

**United States History Standards
for Grades 5-12**

Era and Standards	Overview
<p>Era 4: Expansion and Reform (1801-1861)</p> <p>Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans</p> <p>Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions</p> <p>Standard 3: The extension, restriction, and reorganization of political democracy after 1800</p> <p>Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period</p>	<p>The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. The increasing complexity of American society, the growth of regionalism, and the cross-currents of change that are often bewildering require the development of several major themes to enable students to sort their way through the six decades that brought the United States to the eve of the Civil War.</p> <ul style="list-style-type: none"> • One theme is the vast territorial expansion between 1800 and 1861, as restless Americans pushed westward across the Appalachians, then across the Mississippi, and finally on to the Pacific Ocean. • A second theme confronts the economic development of the expanding American republic--a complex and fascinating process that on the one hand created the sinews of national identity but on the other hand fueled growing regional tensions. • A third theme interwoven with the two themes above can be organized around the extension, restriction, and reorganization of political democracy after 1800. • Connected to all of the above is the theme of reform, for the rapid transformation and expansion of the American economy brought forth one of the greatest bursts of reformism in American history.

Standard	Grade Level	Objective TLW (The Learner Will):	Lesson Cues
<p>STANDARD 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.</p> <p>Standard 1A: The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.</p>	5-12	Draw upon the data in historical maps	Analyze Napoleon's reasons for selling Louisiana to the United States.
	7-12	Compare and contrast differing sets of ideas	Compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana.
	9-12	Evaluate the implementation of a decision	Analyze how the Louisiana Purchase influenced politics, economic development, and the concept of Manifest Destiny.
	9-12	Explain historical continuity and change	Assess how the Louisiana Purchase affected relations with Native Americans and the lives of various inhabitants of the Louisiana Territory.
	5-12	Compare and contrast differing sets of ideas	Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war.

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	5-12	Consider multiple perspectives	Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy.
	5-12	Reconstruct patterns of historical succession and duration	Identify the origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations.
Standard 1B: The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.	7-12	Compare and contrast differing sets of ideas	Compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian era.
	9-12	Consider multiple perspectives	Compare federal and state Indian policy and explain Whig opposition to the removal of Native Americans.
	5-12	Appreciate historical perspectives	Analyze the impact of removal and resettlement on the Cherokee, Creek, Chickasaw, Choctaw, and Seminole.
	5-12	Analyze cause-and-effect relationships	Investigate the impact of trans-Mississippi expansion on Native Americans.
	7-12	Compare and contrast differing sets of ideas	Explain and evaluate the various strategies of Native Americans such as accommodation, revitalization, and resistance.
Standard 1C: The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.	5-12	Examine the influence of ideas	Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation.
	7-12	Formulate a position or course of action on an issue	Explain the diplomatic and political developments that led to the resolution of conflicts with Britain and Russia in the period 1815-1850.
	9-12	Analyze cause-and-effect relationships	Analyze United States trading interests in the Far East and explain how they influenced continental expansion to the Pacific.
	5-12	Challenge arguments of historical inevitability	Compare and explain the peaceful resolution of the Oregon dispute with Great Britain and the declaration of war with Mexico.
	5-12	Analyze multiple causation	Explain the causes of the Texas War for Independence and the Mexican-American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo.

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	9-12	Consider multiple perspectives	Analyze different perspectives on the Mexican-American War.
<p>STANDARD 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions</p> <p>Standard 2A: The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.</p>	5-12	Analyze cause-and-effect relationships	Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment.
	7-12	Examine the influence of ideas	Evaluate national and state policies regarding a protective tariff, a national bank, and federally funded internal improvements.
	9-12	Compare and contrast differing sets of ideas	Explain how economic policies related to expansion, including northern dominance of locomotive transportation, served different regional interests and contributed to growing political and sectional differences.
	9-12	Analyze cause-and-effect relationships	Compare how patterns of economic growth and recession affected territorial expansion and community life in the North, South, and West.
	5-12	Analyze cause-and-effect relationships	Analyze how the factory system affected gender roles and changed the lives of men, women, and children.
	7-12	Consider multiple perspectives	Evaluate the factory system from the perspectives of owners and workers and assess its impact on the rise of the labor movement in the antebellum period.
<p>Standard 2B: The student understands the first era of American urbanization.</p>	5-12	Explain historical continuity and change	Identify and explain the factors that caused rapid urbanization and compare the new industrialized centers with the old commercial cities.
	7-12	Analyze cause-and-effect relationships	Analyze how rapid urbanization, immigration, and industrialization affected the social fabric of early 19th-century cities.
	7-12	Examine the influence of ideas	Explain the growth of free African American communities in the cities and account for the rise of racial hostility.
	5-12	Compare and contrast differing sets of ideas	Compare popular and high culture in the growing cities.

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Standard 2C: The student understands how antebellum immigration changed American society.	5-12	Analyze cause-and-effect relationships	Analyze the push-pull factors that led to increased immigration, for the first time from China but especially from Ireland and Germany.
	7-12	Analyze cause-and-effect relationships	Assess the connection between industrialization and immigration.
	7-12	Interrogate historical data	Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity.
	5-12	Assess the importance of the individual in history	Assess the ways immigrants adapted to life in the United States and to the hostility sometimes directed at them by the nativist movement and the Know Nothing party.
Standard 2D: The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.	7-12	Analyze cause-and-effect relationships	Analyze the impact of the Haitian Revolution and the ending of the Atlantic slave trade.
	5-12	Analyze cause-and-effect relationships	Explain how the cotton gin and the opening of new lands in the South and West led to the increased demand for slaves.
	9-12	Evaluate major debates among historians	Analyze the argument that the institution of slavery retarded the emergence of capitalist institutions and values in the South.
	5-12	Consider multiple perspectives	Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans.
	5-12	Analyze cause-and-effect relationships	Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings.
	7-12	Obtain historical data	Evaluate how enslaved African Americans used religion and family to create a viable culture and ameliorate the effects of slavery.
Standard 2E: The student understands the settlement of the West.	5-12	Examine the influence of ideas	Explore the lure of the West and the reality of life on the frontier.
	5-12	Compare and contrast different patterns of settlement	Contrast the causes and character of the rapid settlement of California and Oregon in the late 1840s and 1850s.

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	5-12	Appreciate historical perspectives	Examine the origins and political organization of the Mormons, explaining the motives for their trek west and evaluating their contributions to the settlement of the West.
	7-12	Consider multiple perspectives	Analyze cultural interactions among diverse groups in the trans-Mississippi region.
	9-12	Differentiate between historical facts and historical interpretations	Assess the degree to which political democracy was a characteristic of the West and evaluate the factors influencing political and social conditions on the frontier.
STANDARD 3: The extension, restriction, and reorganization of political democracy after 1800. Standard 3A: The student understands the changing character of American political life in "the age of the common man."	7-12	Identify relevant historical antecedents	Relate the increasing popular participation in state and national politics to the evolving democratic ideal that adult white males were entitled to political participation.
	5-12	Evaluate the implementation of a decision	Explain the contradictions between the movement for universal white male suffrage and the disenfranchisement of free African Americans as well as women in New Jersey.
	5-12	Analyze cause-and-effect relationships	Analyze the influence of the West on the heightened emphasis on equality in the political process.
	9-12	Analyze multiple causation	Explain the combination of sectional, cultural, economic, and political factors that contributed to the formation of the Democratic, Whig, and "Know-Nothing" parties.
	9-12	Compare and contrast differing sets of ideas	Evaluate the importance of state and local issues, the rise of interest-group politics, and the style of campaigning in increasing voter participation.
	5-12	Assess the importance of the individual in history	Explain why the election of Andrew Jackson was considered a victory for the "common man."
	7-12	Analyze cause-and-effect relationships	Analyze how Jackson's veto of the U.S. Bank recharter and his actions in the nullification crisis contributed to the rise of the Whig party.
Standard 3B: The student understands how the debates over slavery influenced politics and sectionalism.	5-12	Identify issues and problems in the past	Explain the Missouri Compromise and evaluate its political consequences.
	7-12	Analyze cause-and-effect relationships	Explain how tariff policy and issues of states' rights influenced party development and promoted sectional differences.
	7-12	Compare and contrast differing sets of ideas	Analyze how the debates over slavery--from agitation over the "gag rule" of the late 1830s through the war with Mexico--strained national cohesiveness and fostered rising sectionalism.
STANDARD 4: The sources and character of cultural, religious, and social reform	7-12	Examine the influence of ideas	Analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South.

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movements in the antebellum period.	5-12	Consider multiple perspectives	Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the "immediatists" and "gradualists" within the movement.
	9-12	Compare and contrast differing sets of ideas	Compare the positions of African American and white abolitionists on the issue of the African American's place in society.
Standard 4A: The student understands the abolitionist movement.	5-12	Examine the influence of ideas	Explain the importance of the Second Great Awakening and the ideas of its principal leaders.
	7-12	Analyze cause-and-effect relationships	Assess how the Second Great Awakening impinged on antebellum issues such as public education, temperance, women's suffrage, abolition, and commercialization.
	7-12	Examine the influence of ideas	Define Transcendentalism, account for the rise of the first American renaissance, and analyze ideas concerning the individual, society, and nature expressed in the literary works of major Transcendentalists.
	5-12	Draw upon literary and artistic sources	Examine how literary and artistic movements fostered a distinct American identity among different groups and in different regions.
	9-12	Consider multiple perspectives	Identify the major utopian experiments and analyze the reasons for their formation.
Standard 4B: The student understands how Americans strived to reform society and create a distinct culture.	9-12	Interrogate historical data	Compare the North, South, and West in terms of men's and women's occupations, legal rights, and social status.
	5-12	Examine the importance of the individual	Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage.
	7-12	Reconstruct the literal meaning of a historical passage	Analyze the goals of the 1848 Seneca Falls "Declaration of Sentiments" and evaluate its impact.
	9-12	Hypothesize the influence of the past	Compare and contrast the antebellum women's movement for equality and 20th-century feminism.
Standard 4C: The student understands changing gender roles and the ideas and activities of women reformers.	9-12	Interrogate historical data	Compare the North, South, and West in terms of men's and women's occupations, legal rights, and social status.
	5-12	Examine the importance of the individual	Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage.
	7-12	Reconstruct the literal meaning of a historical passage	Analyze the goals of the 1848 Seneca Falls "Declaration of Sentiments" and evaluate its impact.
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