TOPIC 3.1
Contextualizing Period 3

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

§ Change from and/or continuity with preceding historical developments.
§ Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE
Unit 3: Learning Objective A

PREVIEW: UNIT 3 KEY CONCEPTS

KC-3.1
British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

KC-3.1.I
The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years’ War (the French and Indian War), in which Britain defeated France and allied American Indians.

KC-3.1.II
The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.

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LEARNING OBJECTIVE

**Unit 3: Learning Objective A**
Explain the context in which America gained independence and developed a sense of national identity.

PREVIEW: UNIT 3 KEY CONCEPTS

**KC-3.2**
The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

**KC-3.2.I**
The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.

**KC-3.2.II**
After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.

**KC-3.2.III**
New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.

**KC-3.3**
Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

**KC-3.3.I**
In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.

**KC-3.3.II**
The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.
Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

**LEARNING OBJECTIVE**

**Unit 4: Learning Objective A**

Explain the context in which the republic developed from 1800 to 1848.

**PREVIEW: UNIT 4 KEY CONCEPTS**

**KC-4.1**

The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.

**KC-4.1.I**

The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

**KC-4.1.II**

While Americans embraced a new national culture, various groups developed distinctive cultures of their own.

**KC-4.1.III**

Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

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LEARNING OBJECTIVE

Unit 4: Learning Objective A
Explain the context in which the republic developed from 1800 to 1848.

PREVIEW: UNIT 4 KEY CONCEPTS

KC-4.2
Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

KC-4.2.I
New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

KC-4.2.II
The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.

KC-4.2.III
Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

KC-4.3
The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

KC-4.3.I
Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

KC-4.3.II
The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.
TOPIC 5.1
Contextualizing Period 5

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 5: Learning Objective A

Explain the context in which sectional conflict emerged from 1844 to 1877.

PREVIEW: UNIT 5 KEY CONCEPTS

**KC-5.1**

The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

**KC-5.1.I**

Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.

**KC-5.1.II**

In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.

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Period 5: 1844–1877

LEARNING OBJECTIVE

Unit 5: Learning Objective A
Explain the context in which sectional conflict emerged from 1844 to 1877.

PREVIEW: UNIT 5 KEY CONCEPTS

KC-5.2
Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

KC-5.2.I
Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.

KC-5.2.II
Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.

KC-5.3
The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

KC-5.3.I
The North’s greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.

KC-5.3.II.i
Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

**LEARNING OBJECTIVE**

**Unit 6: Learning Objective A**

Explain the historical context for the rise of industrial capitalism in the United States.

**PREVIEW: UNIT 6 KEY CONCEPTS**

**KC-6.1**

Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

**KC-6.1.I**

Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation.

**KC-6.1.II**

A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.

**KC-6.1.III**

New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.
Period 6: 1865–1898

PREVIEW: UNIT 6 KEY CONCEPTS

**KC-6.2**
The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

- **KC-6.2.I**
  International and internal migration increased urban populations and fostered the growth of a new urban culture.

- **KC-6.2.II**
  Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

**KC-6.3**
The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

- **KC-6.3.I**
  New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

- **KC-6.3.II**
  Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.
Suggested Skill: Contextualization

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

Learning Objective

Unit 7: Learning Objective A

Explain the context in which America grew into its role as a world power.

Preview: Unit 7 Key Concepts

KC-7.1

Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

KC-7.1.I

The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.

KC-7.1.II

In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.

KC-7.1.III

During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.

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LEARNING OBJECTIVE

Unit 7: Learning Objective A
Explain the context in which America grew into its role as a world power.

PREVIEW: UNIT 7 KEY CONCEPTS

KC-7.2
Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

KC-7.2.I
Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.

KC-7.2.II
Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.

KC-7.3
Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

KC-7.3.I
In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world.

KC-7.3.II
World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests.

KC-7.3.III
U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.