# 4<sup>th</sup> Nine Weeks: Scope and Sequence

## Grade 10 Social Science, U. S. History I: Beginnings to the Industrial Revolution

### Content Standards

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>Dates Taught</th>
<th>% of Students scoring over 70%</th>
<th>Dates Re-taught (Optional)</th>
<th>Formative and Summative Assessments/ (Any Additional Comments Optional)</th>
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<tbody>
<tr>
<td>14.) Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman’s March to the Sea [Approx. 2 weeks]</td>
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<td>• Identifying key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan &quot;Stonewall&quot; Jackson, and William Tecumseh Sherman&lt;br&gt;Example: President Abraham Lincoln's philosophy of union, executive orders, and leadership</td>
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<tr>
<td>• Analyzing the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation</td>
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<td>• Explaining reasons border states remained in the Union during the Civil War</td>
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<td>• Describing nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address</td>
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<td>• Describing the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton</td>
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<td>• Tracing Alabama's involvement in the Civil War (Alabama)</td>
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<td>15.) Compare congressional and presidential reconstruction plans, including African-American political participation. [Approx. 3 weeks]</td>
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<td>• Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen's Bureau</td>
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<td>• Describing social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan</td>
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<td>• Describing the Compromise of 1877</td>
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<td>• Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments</td>
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<td>• Explaining causes for the impeachment of President Andrew Johnson</td>
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<td>• Explaining the impact of the Jim Crow laws and <em>Plessy versus Ferguson</em> on the social and political structure of the New South after Reconstruction</td>
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<td>• Analyzing political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economics in Alabama (Alabama)</td>
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<td>16.) Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. [Approx. 3 weeks]</td>
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<td>• Describing the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad</td>
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<td>• Identifying the changing role of the American farmer, including the establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues</td>
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<td>• Evaluating the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I</td>
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<td>• Comparing population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Immigration Act regarding immigration quotas</td>
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**Final Enrichment & Assessments**