



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

---

**United States History I:** (Note: Recommended for Grades 7 or 8, but can be modified for Grade 5, as well.) Students will focus on the development of the United States, its government, economics and geography with an emphasis on recognizing our Catholic identity and social justice teachings to the expansion of our country. After reviewing the Colonial foundations of what became the United States, students explore the ideas, issues, and events from the adoption of the United States Constitution through the Gilded Age. Study of the founding of the United States allows students to explore the development of the United States' unique institutions of government, civic ideals, geography and economy.



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

Geography (G)	Standards	Core Concepts / Strategies / Resources
<b>USH.5-8.G.1</b>	Use geographic tools to answer questions about geographic distribution and patterns.	<ul style="list-style-type: none"><li>• Interpret maps, graphs, charts and models.</li><li>• Create and use geographic tools to collect, analyze, and interpret data.</li></ul>
<b>USH.5-8.G.2</b>	Use maps, globes, photographs, pictures, and tables to locate and describe the geographic regions of North America.	<ul style="list-style-type: none"><li>• Locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range</li></ul>
<b>USH.5-8.G.3</b>	Locate and identify major rivers, oceans, bodies of water, and mountain ranges important to the growth of the United States.	<ul style="list-style-type: none"><li>• Locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico</li><li>•</li></ul>
<b>USH.5-8.G.4</b>	Locate places, cities, and regions of importance in the United States, during the 18th and 19th centuries and compare their characteristics.	<ul style="list-style-type: none"><li>• Recognize the significance of Catholicism in Maryland.</li><li>• Locate and identify states and capitals on a United States map.</li></ul>
<b>USH.5-8.G.5</b>	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	<ul style="list-style-type: none"><li>• Discuss the influence of physical features and the distribution of natural resources on population movements, patterns of settlement, and economic development.</li><li>• Identify the major economic resources of the regions of the U.S.</li><li>• Compare/contrast changes due to human interaction with the environment and people's inventions.</li></ul>



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

<b>USH.5-8.G.6</b>	Identify and justify how humans develop major world regions and the impact on human societies.	<ul style="list-style-type: none"><li>Describe how different immigrant groups interacted with the environment in the U.S. in the 18th and 19th centuries.</li></ul>
<b>USH.5-8.G.7</b>	Interpret the impact of natural processes on human and physical environments.	<ul style="list-style-type: none"><li>Identify the distribution of natural resources across the US.</li></ul>
<b>USH.5-8.G.8</b>	Determine the impact of land and water features on human decisions.	<ul style="list-style-type: none"><li>Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City</li></ul>

### Catholic Connections

- What are some examples of environmental stewardship of natural resources?



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

Civics ( C )	Standards	Core Concepts / Strategies / Resources
<b>USH.5-8.C.1</b>	Understand the American beliefs and principles reflected in the U.S. Constitution and other historic documents.	<ul style="list-style-type: none"><li>• Discuss significant historical documents including the U.S. Constitution and its amendment process. (Examples: Magna Carta, English Bill of Rights, the Mayflower Compact, the Declaration of Independence, Federalist Papers, etc.)</li><li>• Identify strengths and weaknesses of the Articles of Confederation.</li><li>• Identify the influence of ideas from these significant historical documents.</li></ul>
<b>USH.5-8.C.2</b>	Analyze the impact of historic documents and practices that became the foundations of the American political system during the early national period.	<ul style="list-style-type: none"><li>• Discuss significant historical documents including the U.S. Constitution and its amendment process.</li><li>• Identify strengths and weaknesses of the Articles of Confederation.</li><li>• Identify the influence of ideas from these significant historical documents. Parts of Federalist Papers (#10), Patrick Henry: Give me Liberty or Give me Death, Reconstruction Documents, Common Sense, The Crisis, Mayflower Compact, Lincoln-Douglass Debates, Boston Massacre, Fredrick Douglass "What to a slave is the 4th of July?", Emancipation Proclamation, Gettysburg Address, George Washington's Farewell Speech, Freedmen Papers</li></ul>
<b>USH.5-8.C.3</b>	Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts	<ul style="list-style-type: none"><li>• For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs</li></ul>
<b>USH.5-8.C.4</b>	Examine colonial grievances from Declaration of Independence and how they inspired the U.S. Constitution and Bill of Rights.	<ul style="list-style-type: none"><li>• Use primary sources and interview information from historical colonial figures.</li></ul>



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

<b>USH.5-8.C.5</b>	Understand the process to change the Constitution and the impact of change.	<ul style="list-style-type: none"><li>• Research amendment process and study the impact of amendments.</li><li>• Illustrate amendments (especially the Bill of Rights) or find pictures showing people using the rights given to them.</li></ul>
<b>USH.5-8.C.6</b>	Understand the nature of the powers of the national government and their relationship with state governments in a federal system.	<ul style="list-style-type: none"><li>• Identify the different branches of government and their roles (Legislative, Executive, and Judicial) and their titles at the federal level.</li></ul>
<b>USH.5-8.C.7</b>	Evaluate how various United States government decisions impact people, place, and history.	<ul style="list-style-type: none"><li>• Examine conflicts between Federalists and Anti-Federalist people – Alexander Hamilton, Patrick Henry, James Madison, George Mason, etc.</li><li>• Discuss and evaluate cases such as Marbury vs. Madison, McCulloch vs. Maryland, Gibbons vs. Ogden, Dred Scott vs. Sanford.</li><li>• Other examples: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican American War</li></ul>
<b>USH.5-8.C.8</b>	Describe how important government principles are shown in American government	<ul style="list-style-type: none"><li>• Identify the roles and responsibilities of citizens in a democratic process.</li><li>• For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty, Catechism of the Catholic Church</li></ul>
<b>USH.5-8.C.9</b>	Demonstrate civic engagement.	<ul style="list-style-type: none"><li>• Explain the importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family. (Note: Interweave Catholic Social Teachings in discussion.)</li><li>• Discuss examples of models of civic virtues such as William Penn and the Founding Fathers.</li></ul>



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

<b>USH.5-8.C.10</b>	Explain the importance of being able to express different points of view in a democratic society.	<ul style="list-style-type: none"><li>• Explain the importance of freedom to express different points of view.</li><li>• Discuss the value of freedom of speech, press and religion.</li><li>• Discuss Majority rule vs. Consensus.</li></ul>
<b>USH.5-8.C.11</b>	Describe the development of political parties and their effects on elections and political life	<ul style="list-style-type: none"><li>• Political Parties: Federalists, Whigs, Republicans, Democrats</li></ul>
<b>USH.5-8.C.12</b>	Demonstrate ways individuals participate in the political process	<ul style="list-style-type: none"><li>• For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information</li></ul>

### Catholic Connections

- What causes prejudice of any kind and how can Catholic social teachings help prevent unjust discrimination?



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

Economics ( E )	Standards	Core Concepts / Strategies / Resources
USH.5-8.E.1	Understand why various sections of the U.S. developed different patterns of economic activity.	<ul style="list-style-type: none"><li>• Explain reasons for the development of the slave trade, the plantation system and the spread of slavery.</li><li>• Research primary sources, such as diaries, newspapers of the period etc.</li></ul>
USH.5-8.E.2	Analyze how geography and climate led to different forms of economic development in the Northern and Southern Colonies/States.	<ul style="list-style-type: none"><li>• Compare and contrast natural resources and industrialization in areas.</li><li>• Explain reasons for the difference in economic development across the U.S.</li></ul>
USH.5-8.E.3	Understand the various forces of economics that resulted in the Industrial Revolution.	<ul style="list-style-type: none"><li>• Analyze industrialization and urbanization (Use the War of 1812 as a resource for these changes.)</li></ul>
USH.5-8.E.4	Explain the importance of waterways and rivers to the economy of the early US.	<ul style="list-style-type: none"><li>•</li></ul>
USH.5-8.E.5	Compare and contrast the differences between the economies of the North and the South during the antebellum period.	<ul style="list-style-type: none"><li>•</li></ul>
USH.5-8.E.6	Describe the effects of new technology and resource use on economic growth, such as factories, machinery, roads and the telegraph.	<ul style="list-style-type: none"><li>• Discuss technological and scientific innovations such as the steamboat, the cotton gin, Bessemer steel process, transportation systems, telegraph, industrialization, agricultural developments, etc.</li><li>• Explain how technological innovations led to rapid industrialization.</li><li>• Analyze the impact of transportation systems (railroads, roads, canals, steam engine, rivers) on U.S. growth, development, and urbanization, and</li></ul>



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

		how technological innovations changed the way goods were manufactured and marketed, nationally and internationally.
--	--	---

### Catholic Connections

- Can poor work conditions exist today and what would cause them? What principles from Catholic social teaching can keep this from happening?





## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

History (H)	Standards	Core Concepts / Strategies / Resources
<b>USH.5-8.H.1</b>	Understand the causes of exploration and colonization eras.	<ul style="list-style-type: none"><li>• Examine reasons why Europeans left Europe and why they picked the geographical places they picked.</li><li>• Compare and contrast the causes and effects of colonization.</li><li>• Identify different settlements and dates they were settled.</li><li>• Create a visual of the settlements (timeline, graph, etc.)</li></ul>
<b>USH.5-8.H.2</b>	Analyze examples of regional specialization and how it contributed to economic growth through the colonies.	<ul style="list-style-type: none"><li>• Examine issues for each colony and the general make-up of the populations.</li><li>• Compare and contrast.</li><li>• Create a visual of the settlements (timeline, graph, poster, etc.) indicating the different political, economic, religious and social motivations for the settlements.</li><li>• Discuss Roger Williams, Ann Hutchinson, etc.</li></ul>
<b>USH.5-8.H.3</b>	Explain the reasons for the growth of representative government and institutions during the colonial period.	<ul style="list-style-type: none"><li>• Discuss the Mayflower Contract, House of Burgesses, Fundamental Orders of Connecticut, etc.</li><li>• Identify and explain the roles of significant individuals during the American Revolution.</li></ul>
<b>USH.5-8.H.4</b>	Evaluate the impact and important events of the American Revolution.	<ul style="list-style-type: none"><li>• Analyze the political and economic causes of the American Revolution (include mercantilism and British economic policies and sanctions following the French and Indian War).</li><li>• Identify and explain the roles of Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, Thomas Paine, Patrick Henry, George Washington, etc.</li><li>• Discuss the Declaration of Independence, the Articles of Confederation;</li></ul>



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

		<p>Battles of Lexington, Concord, Saratoga, Yorktown; signing of Treaty of Paris, etc.</p> <ul style="list-style-type: none"><li>• Understand that Charles Carroll from Maryland was the only Catholic signer of the Declaration of Independence</li></ul>
<b>USH.5-8.H.5</b>	Understand challenges confronted by the government and its leaders in the early years of the Republic.	<ul style="list-style-type: none"><li>• Discuss the compromises and arguments.</li><li>• Describe major problems faced by the leaders of the new Republic, maintaining national security, creating a stable economic system, setting up the court system, defining the authority of the central government, and setting up a banking system.</li><li>• Summarize arguments regarding protective tariffs, taxation, and the banking system as well as leaders who brought these about: Alexander Hamilton, Thomas Jefferson, etc.</li><li>• Understand that Washington D.C. was established as a part of Alexander Hamilton's banking plan compromise</li></ul>
<b>USH.5-8.H.6</b>	Analyze the emerging foreign policy of the United States	<ul style="list-style-type: none"><li>• Explain why the United States adopted a policy of neutrality prior to the War of 1812</li><li>• Explain how the continuing conflict between Great Britain and France influenced the domestic and foreign policy of the United States</li><li>• Trace the foreign policies of Presidents through Monroe.</li></ul>
<b>USH.5-8.H.7</b>	Identify the strengths and failings as Andrew Jackson and the age of Jacksonian Democracy.	<ul style="list-style-type: none"><li>• The war on the Second Bank of the United States, Indian Removal Policies, rise of Jacksonian Democracy, the nullification crisis</li><li>• Explain how the philosophies and policies of the Jacksonian Era represented a move towards greater democratization</li></ul>



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

<b>USH.5-8.H.8</b>	Explain U.S. policies towards the treatment of Native Americans over time.	<ul style="list-style-type: none"><li>• Discuss the foreign policies of Presidents Washington through Monroe.</li><li>• Explain the impact of Washington's Farewell Address and the Monroe Doctrine.</li></ul>
<b>USH.5-8.H.9</b>	Understand westward expansion and its effects on politics, the economy, and social development.	<ul style="list-style-type: none"><li>• Analyze federal and state Native American policies such as the Removal and Resettlement Act during the Jacksonian era, Trail of Texas Seminoles, Trail of Tears, Pontiac's Rebellion and their treatment by the U.S. government, etc.</li></ul>
<b>USH.5-8.H.10</b>	Analyze the Louisiana purchase and the significance of the Lewis and Clark expedition	<ul style="list-style-type: none"><li>• Discuss Northwest Ordinance – principles and procedures, roots of Manifest Destiny, Louisiana Purchase, settlement of the American Northwest, California, Annexation of Texas, colonization of lands gained from the Mexican American War, etc.</li><li>• Study a map of US territorial expansion from 18th to mid-19th century.</li></ul>
<b>USH.5-8.H.11</b>	Explain the major issues and events of the Mexican war and their impact on the U.S.	<ul style="list-style-type: none"><li>• Discuss effects of: Missouri Compromise, 36'30" Line containing Slavery, Compromise of 1850, Kansas-Nebraska Act, "Popular Sovereignty," "Bleeding Kansas," Dred Scott Case, John Brown Raid</li></ul>
<b>USH.5-8.H.12</b>	Examine congressional conflicts and compromises before the Civil War.	<ul style="list-style-type: none"><li>•</li></ul>
<b>USH.5-8.H.13</b>	Understand how political, economic and social factors led to the growth of sectionalism and the Civil War.	<ul style="list-style-type: none"><li>• Examine issues of slavery on the economy as well as differences in slavery and free blacks in different regions of the U.S.</li><li>• Explain the political, social and economic causes of the Civil War.</li></ul>



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

<b>USH.5-8.H.14</b>	Identify and analyze the struggles that both Union and Confederate armies faced in regards to manpower, supplies, etc.	<ul style="list-style-type: none"><li>• Role play: Firing at Sumter, the Battles of Gettysburg, Vicksburg, Atlanta and others.</li></ul>
<b>USH.5-8.H.15</b>	Examine Abraham Lincoln and his ideas about liberty, equality, union and government.	<ul style="list-style-type: none"><li>• Discuss John C. Calhoun, Henry Clay, Daniel Webster, etc.</li><li>• Lincoln-Douglass Debates</li><li>• Frederick Douglass, Harriet Tubman</li><li>• Election of 1860</li><li>• Discuss Jefferson Davis, Ulysses S. Grant, Abraham Lincoln, Robert E. Lee, Stonewall Jackson, William T. Sherman, George B. McClellan, Nathan Forrest, and others.</li><li>• Analyze Lee's surrender.</li></ul>
<b>USH.5-8.H.16</b>	Understand effects of Reconstruction on political, economic, and social fronts.	<ul style="list-style-type: none"><li>• Explain the goals and policies of the various Reconstruction plans</li><li>• Explain how the 13th, 14th and 15th Amendments addressed the issue of civil rights through abolition, the granting of citizenship, and the right to vote</li><li>• Identify the legal and illegal actions used to deny African-Americans civil rights</li><li>• Evaluate the social and economic impact of sharecropping, tenant farming and the Freedman's Bureau in the post-Civil War South</li></ul>
<b>USH.5-8.H.17</b>	Describe the qualities, contributions and conflicts of diverse groups that settled in the U.S.	<ul style="list-style-type: none"><li>• Identify racial, ethnic, and religious groups that settled in the U.S. and their reasons for immigration.</li><li>• Recognize the contributions of ethnic, racial, and cultural groups and individual men and women.</li></ul>
<b>USH.5-8.H.18</b>	Examine reform movements in the U.S.	<ul style="list-style-type: none"><li>• Examine documents: Emancipation Proclamation, the Gettysburg Address,</li></ul>



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

		<p>and Inaugural Address.</p> <ul style="list-style-type: none"><li>• Policies of Andrew Johnson vs. policies of congress, 13th, 14th, 15th amendments, Freedmen's Bureau, Carpetbaggers, Martial Law in the south, Rise of the KKK in the South</li><li>• Discuss Radical Reconstruction Congress and state governments.</li></ul>
<b>USH.5-8.H.19</b>	Trace and describe the arts and cultural activities that reflect the times they were created.	<ul style="list-style-type: none"><li>• Discuss the origins and key players of the abolitionist movement, public education, reforms, temperance, women's rights, prison system, care of disabled.</li><li>• Discuss contributions of all ethnic groups, Hispanic Heritage Month, Black History Month, Women in History, Black Catholic History Month, etc.</li></ul>

### Catholic Connections

- During this time period, many prejudices existed – against Native Americans, African Americans, immigrants and Catholics. What is the Know-Nothing Party?



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

Social Studies Skills (S)	Standards	Core Concepts / Strategies / Resources
USH.5-8.S.1	Analyze, organize, and interpret information.	<ul style="list-style-type: none"><li>• For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives.</li><li>• Express ideas orally based on research and experience.</li><li>• Create written and visual material such as journal entries, reports, graphic organizers, outlines, bibliographies, software such as PowerPoint presentations, charts, and posters.</li></ul>
USH.5-8.S.2	Differentiate between primary and secondary sources and use them in reports.	<ul style="list-style-type: none"><li>• For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event</li><li>• Research a given topic and write a report using primary and secondary sources. Use both written and online resources.</li></ul>
USH.5-8.S.3	Identify different points of views and frames of reference.	<ul style="list-style-type: none"><li>• For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement, Kateri Tekakwitha, Elizabeth Ann Seton</li><li>• Participate in debates on selected social studies topics.</li><li>• Differentiate between factual statements and personal opinions.</li></ul>
USH.5-8.S.4	Communicate social studies information in written, oral, and visual form.	<ul style="list-style-type: none"><li>• Use social studies terminology correctly in written, oral, and visual communications.</li><li>• Given selected social studies topics, create reports in different formats, such as multimedia presentation, posters, brochures, charts.</li><li>• Analyze, interpret, and communicate data into a variety of formats, such a</li></ul>



## ADW GRADE 5-8 U.S. HISTORY I STANDARDS & INSTRUCTION GUIDE

		<p>raw data to graphs and maps.</p> <ul style="list-style-type: none"><li>• Plan vacation to landmark of historical significance. Either write to state or country tourist office or create a brochure, obtaining information from websites.</li></ul>
<b>USH.5-8.S.5</b>	Identify problems and solutions requiring decisions, gather information, consider options, predict consequences, take actions, and evaluate.	<ul style="list-style-type: none"><li>• Organize a class meeting to solve a problem. Consider all options and consequences.</li><li>• In groups and individually, identify a problem and situation requiring decisions, gathering and listing information, considering options, predicting consequences, taking action, and evaluation solutions and decisions.</li><li>• Review current events and their effects on society and use problem solving skills to recommend a decision. (Note: Emphasize Catholic values in evaluating decision.)</li></ul>