b>Text / Support Materials</b>
	Resistance to the war effort		Write a journal entry for a member of the 54 <sup>th</sup> Massachusetts Regiment.( view short excerpt from Glory)
2 days	Effects of military occupation Limits on presidential and congressional power Development of a new labor system Reconstruction: resistance and decline Enfranchisement and Civil Rights	3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.  Terms: Freedman's Bureau, Radical Republicans, Reconstruction Plans, Thaddeus Stevens, Andrew Johnson, Compromise of 1877, Tenure of Office Act, Johnson's impeachment, Scalawags, Carpetbaggers, Black Codes, Ku Klux Klan, Sharecroppers, Tenant farmers, Jim Crow laws, Solid South  Whiskey ring, Grandfather clause	Debate the successes and failures of Reconstruction.  Create a chart comparing and contrasting the various reconstruction plans.  (H)Compare and contrast the black codes to the slave codes.