Pre 20th Century US History Competencies

This course is designed to identify and examine major events and themes of United States History from the beginning through the Colonial period to the Modern Age. Students will develop an appreciation for domestic issues as they arose through time, and have an understanding of how America’s circumstances in the global community have changed.

MAJOR CONCEPTS:

- American Identity
- Political Foundations and Developments
- Economic Systems and Technology
- Social and Political Interactions
- World Views and Value Systems

TOPICS:

- Political parties
- Religious influence on political change
- Federalism
- Sectionalism
- Foreign Policy
- Manifest Destiny
- Regional and International Organizations
- American thought and philosophy
- Spread of American ideas and culture around the world
- Westward movement
- American culture, art & music
- Economic production
- Development of technology
- Globalization
- Distribution of wealth
- Unity and pluralism
- Roles of gender
- Diversity
- Social class
- Impact of religion on social change
Pre 20th U.S HISTORY COURSE COMPETENCIES

1. Students will understand that conflict and cooperation together shape the development of the United States.
2. Students will understand that there is a relationship between civic ideals and practices.
3. Students will understand that in the history of the United States, the people and the environment impact each other.
4. Students will understand that decisions by individuals have driven forms of production, distribution and consumption of goods and services over time.
5. Students will understand that as various cultures interact or collide on the American continent, each culture is impacted.
6. Students will understand that social, political and economic interactions have involved Americans on an increasingly global scale.
7. Students will understand that technological advancements have both positive and negative impacts on the development of American society.
8. Students will understand that Americans have experienced an ongoing tension between freedom and security, liberty and equality, and individualism and the common good.
9. Students will understand that American identity has been influenced by changing patterns of class, ethnicity, race and gender.
10. Students will understand that Americans express their feelings and ideas in art, literature, music and philosophy.

Social Studies Process Skills

1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future and to changes over time.
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases.
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. Students will understand that it is important to create and test generalizations and theses.
5. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence.
6. Students will understand that it is important to calculate effects of decisions and decision-making.
7. Students will understand that it is important to solve individual and group problems.
## Major Concept: American Identity

<table>
<thead>
<tr>
<th>Topics</th>
<th>Competencies</th>
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| Unity and pluralism, roles of gender, diversity, social class, impact of religion on social change, religious influence on politics | 9. Students will understand that American identity has been influenced by changing patterns of class, ethnicity, race and gender.  
5. Students will understand that as various cultures interact or collide on the American continent, each culture is impacted.  
8. Students will understand that Americans have experienced an ongoing tension between freedom and security, liberty and equality, and individualism and the common good. |
| **Knowledge/Content**                                                                                     |                                                                                                         |
| Examine the tensions between the values of unity and pluralism in defining our national identity (SS: HI: 12: 5.1) |                                                                                                         |
| Evaluate the changing roles of gender in society (SS: HI: 12: 5.3)                                           |                                                                                                         |
| Explore attitudes toward diversity held by groups and individuals (SS: HI: 12: 5.3)                          |                                                                                                         |
| Examine the impact of social class on life in the United States (SS: HI: 12: 5.4)                            |                                                                                                         |
| Analyze how religious ideas of morality have important social changes (SS: HI: 12.5.5)                        |                                                                                                         |
| Analyze the spread of American ideas and culture (SS: HI: 12.3.4)                                             |                                                                                                         |
| Critique how art, music, and literature of our nation have been influenced by groups (SS: HI: 12.3.3)          |                                                                                                         |
| Evaluate how individuals have developed ideas that have profoundly affected American life (SS: HI: 12.3.1)     |                                                                                                         |
| Examine the role and impact of religious ideas on daily life and social norms (SS: HI: 12.5.3)                |                                                                                                         |
| Analyze the struggles for cultural continuity (SS: HI: 12.5.3)                                               |                                                                                                         |
| Determine the basis for ranking social groups within a given culture (SS: HI: 12.5.5)                         |                                                                                                         |
| Classify the functions, sizes, and spatial arrangements of urban areas (SS: HI: 12.4.4)                        |                                                                                                         |
| (Examine the process of urbanization)                                                                          |                                                                                                         |
| Examine how institutions and individuals make, apply, and enforce rules and laws (SS: CVI: 12.1.2)            |                                                                                                         |
| Explain how in the US legitimate authority derives from custom, law and consent of the government (SS: CV: 12.1.4) |                                                                                                         |
| Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens (SS: CV: 12.4.3) |                                                                                                         |
The student will produce a presentation that:

a. Recognizes the purpose and produces a clear and insightful response;

b. Produces a well articulated and developed focus statement and conclusion;

c. Exhibits extensive research and critical analysis;

d. Evaluate critically relevant information (such as key events and individuals) from the impact of the Reconstruction Amendments.

**Skills**

<table>
<thead>
<tr>
<th>Sample Performance Assessment (SPA)#1</th>
<th>Recommended skills: Identify significant events and individuals, research skills, gather, analyze and properly cite information from various sources, distinguish between primary and secondary sources</th>
</tr>
</thead>
</table>

**Sample Performance Assessment (SPA)#1**

You have been hired as a summer intern at the NAACP. They have asked you to create a presentation summarizing information about the Civil Rights movement in the U.S from 1840 to 1900.

**Social Studies Process Skills Addressed in SPA#1**

1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future and to changes over time.

2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases.

3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

9. Students will understand that it is important to calculate effects of decisions and decision-making.

**Social Studies Competencies Addressed in SPA#1**

9. Students will understand that American identity has been influenced by changing patterns of class, ethnicity, race and gender.

5. Students will understand that as various cultures interact or collide on the American continent, each culture is impacted.

**Rubric**

The student will produce a presentation that:

a. Recognizes the purpose and produces a clear and insightful response;

b. Produces a well articulated and developed focus statement and conclusion;

c. Exhibits extensive research and critical analysis;

d. Evaluate critically relevant information (such as key events and individuals) from the impact of the Reconstruction Amendments.

**Major Concept: American Political Foundations and Development**

<p>| Topics | Development of civic ideals and practices, patterns of social and |</p>
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<th>Competencies</th>
<th>Knowledge/Content</th>
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| political interaction, impact of conflict and cooperation among groups and individuals on politics; the relationship between the individual and the government, the evolution of government institutions, connections between foreign and domestic policy | Account for the rise and fall of political parties and movements and their impact, e.g., the Whig Party or the Progressive Movement (SS:HI:12:1.1). 
Analyze how religion has influenced the political life of the nation (SS:HI:12:1.2). 
Analyze the roots and application of the federal system of government by examining key documents and events (SS:HI:12:1.3). 
Examine the impact of sectionalism on national crises and United States government policies (SS:HI:12:1.4). 
Analyze how United States foreign policy has varied from periods of international involvement, to isolationism, to exerting power and dominance at different time periods (SS:HI:12:2.2). 
Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies (SS:HI:12:2.3). 
Investigate United States involvement in and/or conflict with regional and international organizations (SS:HI:12:2.5). 
Utilize regions to analyze geographic issues (SS:GE:12:2.4). 
Use graphic tools to depict geographic issues (SS:GE:12:1.1). 
Analyze spatial interactions and models of spatial organization (SS:GE:12:1.3). 
Examine how various national economic policies have led to changes in the international economy (SS:EC:12:5.3). 
Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties (SS:CV:12:4.2). 
Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens (SS:CV:12:4.3). 
Discuss the impact on world affairs and the United States’ response to environmental, economic, and technological issues (SS:CV:12:3.1). 
Discuss the relationship between domestic and foreign policy (SS:CV:12:3.2). 
Discuss the impact of United States’ contributions to the ideals of democracy and representative government on world affairs | 1. Students will understand that conflict and cooperation together shape the development of the United States. 
2. Students will understand that there is a relationship between civic ideals and practices. 
8. Students will understand that Americans have experienced an ongoing tension between freedom and security, liberty and equality, and individualism and the common good. |
Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution (SS:CV:12:2.1).

Analyze the evolution of the United States Constitution as a living document (SS:CV:12:2.2).

Describe the roles and responsibilities of the United States and New Hampshire judicial systems (SS:CV:12:2.3).

Evaluate how individual rights have been extended in the United States (SS:CV:12:2.4).

Identify the structures and functions of government at various levels (SS:CV:12:1.1).

Examine how institutions and individuals make, apply, and enforce rules and laws (SS:CV:12:1.2).

Evaluate how the purposes of government have been interpreted (SS:CV:12:1.3).

Explain how in the United States legitimate authority derives from custom, law and consent of the governed (SS:CV:12:1.4).

Evaluate the strengths and weaknesses of international and regional political organizations (SS:WH:12:1.2).

Analyze how philosophic systems and social theories are powerful forces throughout history (SS:WH:12:3.2).

Consider the relationship between weapons development and political or economic power (SS:WH:12:4.5).

Analyze various systems of distributing wealth (SS:WH:12:4.1).

**Skills**

1. Differentiate and make relevant connections among the past, present, future as well as to changes over time.
2. Detect cause and effect, distinguish fact from opinion, and recognize biases.
3. Evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information. Create and test generalizations and theses.
4. Express personal opinion clearly and concisely, supported by evidence.
5. Calculate effects of decisions and decision making.
6. Differentiate and make relevant connections among the past, present, future as well as to changes over time.
7. Detect cause and effect, distinguish fact from opinion, and recognize biases.
8. Evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use
Sample Performance Assessment SPA #1

The president is about to hold a press conference on the controversial Patriot Act. As one of his top advisors, it is your task to design a presentation to inform the president about historical precedence for policies and laws that limit personal freedom in the interest in collective security.

### Topics in SPA #1

- Development of civic ideals and practices, the relationship between the individual and the government, the evolution of government institutions, connections between foreign and domestic policy

### Social Studies Process Skills Addressed in SPA #1

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### Rubric

The student will produce a presentation that:

- Recognizes the purpose and produces a clear and insightful response;
- Produces a well articulated and developed focus statement and conclusion;
- Exhibits extensive research and critical analysis;
- Evaluates critically relevant information (such as historical events prompting key government laws, the impact of government policies, and key individuals) on previous restrictive government policies.

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technology to acquire information. Create and test generalizations and theses. Express personal opinion clearly and concisely, supported by evidence.

9. Calculate effects of decisions and decision making.
## Major Concept: Economic Systems and Technology

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### Rubric
The student will produce a brochure that:
- a. Recognizes the purpose and produces a clear and insightful response;
- b. Produces a well articulated and developed focus statement and conclusion;
- c. Exhibits extensive research and critical analysis;
- d. Evaluates critically relevant information (such as historical events prompting key government laws, the impact of government policies) on previous restrictive government policies.

### Topics
- Economic production
- Development of technology
- Globalization, Distribution of wealth

### Competencies
- 6. Students will understand that social, political and economic interactions have involved Americans
- 1. Students will understand that conflict and cooperation together shape the development of the United States.
- 10. Students will understand that technological advancements have both positive and negative impacts on the development of American society.

### Knowledge/Content
- Evaluate the impact of major developments and changes in American economic productivity. (SS:HI:12:4.2)
- Explain how the development of technology has both simplified and
**Skills**

1. Differentiate and make relevant connections to the past, present and future and to changes over time.
2. Evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
3. Calculate effects of decisions and decision-making.
4. Solve individual and group problems.

**Sample Performance Assessment SPA #1**

You have been employed for the past six months as a worker in a Lowell cotton mill in the early 1800’s. Write a letter to your best friend detailing your experiences in the mills.

**Topics in SPA #1**

Economic production, Development of technology, Distribution of wealth

**Social Studies Process Skills Addressed in SPA #1**

1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future and to changes over time.
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
6. Students will understand that it is important to calculate effects of decisions and decision-making.
10. Students will understand that it is important to solve individual and group problems.

**Social Studies Competencies Addressed in SPA #1**

6. Students will understand that social, political and economic interactions have involved Americans on a global scale.
2. Students will understand that conflict and cooperation together shape the development of the United States.
7. Students will understand that technological advancements have both positive and negative impacts on the development of American society.

**Rubric**

The student will produce a letter that:

a. Recognizes the purpose and produces a clear and insightful response;
b. Produces a well articulated and developed focus statement;
c. Exhibits extensive research and critical analysis;
d. Evaluates relevant information (such as key events, attitudes and individuals) during the American Industrial Revolution of the early 1800s.
<table>
<thead>
<tr>
<th>Sample Performance Assessment SPA #2</th>
<th>As a newspaper reporter in the early 1800s your assignment is to interview an American inventor and write an article about the impact of his/her new invention.</th>
</tr>
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<td>Topics in SPA #2</td>
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| Social Studies Competencies Addressed in SPA #2 | 4. Students will understand that decisions by individuals have driven forms of production, distribution, and consumption of goods and services over time.  
1. Students will understand that conflict and cooperation together shape the development of the United States.  
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<td>d. Evaluate relevant information (such as key events, attitudes and individuals) American Industrial Revolution of the early 1800s.</td>
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<td><strong>Major Concept</strong></td>
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| **Competencies** | 5. Students will understand that as various cultures interact or collide on the American continent, each culture is impacted.  
6. Students will understand that social, political and economic interactions have involved Americans on an increasingly global scale.  
9. Students will understand that American identity has been influenced by changing patterns of class, ethnicity, race and gender.  
10. Students will understand that Americans express their feelings and ideas in art, literature, music and philosophy. |
| **Knowledge/Content** | Analyze how religion has influenced the political life of the nation. (SS:HI:12:1.2)  
Evaluate how individuals have developed ideas that have profoundly affected American life. (SS:HI:12:3:1)  
Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods. (SS:HI:12:3:2)  
Critique how the art, music and literature of our nation have been influenced by groups. (SS:HI:12:3:3)  
Analyze the spread of American ideas and culture around the world using examples. (SS:HI:12:3:4)  
Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies. (SS:HI:12:2:3)  
Examine how economic interactions have occurred on an increasingly global scale. (SS:HI:12:4.4)  
Explain how the economy over time has shaped the distribution of wealth. (SS:HI:12:4.5)  
Examine the impact of social class on life in the United States. (SS:HI:12:5.4) |
Analyze how religious ideas of morality have impacted social change. (SS:HI:12:5.5)

Identify the structures and functions of government at various levels. (SS:CV:12:1.1)

Examine how institutions and individuals make, apply, and enforce rules and laws. (SS:CV:12:1.2)

Evaluate how the purposes of government have been. (SS:CV:12:1.3)

Explain how in the United States legitimate authority derives from custom, law and consent of the governed. (SS:CV:12:1.4)

Describe the roles and responsibilities of the United States and New Hampshire judicial systems. (SS:CV:12:2.3)

Evaluate how individual rights have been extended in the United States. (SS:CV:12:2.4)

Discuss the impact on world affairs and the United States’ response to environmental, economic, and technological issues. (SS:CV:12:3.1)

Use graphic tools to depict geographic issues. (SS:GE:12:1.1)

Demonstrate how mental maps reflect the human perception of places. (SS:GE:12:1.2)

Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales. (SS:GE:12:4.5)

Identify economic activities in more developed or less developed countries and their evolution. (SS:GE:12:4.6)

Evaluate the strengths and weaknesses of international and regional political organizations. (SS:WH:12:1.2)

Examine the development and impact of medical innovations. (SS:WH:12:4.4)

Examine the role and impact of religious ideas on daily life and social norms. (SS:WH:12:5.2)

**Skills**

Differentiate and make relevant connections to the past, present and future and to changes over time.

Detect cause and effect, distinguish fact from opinion, and recognize bias

Evaluate and critique varied sources of information and use appropriate primary and secondary sources

Use technology to acquire information.

Express clear and concise personal opinion supported by evidence.

**Sample Performance Assessment SPA #1**

The Smithsonian Museum of American History is planning to showcase the 1880s. You have been hired to determine who and what will be featured in this exhibit.

**Topics in SPA #1**

American thought and philosophy, American culture, art & music,
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**Sample Performance Assessment SPA #1**

You are a pioneer bride and are traveling with your new husband to Kansas Territory to homestead. Both of you are anti-slavery, but you discover that all your neighbors are pro-slavery and you must keep your opinions private in order to be safe. Create a written dialog/correspondence between the new bride and her father, a Quaker minister living in Connecticut, who is following the mounting tensions in what will become Bleeding Kansas.

**Topics in SPA #1**

- Westward movement
- Roles of Gender
- Impact of religion on social change

**Social Studies Process Skills Addressed in SPA#1**

- 2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases.
- 7. Students will understand that it is important to solve individual and group problems.

**Social Studies Competencies Addressed in SPA#1**

- 8. Students will understand that Americans have experienced an ongoing tension between freedom and security, liberty and equality, and individualism and the common good.
The student will produce a presentation that:

- Recognizes the purpose and produces a clear and insightful response.
- Produces a well developed and articulated focus statement.
- Exhibits extensive research and critical analysis.
- Critically evaluates relevant information (such as key legislation, Supreme Court decisions, events, and beliefs).
- Critically evaluates relevant information (such as key innovations, creations, artistic styles and motivations) of the 1870s and 1880s.
- Synthesizes relevant information regarding the tensions.

<table>
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<tr>
<th>Topics in SPA #2</th>
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<td>American thought and philosophy, American culture, art &amp; music, Spread of American ideas and culture around the world, Religious influence on political change, Impact of religion on social change, Globalization, Foreign Policy</td>
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**Rubric:**

- Produces a well developed and articulated focus statement.
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- Synthesizes relevant information regarding the tensions.
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<th>Sample Performance Assessment SPA #2</th>
<th>You are a curator at the Smithsonian working on the new History of American Political Party exhibit. One of your tasks is to create a brochure illustrating the changing role of American political parties from 1796-1900.</th>
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