

Establishing America: 1787—1830s

Students consider the enormous tasks that faced the new nation as well as studying its leaders during this difficult period. The United States had to demonstrate that it could survive as an independent country. Students will recognize and evaluate the changes that occurred with the growth of industry and technology. Americans began moving west during this period affecting the relationship between the United States and other nations and American Indians. As a Catholic, students should investigate and analyze the impact of these changes on American society.

IDEAS

1. Federalism
2. Bill of Rights
3. Jacksonian democracy
4. Industrial Revolution
5. Market Revolution
6. growth of executive power
7. growth of judicial power
8. Monroe Doctrine
9. individual freedom
10. Marshall Court

PEOPLE/ROLES

1. Founding Fathers
2. Tecumseh
3. James Monroe
4. Andrew Jackson
5. Phyllis Wheatley
6. Abigail Adams
7. Sacagawea
8. Whigs
9. Democrats
10. Charles Carroll
11. Bishop John Carroll
12. Daniel Carroll

PLACES/INSTITUTIONS

1. Louisiana Territory
2. New Orleans
3. Washington D.C.
4. Philadelphia
5. Mississippi River
6. Ohio Valley
7. Northwest Territories
8. canals
9. railroads

EVENTS

1. three-fifths Compromise
2. Great Compromise
3. Louisiana Purchase
4. exploration
5. Alien and Sedition Act

6. War of 1812
7. Second Great Awakening
8. Missouri Compromise

SAMPLE COMPELLING QUESTIONS

1. What were the most important choices made by the creators of the U.S. Constitution? (Standard 1)
2. Why were some living in America given the rights and responsibilities of citizens but others living in America were not? (Standard 2)
3. How and why did tensions arise between American Indians and other Americans? (Standard 3)
4. How has the definition of citizenship changed over time? (Standard 4)
5. How did the size of North America impact the relationship between the American government and its citizens? (Standard 5)
6. What were the responsibilities of a Catholic citizen during this time?

Regionalism and Expansion: 1800s—1850s

This period follows the nation's regional development in the West, Northeast, and South. Students will analyze the influence of the West on the politics, economy, religion and culture of the nation. The Industrial Revolution in the Northeast during this period had repercussions throughout the nation. Inventions between the turn of the century and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and changed the lives of people. Students should investigate and draw conclusions about these transformations.

During this period, the South veered away from the democratic and reform movements taking place in other parts of the United States. Students will recognize and evaluate the *peculiar institution* of slavery and its dramatic effects on the South's political, social, economic, and cultural development and its relationship with other areas of the United States.

IDEAS

1. Manifest Destiny
2. western expansion
3. Second Industrial Revolution
4. sectionalism and racism
5. slavery
6. abolitionism
7. enslaved person resistance
8. American Indian resistance
9. women's rights
10. immigration
11. trails
12. expansion of railroads
13. Second Great Awakening

PEOPLE/ROLES

1. Nat Turner
2. Henry Clay
3. Brer Rabbit
4. George Fitzhugh
5. James Polk
6. Elizabeth Cady Stanton
7. Frederick Douglass
8. Washington Irving
9. Henry David Thoreau
10. Edgar Allan Poe
11. Harriet Jacobs
12. Maria Ruiz de Burton
13. Fr. Junipero Serra
14. St. Elizabeth Ann Seton
15. St. John Neumann

PLACES/INSTITUTIONS

1. Texas Republic
2. Chicago
3. southern states
4. northern states

5. western territories and states
6. Mexican Cession lands
7. Liberia
8. Catholic schools
9. Spanish missions

EVENTS

1. Indian Removal Acts
2. Nullification Crisis
3. Mexican-American War
4. California Gold Rush
5. Oregon Fever
6. Underground Railroad
7. Seneca Falls Convention
8. growth of technology
9. spread of agriculture
10. rise of cities
11. Irish potato famine

SAMPLE COMPELLING QUESTIONS

1. Why did slavery continue to develop in the South and not in other areas of the United States during this period? (Standard 1)
2. How does the rise of Jacksonian democracy during this period affect the rights of American voters in the 21st century? (Standard 2)
3. How did the economic ideas of business owners change the lives of workers? (Standard 3)
4. How has the idea of women's rights both changed and remained the same since the mid-1800s? (Standard 4)
5. How did the growth of the United States, including the arrival of Catholic immigrants, impact the lives of Americans? (Standard 5)

March to War: 1850s—1861

Students will explore the different points of view that developed during the continued rise of sectionalism and analyze how the failure of compromise eventually led to the Civil War. The institution of slavery and the abolitionist movement should be evaluated in their historical contexts through the eyes of the Catholic Church.

The issue of slavery, and its economic impact, became too divisive and led to secession by the Confederate States of America. Students should investigate the challenge to the Constitution and the Union caused by the secession of the Confederate states and their doctrine of nullification.

IDEAS

1. expansion of slavery
2. abolitionism
3. enslaved person resistance
4. secessionism
5. economic policies
6. popular sovereignty

PEOPLE/ROLES

1. Stephen Douglas
2. Harriet Tubman
3. Harriet Beecher Stowe
4. Abraham Lincoln
5. James Buchanan
6. John Brown
7. Charles Sumner
8. Know Nothings
9. political parties

PLACES/INSTITUTIONS

1. Lawrence, Kansas
2. Lecompton, Kansas
3. Harper's Ferry
4. Washington, DC
5. South Carolina

EVENTS

1. Wilmot Proviso
2. election of 1848
3. Compromise of 1850
4. Kansas-Nebraska Act
5. Dred Scott v. Sanford
6. Lincoln - Douglas Debates
7. Gadsden Purchase
8. Fugitive Slave Act
9. Bleeding Kansas
10. Civil War
11. rise of Republican party
12. establishment of Confederate States of America

SAMPLE COMPELLING QUESTIONS

1. Could the Civil War have been prevented? (Standard 1)
2. Why would Southerners feel threatened by Lincoln and other Republicans? (Standard 2)

3. How did the idea of popular sovereignty impact the lives of those living in Kansas and Missouri? (Standard 3)
4. How did the concept of abolitionism change over time? (Standard 4)
5. What impact did American geography have on the decision by Confederate states to secede? (Standard 5)

Toward a More Perfect Union: 1861–1877

Students should recognize and evaluate broad Union and Confederate strategy by investigating significant wartime events and battles such as Gettysburg, Antietam, and Sherman’s March to the Sea. Students should also analyze the human meaning of the war, based on Catholic teachings, by investigating the context of the home front as well as the stories of soldiers, free blacks, enslaved persons, and women involved.

The withdrawal of troops from the former Confederate states following the election of 1876 led to the undermining of progress made by former enslaved persons. The economic and social changes brought about by Reconstruction are important for students to understand.

IDEAS

1. Unionism
2. Reconstruction
3. equality
4. Jim Crow
5. total war

PEOPLE/ROLES

1. Abraham Lincoln
2. Robert E. Lee
3. U.S. Grant
4. Jefferson Davis
5. Mary Chestnut
6. Andrew Johnson
7. Exodusters
8. Radical Republicans
9. African American soldiers
10. Ku Klux Klan
11. Matthew Brady

PLACES/INSTITUTIONS

1. Fort Sumter
2. Gettysburg
3. Antietam
4. Atlanta
5. Richmond
6. Washington DC
7. Vicksburg
8. Appomattox
9. New York City

EVENTS

1. Civil War
2. Anaconda Plan
3. Emancipation Proclamation
4. draft riots
5. Gettysburg Address
6. Lincoln’s Second Inaugural Address
7. 13th/14th/15th Amendments
8. black codes
9. Election of 1876

SAMPLE COMPELLING QUESTIONS

1. Was it inevitable that the union would win the Civil War? (Standard 1)
2. Who gets to be an American citizen? (Standard 2)
3. Is it ever okay to violate the Bill of Rights? (Standard 3)
4. How was life different for Americans after the Civil War? (Standard 4)
5. How did the geography of the American South impact how the war was fought? (Standard 5)

The Rise of America: 1870s–1900

The period from the end of Reconstruction to the turn of the century was transformative. Students will investigate and analyze the settling and conquering of the West, the expansion of industry, the establishment of large transportation networks, immigration from Europe, urban growth, accumulation of great wealth in the hands of a few, the rise of organized labor, and increased American involvement in foreign affairs. Students should also recognize and evaluate the political programs and activities of Populists, Progressives, and other reformers.

IDEAS

1. imperialism
2. populism
3. progressivism
4. westward expansion
5. growth of cities
6. immigration
7. rise of big business
8. organized labor
9. agribusiness
10. spoils system
11. Social Darwinism
12. Federal American Indian policy

PEOPLE/ROLES

1. William Jennings Bryan
2. Eugene Debs
3. Susan B. Anthony
4. robber barons/captains of industry
5. Thomas Nast
6. Boss Tweed
7. Buffalo Bill Cody
8. Red Cloud
9. George Custer
10. Samuel Gompers
11. Fr. Michael J. McGivney

PLACES/INSTITUTIONS

1. Cuba
2. Philippines
3. Wounded Knee
4. Ellis Island and Angel Island
5. Chicago
6. settlement houses
7. Knights of Columbus

EVENTS

1. Spanish-American War
2. Indian Wars
3. Haymarket Tragedy
4. Sherman Anti-Trust Act
5. Chinese Exclusion Act
6. Dawes Act

7. Ghost Dance
8. Oklahoma Land Rush
9. *Plessy v. Ferguson*

SAMPLE COMPELLING QUESTIONS

1. What would motivate Americans to settle the West? (Standard 1)
2. In what ways were immigrants discriminated against and how did Americans attempt to justify it? (Standard 2)
3. Why would so many American Indians support the Ghost Dance? (Standard 3)
4. How are the Populist movements of the late 1800s and twenty-first-century movements such as the Tea Party and Occupy Wall Street similar and different? (Standard 4)
5. Why would places like Cuba and the Philippines be so important to America during the late 1800s? (Standard 5)