

ISD Social Studies Scope and Sequence *11th Grade United States History*
Adopted Spring 2005

Unit Name: Unit 2 – Creation of the Early Republic (1781-1850)

Grade / Big Idea: 11th / Big Idea #1 America the Flexible

Time Frame: September, October, 3 Weeks

Standards/Desired Results

State Standards (Benchmarks from Framework)

- H1.1.3a Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of time
- H1.1.3b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability

Main Understandings:

1. Establishing a new government for the United States involved several conflicting factions and significant compromises.
2. The creation of the United States was heavily influenced by a few powerful men.
3. Political parties and their platforms have always had a profound impact on the United States.

Essential Questions:

1. How would America have been different if Jefferson, Hamilton, or Washington had died at the end of the war?
2. Why will there always be political parties in America?
3. Why is the Constitution often said to be a “living document”?

Key Concepts and Vocabulary (students will know...)

1. Explain the governmental principles incorporated into the new national and state governments.
2. Assess the strengths and weaknesses of the government under the Articles of Confederation.
3. List and explain the key accomplishments of the Confederation government in diplomacy, governmental organization, land policy, and finance. .
4. Describe the movement to adopt a new constitution and assess the degree to which a new government was needed.
5. Analyze the principles considered and incorporated in the Constitution. .
6. Account for the success of the movement to ratify the Constitution.
7. Summarize some major demographic and economic features of the new nation as it launched the new government.
8. Explain the challenge that confronted the Washington administration in creating a new government.
9. Analyze the conflict of philosophy between Hamilton and Jefferson over the constitutionality of the National Bank and explain how that conflict led to the development of two political parties.
10. Account for the diplomatic problems with Britain, France, and Spain that buffeted the new nation, and explain the resolution of each.
11. Explain the differing roles played by Adams, Hamilton, and Washington in Federalist politics and describe their effects on

Adams's administration.

12. Explain the significance of the elections of 1796 and 1800.
13. Explain the importance of the Alien and Sedition Acts and the Kentucky and Virginia Resolutions as parts of continuing conflicts between individual liberty and governmental authority, and between states' rights and national governmental authority.
14. Assess the impact of Republican control of the government under Jefferson's administration.
15. Understand the growth of the judicial branch under John Marshall and the partisan disputes between Republicans and Federalists over the judiciary. .
16. Explain the impact of the War of 1812 on the United States.
17. Explain the emergence of nationalism after the War of 1812 in the economy, the government, diplomacy, Supreme Court decisions, and politics.
18. Account for the outbursts of sectionalism in the era 1816–1828.
19. Explain the significant Supreme Court decisions of this time.
20. Account for the political rise of Andrew Jackson.
21. Understand and explain the nullification controversy with South Carolina.
22. Understand and explain the bank war and its economic consequences.
23. Assess Jackson's Indian policy.
24. Analyze and explain the emergence of the second political party system.
25. Assess the significance of Jacksonian democracy

Key Skills (students will be able to do...)

Assessments/Evidence of Learning

State Evidences of Learning for the Above Standards

1. Describe the contributions of various religious groups to American civic principles and social reform movements and cite incidents of religious intolerance in the United States

State Assessment Tools (1 Civics CBA is required during 11th Grade)

- [Checks and Balances](#)
- [Constitutional Issues](#)
- [U.S. Foreign Policy](#)

State Assessment Tools that are NOT Required (but may fit with this unit)

- To be determined

ISD Formative and Summative Assessments (suggested)

- To be developed