Medieval Europe/History

Larger Unit Plan II

Grade Level: 4th

Topic: Medieval Europe

Pages in Core Knowledge: 87 (111 w. enrichment)

# days/lessons available for whole unit: 24 lessons + 1 review + 1 assessment

Personal exploration of and reflection on the topic

1. Map out the topic (here or on a separate sheet):
   a. What is the thing I am teaching? (classify the noun – a time period? A person? An idea? A process?)
      The Middle Ages, sometimes erroneously referred to as the Dark Ages, is a time period defined roughly as the period between the fall of Rome and the Renaissance or Enlightenment from 400 to 1400 (we will focus our attention between AD 476 and AD 1453); the era witnesses the Fall of Rome and the fracturing of power in Europe and cultural conflicts followed by the consolidation of power and the formation of new nation-states still extant today. It is marked by the rise of Christianity, the emerging identities of modern nations, and the development of a hierarchical system of social order (the feudal system). We will study the interaction of Roman and Germanic cultures in Western Europe and many of the important social, political, and technological developments that shaped the course of Western Civilization, moving into the Renaissance and discovery of the New World. Students will look at the expansion of new kingdoms after Rome in France, Germany, and England. They will study the external threat posed by invading forces and the political and military organization developed to provide security against these threats. They will then study how a diminished need for security and other developments led to a change in social structuring that coincided with notable events like the Hundred Years’ War and Bubonic Plague that further weakened existing structures. In addition to the broad studies of the Middle Ages, students will add more depth in their studies of Medieval England, as this has increased relevance to later American history.

   b. What is the essence of it that I need to know for myself? (create a set of personal notes)
      Europe in the Middle Ages has some "conventional" boundaries (Geographical, Temporal), but the essence of the thing is rather more conceptual than factual. Feudalism, chivalry and the order of knighthood, monastic life...theses are all PARTICULAR responses to universal human needs. The movement of the Middle Ages might best be described as the attempt to build an ordered society out of chaos, but in a particular way (as the Classical Period and Renaissance both contain this impulse and are in their own way a response to it). To say that the Middle Ages (or indeed any historical period) has an "essence" in the sense that a natural thing has an essence (as human beings) can only be said analogously, but it would be quite right to talk about the "spirit" of the age. Perhaps the closest statement might be something like "The human response to the world and to God as He was encountered in the world after the events of the fall of Rome and prior to the Renaissance."
      i. Reference Middle Ages Appendix which has 16 sections of information, questions, and suggestions pertaining to content/concept blocks in 1-3 lesson chunks.
      ii. Additional Resources:
         Core Knowledge (CKLA Grade 4 Unit 2: The Middle Ages)
         What Your Fourth Grader Needs to Know (Fundamentals of a Good Fourth-Grade Education), Unit 2, History and Geography, Chapter 2: Europe in the Middle Ages, pp.79-93
         Western Europe in the Middle Ages 300-1475 – Brian Tierney
         Pierson Learning Core Knowledge – pgs. 41 – 105
         Europe in the Middle Ages Vol. I & II – Dr. John Sommerfeldt

2. G.R.A.P.E.S.
a. Geography-Roman Empire and its two halves at the time of the fall, Eastern and Western Europe, some of Northern Africa and the Middle East (particularly the locations of: the Byzantine Empire, Kingdoms of the Vandals, Ostrogoths, Visigoths, Burgundians, the Iberian peninsula, Gaul/the location of the Frankish Kingdom and Holy Roman Empire at the time of Charlemagne, routes to Jerusalem at the time of the Crusades, and the British Isles and their proximity to Normandy/France). Prominent geographical features include the Alps and substantial watershed, which contributes to many large and interconnected waterways in Europe. However, for most of this period European civilization does not have the naval nor commercial presence seen during the height of Rome, and this period is notable for the relative lack of geographical influence, in that much of central and western Europe is flat, partially wooded, and excellent for agriculture.

b. Religion-The rise of the Catholic Church as a dominant social, cultural, and political force in Europe is one of the most important content/concept points in this unit. It is central to European cultural identity after Rome, both points of similarity and points of change, and is a central reference point to later history units regarding the Reformation, to Age of Exploration, and even to cultural studies of modern Europe. Students' primary focus should be Christianity (Rome Christianized prior to the fall), but also Christianity in reference to Norse/Germanic pagans (prior to and during the time of Charlemagne), the East-West schism within Christianity in AD 1054 (minor discussion of the split with the Eastern/Orthodox Church is also appropriate, but has less relevance to the rest of the unit), and Islam (and Judaism) at the time of the Crusades.

c. Arts/Accomplishments-Accomplishments of the Middle Ages were vast, including Dante, Chaucer, Beowulf, and the Pearl Poet (also Marie de France and Hildegard von Bingen), bards/troubadours/chanson de geste; (influence of Augustine and Boethius) Dun Scotus, Anselm, and Aquinas; Byzantine, Romanesque, and Gothic art and architecture (emphasis on Medieval castles and cathedrals), religious iconography, illuminated manuscript, stained glass, heraldry (use of symbol to proclaim ancestry and allegiance), the Bayeux Tapestry as an example of art used to tell a story (the Norman Conquest), (the Magna Carta could be considered as a significant accomplishment though it falls in the category of politics), accomplishments of Charlemagne and monasticism in promoting education and literacy and preserving knowledge and transmitting history (Domesday Book, Alcuin and the Venerable Bede); Gregorian chant, movement in music from monophony to polyphony, some technological advancements (invention of printing press, vertical windmills, mechanical clocks, improved agricultural techniques—three-field crop rotation—invention of printing press and improvement of previous inventions such as the astrolabe opened the way for the Renaissance/Age of Exploration)...oh, and the English language itself. There is some discussion about Classical education as a small but enduring force. Part of the unit looks at what was lost after Rome in terms of Art & Arch., but other technological and architectural accomplishments (farming equipment, castles, cathedrals) should also be noted as evidence of changing needs and changing emphasis. For example, construction of intricate castles was not a necessity during Roman rule like it was after, but castles also evolved not only to be strategic security structures, but also enduring monuments of beauty.

d. Politics-The study of the consolidation (and fracturing) of power, as well as the inverse relationship between security and independence, is the biggest concept in this unit. Students will learn about different political/social systems that developed and evolved after Rome and how aspects of the organization and thought behind these also carried into the more modern ages. Political structures in the Middle Ages were marked by the rise and fall of several dominating powers after the power vacuum left by the fall of Rome, with relative political peace in the east under the Byzantine Empire (particularly Justinian), but turbulence in the west (warring tribes) until the stabilizing influence of Charlemagne, thereafter increasingly marked by national allegiances and a strict political structure (monarchy, nobility,
and feudal ties), with the Church reinforcing the hierarchical political order; tensions between Church and State (Thomas a Becket), between monarchy and the nobility (the Magna Carta), and between feudal system and growth of cities, movement towards concentration of population in large cities particularly after the plague/s all influenced changing political and social structures as the Middle Ages drew to an end.

e. Economy-The economy of Europe in the Middle Ages was driven fundamentally by agricultural (hence the importance of the feudal system, landed lords and their serfs), centered around manor and village life, particularly at the beginning, with a movement towards cities and trade (importance therefore of guilds/crafts/apprenticeship system and later of the developments in navigation methods) with growing independence of towns under mayors and charter system and growth of market towns, particularly along trade routes (maritime trade routes such as the Spice Route become important in the Middle Ages, the Silk Road, though ancient, reaches its peak in the west at the time of the Byzantine Empire and was a prime route joining the Western and Eastern worlds). Students will learn about the differences in post-Rome economics and what sorts of developments were, in turn, prompted by this change. Likewise they will also learn about shifting commerce in the Middle Ages weakened or changed long-standing political institutions, and will study the connection between economic opportunity and the security/independence balance.

f. Social Structure-The feudal system provided a tripartite and rigid social structure (lords, peasants, and churchmen) allowing little to no social advancement but emphasizing stability and unity (every member of society has a specific role ordered towards the common good, everyone shares the same belief system, promise of equality in heavenly reward), reinforced by the Church and by the system of knighthood (chivalry as a code of behavior marked by honor, loyalty, nobility, courage, and the protection of the weak from abuse), moving (again) slowly as the Middle Ages ends, driven by economic factors such as the growth of cities and by the above-mentioned political tensions towards a more egalitarian and more loosely structured social system. Student will learn about the Feudal social structure as well as the different classes and responsibilities of Medieval society. They will study how they structures developed and evolved in responses to both internal and external forces, and see connections with some of the structures and ideas in American history later in the year.

3. Where does this fit into a larger framework?
The study of the Middle Ages fits into the larger framework of the History of Western Civilization; it comes after a study of the Ancient/Classical period and prior to a study of the Renaissance, Age of Exploration, and up to the Modern era. In the core knowledge sequence, it is also taught in several parts: Europe in the Middle Ages (the chief unit), followed by a study of the rise of Islam, African Kingdoms in the Middle Ages, and the Dynasties of China.

4. Is it a whole, a part of a whole, or both? What are its parts?
The Middle Ages is a part of a whole. It has a rough beginning and a rough end. However, its key developments and points of focus are directly linked to the dominant and defining aspects of the West. Civ. units that came before and after. The Middle Ages is one part survival story—how did these pieces of Antiquity make it into the modern world?—and one part genesis story—how did these countries and cultures we study in modern and American history come to be? The Middle Ages can be studied as a whole in itself, but with an eye towards the larger whole of history (movement from ancient to modern), so both. The Middle Ages can be divided into early (sometimes referred to as the Dark Ages) and late (or high). Other divisions have been suggested, but the period from the fall of Rome (AD 376) to the East-West Schism (AD 1054) comprises roughly the first half of the Middle Ages, while the period from the schism to the fall of Constantinople (AD 1453) makes up the second.
5. What distinguishes this whole from other wholes (especially things that are like it)? What distinguishes this part from other parts in the whole?
The Middle Ages is distinguished from the previous period in the western world primarily (as above stated) by the rise of Christianity, establishment of the feudal system, and emergence of national identities. It is contrasted with the modern period in that 1-Christianity was either unified or at least had only two branches (proliferation of Protestant branches of Christianity not really a factor until the Renaissance) 2-technological progress was slower and the social structure much more rigid, (group "common good" ideals generally took precedence over individual goods), and 3-monarchies were the primary political system. Europe in the Middle Ages studied in conjunction with other cultures (Islamic, African, and Chinese) is distinct in that it has its own identity and is the most direct cultural precursor to the modern western culture (the adaptation of received classical thought changing through the Middle Ages into the modern, Judeo-Christian, democratic, and individualistic age) of today's America and Europe. This unit looks at continuations of the Classical (Roman/Greek) influences, at the newer and lasting religious influences, and at the establishment of more local governments and kingdoms. By time the Middle Ages Unit is concluding students will see how agricultural and commercial economics are now both central to European cultures, how Classical influences are being rekindled but now hand-in-hand with powerful influences of the Catholic Church. Perhaps most importantly, they will be able to fill in on their proverbial timelines and maps how, when, and where many modern European nations came to be after Rome and before more modern historical studies. As the Middle ages are often dismissed and skipped in many elementary curriculums, the depth and focus of this unit is a prominent example of what sets apart the GH curriculum from other incomplete or inconsiderate programs.

6. What patterns does it exhibit? Is it part of a larger pattern? What are its properties, qualities, quantities, boundaries? How does it react/interact with other things?
The Middle Ages unit exhibits two main patterns: the balance or inverse relationship between security and independence, and the consolidation of power contributing to lasting Western cultural influences. Without an overarching, central authority in Europe post-Rome, European peoples experienced a deterioration of commerce, communication, education and general unity, compounded by external invading forces. Social re-structuring over time responded to these new struggles and needs, in some ways attempting to emulate Roman ideas and in other ways adding new ideas and developing new influences. Students study European cultures as they develop, often in conflict with each other, with outside forces like Vikings or Magyars, developing some commonalities in their religion but local rivalries as well. It teaches students about the impact, both sudden and gradual, or technological and economic developments, and links two more familiar areas of study (ancient civs. and modern or Renaissance/post-Renaissance civs.) together.

7. What is it scientifically? What is it poetically (how does it impact man's soul)?
Scientifically the Middle Ages is an examination of political/social development in response to external threats and the need for security, followed by a more nuanced look at the balance between security and independence through economic opportunity that develops after security is reestablished. The poetic reality of the Middle Ages is powerful and resonant, as seen even in the often anachronistic, popular culture representations of the time period still current (Renaissance festivals, Medieval Times, movies and televisions shows—even the fantasy genre itself, largely under Tolkien's influence, is often a kind of extended, mythologized, representation of life in the Middle Ages). A 'romanticized' view of aspects of life in the Middle Ages (particularly but not limited to: knighthood and chivalry, the feudal system, the prevalence of monastic orders adding a dimension of the divine to everyday life, and the continued presence of ancient beliefs still mingled with more modern ideas*—as, for instance, in the inclusion of magical elements in the great stories, from Beowulf and the Song of Roland to the tales of King Arthur and the dream visions of Chaucer and the Pearl poet) can and does imbue the soul with yearnings for better times, where honor is highly prized and science coexists with mystery. It shows how the desire for connection to bigger, more eternal things pervades and even blossoms amidst all of the adversity of the Middle Ages. It also adds a substantial piece of the origin story for citizens and students of the West. The
history itself is a study of social development of maturation in Europe. As Cicero stated, “Not to know what happened before you is to remain forever a child.” As such, poetically, the study of the Middle Ages is also a big piece of the maturation in understanding of the Western History student.

*(A poll taken in 1998 indicated that over 50% of Icelanders still believe in the existence of elves. I met with an Icelandic academic over the summer; he postulated that this is because Iceland has not yet culturally entered the Renaissance.)*

8. **What makes it possible? What are its causes? Why is it here? Why does it happen?**
The decline and eventual conquest of Rome by less organized Germanic peoples ushers in a new age in Europe. With the subsequent vacuum, many related but differing peoples moved in and around Europe, picking up pieces of old cultures, responding to new needs, and developing hybridized cultures as a result. For the first 2/3 or so of the unit, the continual pressure of external forces contributed to a need for security and consolidated power. As this became (slowly) more achieved, growth opportunities and exposure to other cultures, to innovation and new technology, likewise created a new need towards more independence. The end result being many similar European cultures with heavy Roman influences sometimes cooperating but often competing for space and resources (unlike the unilateral Roman structure prior to 476ce). What makes the Middle Ages in Europe possible, then, is the influence of and situation set up by the end of the Classic Period and the choices and actions of the individuals living in the Middle Ages, together with the accidents of fortune (forces arising out of nature itself, as with the decimation caused by the Plague), and the important interactions (often, but not always, conflicting) with other cultures. If the question “why” is pressed (to the extent of examining the motivation of those human actions—the four causes being sufficient to explain circumstances explainable by the operations of nature), one must also include an examination of the beliefs of the period, and whence those beliefs arose.

9. **Why is it important/interesting? Why does it matter? Where is the mystery/profundity? (What are the elements of wonder about this thing?)**
First, acknowledging that the Middle Ages is often seen through either a romantic lens or through the view over-enamored of modernity which regards it as having been dark, dirty, barbaric, unpleasant, and bloody, it is absolutely essential to have a good understanding of this period as a whole to truly understand the present time, and to have any grasp of the past and the current of all history as a larger movement. The art, philosophy, and poetry of the time period embodies its mystery and profundity, which is why students should be exposed to these things along with a more fact-based study of the Middle Ages. This unit supplies a big chunk of the Western Civ. story that has to do with cultural identity and development of influences and forces pushing Europe into the modern age. It matters because of the continuity it established between antiquity and modern western cultures, both in Europe and in the New World. The mystery and profundity is seen in the way Medieval peoples responded to political and economic needs of their time, as well as deeper human desires beyond preservation, but cultural flowering. Despite the differences in time and language, the forces that Medieval people responded to and created are still recognizable to students, as are, of course, many of the results and ramifications. Within the case-studies of this unit, students are familiarized with the additional level of understanding on top of what they reiterated in 2nd and 3rd grade. The two main concepts of consolidated power and its place in the security vs. independence balance will be central to American history studies in 4th grade as they begin to examine their own national culture, history, and identity in great detail (through level 5-6 of Bloom’s taxonomy). These concepts are also applicable in all historical and social studies, are dynamics still wrestled with in modern politics just as they were in Ancient China in 2000bce.

10. **What is the extent of the content appropriate for this grade? How much detail will we go into?**
A very basic overview of the events of the Middle Ages (at the level of the class text/s and/or “What Your 4th Grader Needs to Know”) is entirely grade-appropriate, as is Socratic discussion aiming at uncovering some of the primary causes and important details and characters of the Middle Ages (i.e. What were the causes of the fall of Rome/growth of cities/need for the code of Chivalry and Feudal System/desire for the Magna Carta? What was
the impact on the world/history of Attila the Hun, Justinian the Great, St. Benedict, Charlemagne, Alfred the Great, William the Conqueror, King Henry II, Thomas a Becket, Eleanor of Aquitaine, Richard the Lionheart, King John, and Joan of Arc? Were their choices good or bad?) The amount of detail that could be profitably touched on is almost infinitely more than the time we will have allotted, but appropriate to the grade and material would be any detail much greater than very little and considerably less than will be covered in the 7th grade. Students will learn the names of places, peoples, developments, and some prominent leaders. Moving between events and leaders, they will still skip over patches of time sometimes, 50-100 years in areas, and will not study the royal lineage and full scope of wars and national interactions as they will in 8th grade, nor involve very many primary resources (as they do in 8th). Students should/will learn the names of the main cultures (later, nations) involved in western European history, several of the most prominent, respective leaders, several of the most important/impactful events, and study several of the most important technological and/or philosophical developments.

Student will learn comparatively more detail of English monarchs and figures such as Thomas Beckett and the Magna Carta and Parliamentary government, which do not have quite the same general commonality with the rest of Middle Europe but do have greater relevance for American History.

11. What of the content is most essential? What elements will highlight meaningful threads to think through? What areas of content will lead to a Socratic inquiry (what can they figure out through good questions)? (list here or label on the topic map)

Students should have three pieces when thoroughly considering the Middle Ages:

- **1-geography** (Students should be conversant with the most basic areas and features of Europe—and certain parts of the Middle East—such as Great Britain, Gaul, the Iberian Peninsula, Italy and Rome, Northern Europe [Germany, Finland, Scandinavia, the Baltics, Denmark], Northern Africa, Egypt and Jerusalem, the Mediterranean, the Alps and the Pyrenees, the Rhine and the Danube.),

- **2-chronology/persons of importance** (The most important moments in the EARLY Middle Ages were AD 449—the Anglo-Saxon Invasion of England, AD 476—the fall of Rome, AD 481-510—Clovis rules the Franks, AD 527—the emperor Justinian begins his reign of the Byzantine Empire, AD 529—St. Benedict founds monasticism, AD 732—the Battle of Tours, AD 800—Charlemagne crowned Holy Roman Emperor, AD 866—the Great Invasion of England, AD 871—Alfred the Great begins his reign, AD 1000—Leif Ericsson sails to North America. The most important moments of the LATE Middle Ages were: AD 1054—the East-West Schism, AD 1066—the Battle of Hastings, AD 1094—El Cid conquers Valencia, AD 1096—the Crusades begin, AD 1189-1199—reign of Richard the Lionheart, AD 1215—King John signs the Magna Carta, AD 1337-1453—the Hundred Years’ War, AD 1347—the Plague reaches Europe, AD 1413—King Henry V begins his reign, AD 1415—the Battle of Agincourt, AD 1419—Henry the Navigator sponsors exploration, AD 1431—Joan of Arc burned at the stake, AD 1453—the Ottoman Turks conquer Constantinople. Other dates can and should be added; this is a jumping-off point.), and

- **3-themes, concerns, and way of life.** In this last is probably the best "meat" for Socratic discussion. (For instance, why did they chose this particular way of ordering their lives...why castles, monasteries, chivalry, guilds, and the feudal system? How did they react to the challenges surrounding them in a lack of law and order and failure of unifying infrastructure and military after Rome fell, other outside, often encroaching, cultures and tribes, natural disaster such as the Plague, the difficulty of keeping the old learning alive or the desire to widen their world through exploration, etc.?)

The most important aspect of the content are the interaction between Germanic peoples in Europe with the remnants of Rome, followed by the growing influence of the Roman Catholic Church, and how these emergent cultures then responded to external forces and developed into lasting, continuously influential cultures themselves through the historically cyclic force dynamics of security vs. independence and pursuit of opportunity (growth and expansion).

Socratic questioning comes to the foremost when teachers introduce sequential problems or forces facing the emerging cultures, both broadly and with increasing specificity. For example: "How can this Frankish king grow
his support among the nobles? Why can’t he devote all of his forces to fighting over here? How can he trust tat the Ostrogoths won’t invade from the east? What sort of alliance or partnership would be trustworthy? How might her faith influence him? What additional advantages would it give him in ruling over former Romans? What do you think his son would do when he rules, would he make many changes or continue?..?

There are also bigger Socratic investigations in certain areas, such as having students think through why the advent of Longbows and crossbows would change the dynamic of warfare and contribute in large part to the decline of the noble/knightly class both numerically and as a military necessity (the answer to which also has student thinking about broader concepts of scale and resource).

12. How do I best introduce this THING as a whole (not as an abstract definition made up of abstract parts)?

The Middle Ages picks up with the twilight of Rome, reviewing Roman developments and accomplishments as well as growing weakness while the teacher also introduces new forces, followed by a conversation about the fall of Rome and the ensuing social, political, and economic tumult. The problem facing England at the beginning of Lang’s King Arthur: "Long, long ago, after Uther Pendragon died, there was no King in Britain, and every Knight hoped to seize the crown for himself. The country was like to fare ill when laws were broken on every side, and the corn which was to give the poor bread was trodden underfoot, and there was none to bring the evildoer to justice" is an echo of the problem faced by all of Europe at the beginning of the Middle Ages. The struggle of the age was the endeavor to find order and justice in the midst of confusion and chaos. Much of the Middle Ages lends itself well to a linear narrative with direct consequentialism for presenting information. However, other than introducing to student that they will be learning the history or story of the Middle Ages, and addressing that, yes, this is the period of castles and knights in shining armor and King Arthur legends and Robin Hood, the unit is best explored with the larger concepts and themes being continually noted and discussed in their various occurrences through the narratives that also establish cultural identity context for students.

13. How best do I sequence the exploration of those parts

a. Conceptually: How does this affect other ideas/processes/events? How does this lay foundations for later content? What is a theme here that stretches across the subject area, year, etc.?

The Middle Ages lays the foundation for the Renaissance and Age of Exploration. European cultures develop towards that point as they seek to combine Germanic aspects with what they can save and eventually rekindle of Roman learning. This new, emergent combination is formed in the crucible of invasions, migrations, and national rivalries that develop in the 1000 or so years of the Middle Age, leaving Europe with the foundations for exponential growth and expansion by the 1400s.

b. Factually: What facts must come before it? What is necessary to know?

1) Terms and definitions
   a. King/emperor
   b. Barbarian
   c. Invasion and Migration

2) Historical/scientific facts
   d. Rome: location, range of empire, cultural familiarity
   e. Presence of (Germanic) barbarian peoples in Europe
   f. History and some familiarity with beliefs of Catholic Christianity.
   g. Location of modern France, Germany, and England on map

3) Characters, figures, processes involved
   h. Roman Emperor
   i. Tribute System
   j. Monarchical government
   k. The Pope
   l. Spreading of new religion on its impact & importance on society.
4) Comparative experiences (things that are LIKE this new concept/idea/knowledge)
   Overall, this unit established many reference points for the more modern European and American history units moving forward.
   m. There are some specific instances, battles, etc. that have similarities to Rome units in 3rd grade
   n. Comparison of different political systems from 2nd grade Greek units also have some relevancy in looking at ENG/FRA dynamic, but this is more prominent in 5th grade

14. Objectives
   a. Builds on the following objectives targeted in previous grades:
      The Europe in the Middle Ages Unit builds on the Classical Period Unit from the 3rd grade as well as the Geography Units from both 3rd and 4th grades.
      • Continues examination of adaptations to environment and exogenous forces that civilizations undergo.
      • Continues student understanding of the growth of European culture and identity after Rome, prior to modern Europe.
      • Familiarizes students with different socio-political models tried or sustained throughout Western Civ. development

   Objectives for this Unit (Identify, Define, Describe, to Connect)
   • Identify the many lasting political, economic, architectural, artistic, academic, linguistic, etc. contributions Rome made to the world and Western Europe especially
   • Describe the decline of Rome, how it continued to weaken from internal and external pressures
   • Identify how and when Rome was eventually conquered by less advanced civilizations
   • Describe how Germanic cultures in Europe tried to adopt some Roman practices
   • Identify the resultant power vacuum in Europe, and a desire for stability
   • Describe how Catholic and Monastic movement provided a stabilizing influence in much of Europe, many conversions over time
   • Identify how Frankish Kings adopted Catholicism and spread it, with general stability, in Central Europe.
   • Describe how Charlemagne cemented many elements of cultural change that would define modern European nations
   • Describe how and why Feudalism was adopted full-bore as a social structure and system of local security after Charlemagne, when there was more fragmentation and power vacuum against external forces
   • Students will describe the balance between security and independence w/ specific examples
   • Students will identify specific features of Feudal society (castles, knighthood, code of chivalry)
   • Students will identify the causes behind the growth of towns and economic expansion in Europe, and describe how they changed social structures
   • Students will learn and the different trajectory of England in the Middle ages, with its cultural combinations and development of more representative government
     o They will describe the resultant cultural mixing of Anglo-Saxon with Franko-Norman cultures
     o They will identify the key developments and causes in the formation of the Magna Carta and Parliament
   • Students will identify and describe the effects of the Bubonic Plague on the Feudal System.

15. Refined Concept Map (Unit Outline/Map)
   a. Terms and definitions to be learned in the unit
      i. Cursory Western-European Geography
         1. Mountains: Alps, Pyrenees
         2. Rivers: Danube, Rhine
         3. Mediterranean Sea
         4. British Isles
ii. Roman developments and contributions
   1. Aqueducts
   2. Arches
   3. Greek math and philosophy
   4. Wine and cultural exports

iii. Barbarians
   1. Visigoths & Ostrogoths
   2. Vandals
   3. Huns
   4. Angles & Saxons

iv. The Catholic Church
   1. Pope (Leo)
   2. Monasteries/Monasticism
      a. St. Patrick
      b. St. Boniface
      c. St. Augustine
   3. Classical Learning/Education model

v. Frankish Kings
   1. Clovis I
   2. Charles Martel
      a. Battle of Poitiers
      b. Establishment of Feudalism
   3. Charlemagne
      a. Frankish expansion
      b. “Holy roman Emperor”
      c. Flowering of learning, Art & Arch.

vi. European Invasions
   1. Vikings
   2. Magyars
   3. Saracens
   4. Widespread adoption of Feudal system
      a. Feudal Hierarchy and functions
      b. Castles
      c. Knighthood
      d. Bards, code of chivalry, and idea of legacy
      e. Townships

vii. Middle England
   1. William of Normandy
   2. Battle of Hastings
   3. Census and Domesday Book
   4. Henry II
   5. Thomas Becket
   6. Richard I
   7. John I
      a. Magna Carta
   8. Edward I
      a. Parliament
   9. Hundred Year’s War
      a. Joan d’ Arc

viii. The Black Death
13. Major concepts/parts (organized logically; perhaps include final diagrams students will know or basic timeline):
Decline and Fall of Rome, w/ subsequent power vacuum
Inverse relationship between security and independence
Spread and effect of the Catholic Monastic movement in Europe
Conversion of Barbarian peoples
Expansion of Frankish power in central Europe
Expansion of the Feudal System in response to a need for local security
The eventual success of large-scale agriculture and return of commerce leading to growth of town charters and weakening of the nobility in the Feudal system
Development of representative government and accountability in Europe
Effect of the Hundred Years War and military technology on ENG/FRE nobility
Effect of the Bubonic Plague as a social force on the Feudal System
   Lesson 1-3: Introduction/Background to the Middle Ages
   Lesson 4-5: Geography of the Middle Ages
   Lesson 6-11: The Development of Christianity
   Lesson 12-15: Feudalism
   Lesson 16: The Norman Conquest
   Lesson 17-18: The Growth of Towns
   Lesson 19-24: England in the Middle Ages
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Larger Unit Plan

Grade Level: 4

Topic: Islam/Crusades

Pages in Core Knowledge: 128-142

# days/lessons available for whole unit: 5 + 3

Personal exploration of and reflection on the topic

1. Map out the topic (here or on a separate sheet):
   a. What is the thing I am teaching? (classify the noun – a time period? A person? An idea? A process?)
      i. Islam is a religion, a culture, and the conflict between the Christians and Muslims: This is a time period, an idea, and a process. The origins of Islam, its spread, and the conflict all take place within a certain time, but it is also a process of how Islam developed and made its way out of the Arabian Peninsula. Islam as a religion and culture is also an idea.
      ii. The Crusades represented some of the first concerted, multi-national military efforts of emerging Catholic nations in Europe for a common purpose. Although most crusades were fragmented and unsuccessful, these events juxtapose the oft competing and sometime cooperating forces of Catholic Europe and Islamic Middle East. The Crusades are also an often-referenced but poorly or over-simplistically understood sub-section of the Middle Ages, and also bore an indirect influence on the more globalized outlook of European nations moving out of the Middle Ages.
   b. What is the essence of it that I need to know for myself? (create a set of personal notes)
      i. How Islam was created, its tenants and how those tenants contribute to the spread of Islam and the conflict between the Christians and Muslims.
      ii. The contributions that the Muslims made not only to their own time, but to man’s history, and how Islamic culture actually influenced European culture with its different social structures, cultural and economic ideas.
      iii. The First Crusade, launched in 1095ce, was ultimately successful in recapturing Jerusalem and many other cities regarded as part of the Holy Land. The Catholic leaders made themselves kings of these city-states and ruled in the land of ‘outremer’ for about 90 years before a large, unified force recaptured these areas. Subsequent crusades were not very successful even though more powerful people led them. The crusades were an opportunity for exposure to working systems and new or lost ideas for Europeans, and kept a fascination with the Middle Eastern riches, both religious/cultural and economic, on European radar. However, the increasing difficulty for Europeans to gain and maintain a foothold here also prompted a shifting of direction with increasing impetus to go West.
      iv. Middle Ages – Islam & Crusades 5-section Appendix

2. G.R.A.P.E.S.
   a. Geography
      i. The Middle East/Holy Land is comprised of large coastal or near-coastal cities and relatively arid land in between. Europeans without ships had to take a very circuitous route through the rocky Anatolian peninsula and then through the dry, sandy Arabian Desert. Used to living and fighting in the more temperate parts of Europe, with heavy horses and plate or heavy chain armor, the climate and water supply was a substantial challenge for Crusading armies.
   b. Religion
i. First and foremost, student will study the original story of Islam and its central tenants or pillars.

ii. Of course religion and consequential cultural identities is the largest motivating factor in this unit. Both sides claimed this land as historically sacred for their religious identity, with Islamic forces having the more recent and numerically backed claim. Students will already be familiar with the Catholic and Islamic faiths prior to this unit, however, so other than discussing the additional decrees made by the Pope for crusaders, there is not a lot of new information here.

c. Arts/Accomplishments
   i. Arabic-Islamic Greek and Roman texts, Algebra, Arabesque architecture, Avicenna’s contributions to medicine, Arabic alphabet Indian numeral system, the emergence of commerce-driven economics and foreign relations
   ii. The results of each respective Crusade: Success/Failure/Draw

d. Politics
   i. The dynamic of secondary sons and noblemen on the First Crusade is social/political point of focus, and a familiarity with feudal oaths is also necessary in understanding the interactions between the Crusaders and Byzantine Emperor.

e. Economy
   i. The economy of Medieval Arabia was ahead of its time in terms of free-market enterprises and financing. Indeed, the Islamic Scriptures endorse and encourage the sort of economic institutions and practices, which are regarded as capitalistic in character, “the free-market economy.” Banking, financial institutions, money lending, and even credit in the Middle Ages under Islam were well-established relative to contemporary powers.
   ii. N/A in this mini unit for Crusades

f. Social Structure
   i. Students will discuss one of the Islamic pillars, ‘charity’ as an element of social support. Islamic societies also still had Koranic endorsement of slavery, which would be re-introduced to European cultures in the 1400s.
   ii. Similar to the ‘Politics’ portion, some familiarity with different motivations for Crusaders based on the European social system will be necessary and reviewed. It will not be explored in much more detail during the rest of the unit.

3. (Where) does this fit into a larger framework?
   a. This unit is its own whole, but it is also a part of the larger narrative of the Middle Ages and how cultures were interacting and affecting each other at the time. The part of this unit that differentiates itself from the rest of the Medieval unit is the focus on the religion of Islam and some of the cultural practices that follow. This unit also fits into a larger framework of increasing independence in Middle Age societies. The social and economy practices in the Middle East in the Middle Ages contributed to instruments of freedom in Europe such as more of a merchant class and the Magna Carta. These in turn contributed to ideas of freedom in North American with Britain’s colonies.
   b. It is a culmination and meeting place of the European and Islamic Middle Ages, though not much can be drawn from it conclusively. It also lays some of the groundwork for 5th grade Age of Exploration.
   c. It is also a very salient case study of the power (and convenience) of religion as a central and defining force politically and socially in the Middle Ages.

4. Is it a whole, a part of a whole, or both? What are its parts?
   a. This unit is a part of the Islamic Middle Ages Unit, and also European Middle Ages (coming right after both). It cannot really be studied as a whole. Its parts are political, cultural, and religious—and these parts come together in fomenting a conflict the scale of which had not yet been seen since the Carthaginian Wars. The conflict was ultimately inconclusive, but is notable as a growth point in the power of the respective civilizations.
5. What distinguishes this whole from other wholes (especially things that are like it)? What distinguishes this part from other parts in the whole?
   a. N/A—this thing is not a whole. If the 4th Crusade were included there would be an interesting comparison but that is not currently the case with the 4th grade curriculum (*hint hint*).

6. What patterns does it exhibit? Is it part of a larger pattern? What are its properties, qualities, quantities, boundaries? How does it react/interact with other things?
   a. There is a sort of indirect pattern of achieved stability and the need for social outlets combining with a somewhat militaristic fervency about religious dedication in this unit. Students study the growth of Islam and its tenants, and are already familiar with the growth of Catholic European culture. Now these two cultures claim a common space and these subsequent conflicts look at the balance between faith and practicality, leaving students to draw conclusions or more so make predictions about the trajectories of these cultures afterwards.

7. What is it scientifically? What is it poetically (how does it affect a man’s soul)?
   a. Scientifically it is the study of 3 different military campaigns that had different levels of religious and political force behind them and opposing them, and the subsequent results. Poetically it is an observation of the different dedications man can make to a higher power or simply to a strong sense of purpose, and how this interacts with the finite circumstances surrounding him.

8. What makes it possible? What are its causes? Why is it here? Why does it happen?
   a. The growth in power and wealth of Catholic and Islamic forces creates this conflict of equal and opposing forces. They share common ancestry and even other aspects, but still have very different identities. Both are also in a position to expand militarily, almost excessively, and one could also look at this as the beginning of the fragmented outlet wars in Europe, and by the end of the 3rd and 4th Crusade, the beginning of the Islamic age of expansion towards Europe.

9. Why is it important/interesting? Why does it matter? Where is the mystery/profundity? (What are the elements of wonder about this thing?) Why is this a crucial part of understanding the story of mankind?
   a. This unit provides new depth for students in their understanding of a prominent and influential world religion. It is also interesting that although the Crusades were mostly unsuccessful in their original intent, they opened up a trade of ideas between the Arabs and Europeans that shaped European culture.
   b. In most ways the Crusades do not have a lot of clear historical significant, as they did little to alter the G.R.A.P.E.S. of the Middle East/Holy Land. However, what the crusades symbolized is worth studying, and the actual stories of the first few Crusades are wrought with intrigue and tale of deep human fallibility as well as perseverance.

10. What is the extent of the content appropriate for this grade? How much detail will we go into?
    a. Students will need to learn/know how and where Islam originated, how it spread, what its central pillars are, and this all contributed to greater influence on other cultures.
    b. Regarding the crusades, this is a short, mostly survey-style unit that familiarizes students with the causes, players, and actions of the first three Crusades. Preferably the 4th Crusade could be added as well, as this Crusade actually has more significance for Europe than any of the others (Venetian and
Franko-Norman forces sacked Constantinople. It is excluded primarily because it doesn’t tie to the Christianity/Islam conflict

c. Students will learn names of commanders, develop some familiarity with the layout of city-states in the Holy Land (although this won’t really be revisited), and develop an understanding of the sequence of actions and events that led to the results of each crusade.

11. What of the content is most essential? What elements will highlight meaningful threads to think through? What areas of content will lead to a Socratic inquiry (what can they figure out through good questions)? (list here or label on the topic map)

a. Understanding the central motivating beliefs of Islam, including that of expansion, and its points of commonality as well as difference with Christian cultures.

b. For the crusades, the First is the most essential. Students should know why it happened, who was involved (and why), what the relationship established with the BYZ Empire was, and the ultimate result. Discussion of crusader motivations and strategy will be the most Socratic points of the unit, but overall this mini unit is more narrative (and shorter) than others.

12. How do I best introduce this THING as a whole (not as an abstract definition made up of abstract parts)?

a. Students have studied a good deal about Christianity in Europe, going back even to Rome. What role does religion play in a society? Is Christianity the only religion that has influenced Europe or other parts of the world? What other religion have we mentioned even during our study of Europe? – Islam during the Battle of Tours with Charles Martel How did Islam come to be? What makes it different than Christianity? Are there similarities?

b. The crusades portion unit picks up right after Europe and Islam in the Middle Ages, so little introduction is needed. A recap of where the respective powers stand (established, strong, etc.) will help, and when the 3rd Crusade comes up a reminder to students about Richard I and Robin Hood, if they have already read this book in Literature.

13. How best do I sequence the exploration of those parts

a. Conceptually: How does this affect other ideas/processes/events? How does this lay foundations for later content? What is a theme here that stretches across the subject area, year, etc.?

i. The largest theme is religious and political motivations, which will hold strong in 5th grade Age of Exploration.

ii. The smaller theme is a study of foreign but influential cultures

b. Factually: What facts must come before it? What is necessary to know?

i. Terms and definitions

1. Familiarity with the geography and cultural fingerprint of early Islamic areas
2. Familiarity with Catholic identity in Europe
3. Familiarity with the power of the Catholic Church in Europe
4. Familiarity with the Feudal System in Europe
5. Familiarity with the spread of Islam in the Middle East and N. Africa
6. Familiarity with the traditional methods of warfare from Middle Ages - Europe

ii. Historical/scientific facts

1. Islamic Arabic forces had conquered the Middle East and N. Africa. Islam had also spread east to central Asia and the Caucasus, from which came large numbers of militaristic Turkish peoples.
2. Islam and Catholicism are both ‘Abrahamic’ religions and thus, like Judaism, can lay claim to the Near and Middle East as their Holy Lands of origin and places of pilgrimage.

iii. Characters, figures, processes involved
   1. Muhammad
   2. The Pope & Catholic Church
   3. Byzantine Empire/Emperor
   4. European nobility
   5. Feudal Oaths
   6. Medieval Siege Warfare

iv. Comparative experiences (things that are LIKE this new concept/idea/knowledge)
   1. Student will not have studied many siege-style battles in this depth before, but elements will seem familiar to some of the Roman wars discussed in 3rd grade, as will the heightened emphasis of religious motivations.

14. Objectives / Goals for this Unit

   - Students will identify Muhammad as the founding prophet of Islam, and the faith’s origin story and key conflicts
   - Students will identify and describe the 5 pillars of Islam
   - Students will describe the two-part understanding of jihad
   - Students will identify areas of Islamic expansion 700-1100ad
   - Students will describe the two-fold cause of the First Crusade (Turkish conquest and papal need to an outlet in Europe)
   - Students will describe the events and effects of the First Crusade
   - Students will identify the difficulties faced by Europeans in a new climate
   - Students will describe the pivotal moments and results of the First Crusade
   - Students will identify and describe the causes and reasons for quick failure of the Second Crusade
   - Students will also identify the positive developments (from European perspective) of the 2nd Crusade
   - Students will describe the causes of the Third Crusade
   - Students will identify and describe the reasons for delay in the Third Crusade
   - Students will describe the reasons for the stalemate ending the Third Crusade.

   a. Builds on the following objectives targeted in previous grades:
      i. Students learn about the growth and expansion of Islam in the East and N. Africa
      ii. Students learn about the growth and expansion of Catholicism in Europe
      iii. Students learn about the social structure in Europe

15. Refined Concept Map (Unit Outline/Map)

   a. Terms and definitions to be learned in the unit
      i. Allah
      ii. Muhammad
      iii. Koran/Qu’ran
      iv. Five Pillars of Islam
      v. Jihad (Lesser and Greater)
      vi. Mosque
      vii. Holy Land (area) incl. Jerusalem, Mecca, Antioch,
      viii. Caliph/Caliphate
ix. Arabesque style and cultural elements
x. Pilgrimage
xi. Crusade/Crusader
xii. Outremer (Kingdom)

16. Major concepts/parts (organized logically; perhaps include final diagrams students will know or basic timeline):
   • European cultures as reaching a maturation point for expansion, with church leaders especially looking for an expansion outlet that would direct rivalries away from inner Europe
   • There were many different motivations and incentives for going on Crusade, including power and glory, conquest of land for 2nd sons/non-inheritors, penitence, and, last but not least, desire to help fellow Christians.
   • There were substantial elemental/circumstantial factors against the European forces
   • The First Crusade was, in many ways, the least well funded or politically-backed (no kings, etc.) and yet the only successful Crusade, featuring a series of near-miraculous victories against ridiculous odds.
   • Many European rivalries continued to plague subsequent crusades, and most were unsuccessful
**Larger Unit Plan**

**Grade Level:** 4  
**Topic:** Middle Ages - Africa  
**Pages in Core Knowledge:** 143-154  
**# days/lessons available for whole unit:** 8

**Personal exploration of and reflection on the topic**

1. **Map out the topic (here or on a separate sheet):**
   - What is the thing I am teaching? (classify the noun – a time period? A person? An idea? A process?)
     i. This unit is a very truncated, survey examination of central African history looking at ancient Saharan and then Middle Age Sub-Saharan Kingdoms from roughly 1200-1500ce. Like almost all Europeans at the time, students have very little idea of what is going on in Africa during this time period. It presents a quick, comparative look at similar struggles for power as well as drastically different geographical challenges and economics. Apart from some interesting economic case-studies and reiteration of certain power/political dynamics, this unit does not bear much relevance to the rest of the 4th grade or Core Knowledge. It is, however, the only instance of African history specifically studied as a contained unit in the Great Hearts program.
   - What is the essence of it that I need to know for myself? (create a set of personal notes)
     i. The key focus is on the adaptation of the African Kingdoms and generation of commercial wealth through maximizing resources and opportunity amidst their difficult geographic situation.
     ii. **Early African Kingdoms**

**Geographical Make Up:**

- The Atlantic and Indian Oceans flank with the Red Sea providing a narrow strip of separation from the Arabia Peninsula to the northeast. The Atlas Mountains from a barrier in northwestern Africa and below them the Sahara desert stretches 3,000 miles, nearly from coast to coast. From this very arid area transitions the grassy ‘sahel’ and then bushier, hillier savanna region, where there are larger populations and distinct, lengthy ‘wet’ and ‘dry’ seasons. Farther south where there is more rain, in the Congo basin, is dense rainforest. This transition then continues is chiasmic fashion towards the southern coast. Of course the Nile and Niger Rivers are very prominent in Africa and hosted some of the earliest and most influential African Kingdoms. Students are already familiar with Ancient Egypt, which interacted with Mediterranean and Western Civs. as well. Based upon this review of geography, why might students think so little is/was relatively known about other African Kingdoms up to this point?
- Apart from accessible portions of North Africa and Egypt, much of the continent was unexplored and unknown to Europeans outside of occasional myths and legends until the 1500s.
  *Ask students why this might be, looking at a map of Africa. The size and geographic features of Africa contributed greatly to this separation from Europe (eastern Africa was relatively more familiar to Middle Eastern, Indian and Chinese civilizations), and also facilitated unique cultural and economic developments in the Sub-Saharan region.

**Kush:**

- Located on the Nile River and south of Egypt (in modern day Sudan), Kush is one of the earliest known African kingdoms. They were conquered by the Egyptians somewhere between 1500 b.c. and 1150 b.c. Little is know about this period in Kush history since nothing was recorded.
- The Kushites briefly resisted the Egyptians and managed to conquer Cairo themselves and hold it from 750 b.c. to 667 b.c., but they were then defeated and driven out of Egypt by the Assyrians.
They moved their capital city then from Kerma to Meroe (pg. 131 in book), where they found rich iron ore deposits and began trading with other African kingdoms. They also received goods from west Africa that they could ship up the Nile to Egypt.

This new wealth attracted the attention of recently Christianized Axum, a kingdom farther south, and they conquered the Kush kingdom around 350 a.d.

**Axum/Aksum:**
A kingdom southeast of Kush, near the Nile River. Axum was the first great trade-empire of east-Africa.

*Locate Aksum on a map and ask students what they think might be advantageous about this position. With the capital city Adulis located on the Red Sea, they had easy access to Arabia markets as well as African, and could also sail north through the Red Sea to access Mediterranean markets, or east to India/Asia.

Unlike Egypt and Kush, Axum did not have good land for farming, so they were forced to find other resources that were valuable elsewhere, and trade them—this will become a consistent factor for the rest of the unit. They accessed ivory, gold, exotic animals skins, and slaves from the African interior. They traded these for spices in Asia, cotton and iron from Egypt and Kush, and they traded for linens, olives, brass, copper, and wine in the Mediterranean.

Axum converted to Christianity around 300 a.d., shortly before they conquered their neighbors and rivals to the north (Kush).

While Axum was very wealthy and powerful, the spreading influence of Islam in the 700s and 800s a.d. caused the Axum kingdom to become increasingly surrounded by unfriendly kingdoms, and their increasing isolation reduced their trading options. While Axum slowly ceased to be a great power in east Africa, they were conquered, and there are still small Christian communities living in modern day Ethiopia today that can trace their lineage back to the old Axum kingdom.

**Trans-Saharan Trade**
Remind students about features of the Sahara Desert.

- 3 great trade-empires developed in western Africa, and a large portion of their wealth and power came from the trans-Saharan trade routes. Trade caravans would cross the treacherous Sahara desert, traveling east to west with all manner of goods, salt being the most important among them, and they would trade for good and other valuables in west Africa, before heading north to turn trade these good in the Mediterranean or back in Arabia.

*Ask students: what could have made these goods so valuable as to be worth the treacherous voyage? What would make it possible?

Camels: Camels are regarded as unpleasant and ornery animals, but the trans-Saharan trade would not have been possible without them. Originally from Arabia, dromedary camels were brought first into Egypt and then into Africa because of their excellent desert-survival abilities.

- Can travel 8-10 mph for 18 hours without needing to stop, even while carrying 400-500lbs. of salt or other goods.
- Their humps are actually large stores of fat (not water), which can live off of for weeks on end. This meant that traders would not have to carry much food for the camels during their journey, as they might have to with horses, because the camels were already carrying their food in their humps. Thus they could carry more tradable goods than other animals.
- Camels can go for a week without water in the summer, in part because their body temperature can rise by as much as 11°F before they start sweating (the human body starts sweating when its rises by 2°F).
- They have wide feet that spread their weight over the sand, instead of sinking in. They also have two sets of eyelashes to keep the sand out of their eyes, and they produce a very protein-rich milk (which tastes awful). Not only did camels not have to carry extra food, they actually could produce food (milk) for the merchants! Gold and Salt, the Stuff that made Empires when they go to the bathroom, which was very important for people living in arid places.
- Gold and Salt, the Stuff that made Empires
Gold and Salt were the primary commodities in the trans-Saharan trade, meaning they were the two most valuable and popular items that were traded, although slaves, spices, and cloth were also valued.

*Question for students: Iron ore was also very valuable and relatively rare in Africa, but was not bothered to be traded here. Why might that have been the case? Why trade gold? Gold is very beautiful. It is shiny, lightweight, and malleable. This made it a great material to make jewelry, coins, and other decorations.

*Ask students: What function might this make it especially useful for (as money, whereas iron coins would eventually rust and deteriorate over time)

When the east-African traders reached the western kingdoms, they could sometimes trade their salt for gold in weight, meaning they could trade a pound of salt for nearly a pound of gold! Why trade salt? It was very valuable in West Africa for a number of reasons, and since it not occur naturally in the area, they were willing to pay a lot to bring it in from other parts of the African continent. Focus on this scarcity of supply as a concept for students. Do we place more value on things that are common or rare? Do we value them because they’re rare or if they’re rare and useful?

Salt preserves foods like meat and vegetables, and was also used in the mummification processes adopted by some African cultures. Salt also made food (and maybe mummies I guess) taste better.

Salt is an antiseptic, meaning it kills bacteria. It had medicinal purposes in fighting infections and sterilizing/cleaning tools.

Salt also helps the body retain water. A person with enough salt in their diet will not sweat as much or lose as much water when they go to the bathroom, which was very important for people living in arid places.

Ghana: 1st Large Kingdom in West Africa

- Locate Ghana on a map and use the description on pg. 135 of Pierson book or some other excerpt to describe the flamboyant wealth of gold. Then ask students does simply having gold make Ghana rich? Remembering the King Midas story, gold alone does not meet living needs—gold can make a Kingdom rich provided other Kingdoms want it, do not have it, and will give much for it. Additionally, remind students of the idiom, “Don’t put all your eggs in one basket...”

Ghana had been slowly developing since 300 a.d. Their power and wealth began to rise much more dramatically with the success of the trans-Saharan trade routes. Ask students: How might Ghana capitalize on the trade in addition to buying and selling goods?

- Realizing all the wealth that was crossing the desert and being exchanged in W. Africa, Ghana was quick to gain control of the roads and trade routes, and imposed a tax on all traded goods in the area (around 800a.d).

- Ghana also increased its power by conquering the nearby gold mines, which allowed them to control the supply of gold and demand more goods for less gold. This monopoly meant that more and more wealth stayed in Ghana, and stories of their wealth soon began to spread, even to Europe.

- Many of the merchants and travelers on the trans-Saharan routes were Arabic or Egyptian Muslims, and the religion of Islam began to have increasing influence in W. Africa.

- Ghana’s wealth also attracted the interest of the marauding Almoravids up north, who took advantage of some lax defending to sack the Ghanaian capital of Kumbi Saleh in 1070 a.d.

- Though the Ghanaian army quickly regained its territory, the psychological impact of that sacking had a lasting effect.

- Other W. African kingdoms began to notice Ghana’s weaknesses, and the Ghanaians became less and less enthusiastic and effective at controlling their roads and borders. Ask students what this sounds like (this was also the case with Rome in the 5th century. After it was sacked once, it never really recovered, and was sacked two more times in quick succession before ultimately being conquered).
Perhaps most importantly, Ghana’s gold ore supply was finally running out, and it did not have much of an established basis to generate wealth and trade as it had before.

- Ghana was finally conquered in 1240 a.d. by Sundiata Keita and his army from Mali, their neighbors and rivals for many years.

**Kingdom of Mali**

- Mali had been dominated by Ghana for many years. It was not directly under Ghanaian control, but it did not have near the wealth to effectively compete with Ghana either. After the Almoravids briefly defeated Ghana, the Malian people saw an opportunity, but before they could seize the advantage, they were pegged back by their other rival neighbors.
- King Sumanguru of the Susu Kingdom subdued the Malian kingdom around 1200 a.d. When he took power, he levied harsh taxes and executed all but one of the former king’s sons. The following information is about the story of Sundiata Keita, which is not so much historically appropriate as it is a neat story and potential break for writing/summarizing work.

**Have student read in Pierson or Story of the World:**

- The surviving son, named Sundiata Keita, has been crippled from birth. He could not walk or run, and Sumanguru did not regard him as a threat to his throne, even though he was a rightful heir.
- Over the next several years, Keita worked very hard to improve his physical condition. Despite the great pain, Keita learned how to walk, how to run, how to ride and horse, how to hunt, and how to fight. As his people saw him grow and develop, they saw Keita’s fierce determination, and realized that he could be the leader to unite them again against Sumanguru.
- With the Malians united behind him, Keita met Sumanguru in battle in the year 1235 a.d. Despite Sumanguru claiming he was invincible, he was killed in battle, and Kieta now found himself with an experienced and confident Malian army at his disposal.
  - After solidifying his power, Keita went on to conquer Ghana in 1240 a.d. This gave him control of the Ghanaian gold mines and trade routes. He also entered into an agreement with the large city of Timbuktu, whereby the city would pay taxes. Mali in exchange for protection of its trade routes.
    - Timbuktu was beginning to grow very quickly. City officials used the wealth brought in from the trans-Saharan trade to build libraries and schools, along with many mosques, as Islam became the dominant religion in the region. The city of Timbuktu would continue to be a self-contained power long after Mali and other W. African kingdoms fell. After Keita, the next great Malian ruler was Mansa Musa (which means “emperor” Musa).
- Musa ruled from 1307 to 1332. During his reign, he greatly improved the efficiency of the Malian government, as well as the Malian military, and he also conquered many more mines, including salt mines to the east.
- Musa converted to Islam in 1324 a.d., and in 1325 he set off on a great pilgrimage to Mecca (in accordance with the 5th pillar of Islam). Musa’s entourage was said to contain 60,000 people, making this the largest caravan to cross the Sahara until the 1900s.
- To showcase his wealth and generosity, Musa also brought and distributed excessive amounts of gold. As he passed through Egypt and Arabia, Musa left many lavish gifts of gold to officials and merchants, and also purchased many novelties as well as supplies for the return journey. He brought so much gold into Egypt that he actually de-valued gold, meaning there was now so much of it in Egypt that people didn’t consider it to be very valuable anymore, because now it was all over! Prices went up and people didn’t want to use their gold money, because with it being all over the place, it lost much of its value.
  - It’s worth dwelling on this concept of inflation with students. Have them contemplate how they currently treat their pencils, how they would treat them if the teacher said they only got 1 pencil per week, and then how they would treat them if they got 50 per week.
- Tales of Musa’s and Mali’s wealth spread beyond Egypt and Arabia, and soon Mali and W. Africa started to appear on the European maps by late 1300s.

**Songhai: 3rd Empire of West Africa**
• One of many smaller kingdoms that was under Malian control, Songhai grew steadily more powerful while Mali declined in the later 1300s, and it eventually came to replace Mali as the dominant power in W. Africa.
• Ali Kolon and Sulyaman Nar, the two princes that had been captured by Mansa Musa, had been used as military advisers by the Malian kings (*remember what happened when the Romans started using Goths in their armies?).
• During their various excursions throughout the Malian kingdom, the cousins hid stockpiles of weapons and supplies. With help from other anti-Malian groups, the princes managed to escape back to their capital city of Gao, where they founded the Sonni dynasty of the Songhai kingdom.
  o For a while Songhai existed next to Mali without any real advantage, but in the mid-1400s they gained an opportunity.
  o The independent city of Timbuktu had been having problems with the Almoravids. The Almoravids managed to conquer the city around 1450 a.d. Instead of occupying the city, the Almoravids preferred to remain in the northern desert, but would return to Timbuktu once a year and demand supplies and gold.
  o The Timbuktu officials sought the help of the Songhai king Sonni Ali Ber, promising to work out an agreement where by they would pay for protection from the Almoravids. Ali Ber agreed, and in 1468 he arrived at Timbuktu with his army. The Almoravids, not expecting a large army, were indeed scared away. However, once he was let into the city, Ali Ber promptly ordered his men to sack the city.
  o Ali Ber continued on with his army and laid siege to the city of Jenne, soon conquering it and marrying the queen. With Timbuktu and Jenne now under his control, along with the capital Gao, Ali Ber and Songhai now controlled 3 of the 4 largest cities in W. Africa. Although they did not directly conquer Niani/Mali, they were now effectively the new power in the region.
  o After Ali Ber died, there was a civil war between his successor and a Muslim general Askia Muhammad, who eventually prevailed and gave increased preference to Islam in the Kingdom, appointing Muslim judges to use Koranic instead of traditional Songhai law, further cementing Islamic influence in Western Africa through the 1500s.
• Songhai society was very hierarchical.
  o Those who could trace their lineage/family tree back to the original Songhai people were granted the highest positions in society. They got to be the governors, judges, and tax collectors, and also had the most privileges.
  o The merchants/soldier class was the next highest. They were all professionals and were pretty wealthy. They commanded so respect in society and had some privileges.
  o The commoners were below the soldiers and merchants. Their occupations and social status was fixed. If you were born into a family that made shoes, you were expected to make shoes as well. You could not join the army or try to become a doctor. Below the commoners were the slaves and prisoners captured in war. They had no rights, and were in fact owned and ordered around by the higher classes of Songhai society.
• Ask students: Why would some people want to maintain this sort of structure? Why might this societal structuring be problematic? The Pearson Core Knowledge also has small section on the travels of Ibn Batutta, known as the African Marco Polo, who kept a travel book and visited many different Muslim Kingdoms and even went as far east as China. This section does not have much of a larger connection to the unit of larger history goals, but is a cool story and potential writing/summary topic for students, time permitting.

iii. Pearson Learning Core Knowledge pg. 122-151

2. G.R.A.P.E.S.

• Geography
i. The Atlantic and Indian Oceans flank the continent with the Red Sea providing a narrow strip of separation from the Arabia Peninsula to the northeast. The Atlas Mountains from a barrier in northwestern Africa and below them the Sahara desert stretches 3,000 miles, nearly from coast to coast. From this very arid area transitions the grassy ‘sahel’ and then bushier, hillier savanna region, where there are larger populations and distinct, lengthy ‘wet’ and ‘dry’ seasons. Farther south where there is more rain, in the Congo basin, is dense rainforest. This transition then continues is chiasmic fashion towards the southern coast. Of course, the Nile and Niger Rivers are very prominent in Africa and hosted some of the earliest and most influential African Kingdoms. Students are already familiar with Ancient Egypt, which interacted with Mediterranean and Western Civs. as well. Based upon this review of geography, why might students think so little is/was relatively known about other African Kingdoms up to this point? Apart from accessible portions of North Africa and Egypt, much of the continent was unexplored and unknown to Europeans outside of occasional myths and legends until the 1500s. The size and geographic features of Africa contributed greatly to this separation from Europe (eastern Africa was relatively more familiar to Middle Eastern, Indian and Chinese civilizations), and also facilitated unique cultural and economic developments in the Sub-Saharan region.

- Religion
  i. Although Islam is not studied specifically in this unit, it is in the background both as a force and factor. Islam spread through central Africa with the trade routes and, later, through conquest, ensuring a certain, if distant, connection between the African Kingdoms and those of Arabic descent in the north of the continent.

- Arts/Accomplishments
  i. There are some pyramids and ruins left from the Kush and Axum Kingdoms, as well as sculptures from the western Kingdoms. A & A does not play much of a role in this unit, however.

- Politics
  i. The level of study here does not go into the political systems beyond simply monarchies and, in the case of the Songhai, a sort of caste system.

- Economy
  i. Trade economies are a large point of focus. Students will examine supply/demand dynamics as well as inflation and the idea of depreciating value via specific narrative examples. This style of economy is also in sharp contrast to that of the first 2/3 or so of Medieval Europe and makes for an interesting comparison—concentrated and significant wealth, though not as much of a lasting foundation or generalizability on a more global scale.

- Social Structure
  i. The Songhai hierarchy is discussed but otherwise, this level of detail is not included in the unit.

3. **(Where) does this fit into a larger framework?**
   - It fits into the framework of studying the specific adaptations of civilizations to specific environments (features in Mesoamerica, Ancient India, etc.), but as it does not examine beyond these short and local snapshots, it does little more than sets a bit of grounding for 5th grade Age of Exploration.
4. Is it a whole, a part of a whole, or both? What are its parts?
   • It is largely in a whole in itself, studied as a small and contained unit with minor connections to the Islam unit, to the European Middle Ages by virtue of a somewhat concurrent timeline, and to Age of Exploration unit as a setting.

5. What distinguishes this whole from other wholes (especially things that are like it)? What distinguishes this part from other parts in the whole?
   • The uniqueness of the setting and civilizations studied is a distinguishing feature, but also relates to the relative weakness of this unit, which is its (thin) connection to the larger program.

6. What patterns does it exhibit? Is it part of a larger pattern? What are its properties, qualities, quantities, boundaries? How does it react/interact with other things?
   • There is a consistent pattern of neighbors growing stronger and conquering complacent, former dominant Kingdoms, though often picking up similar economic structures. This unit also features trade economics more centrally that perhaps any other, which does provide for some interesting economic discussions, the concepts of which will have relevance in other history units.

7. What is it scientifically? What is it poetically (how does it affect a man’s soul)?
   • Scientifically it is a thin survey-style Middle Ages African history study and an examination of how isolation and control of scarce but valuable resources can create massive and competitive wealth. Poetically, it hosts some discussion of economic driving forces, which really are manifestations of human desire and motivation.

8. What makes it possible? What are its causes? Why is it here? Why does it happen?
   • The geography and natural resources of the area facilitate the growth and (relatively uninterrupted) interaction of these Kingdoms, putting a sort of magnifying glass over common economic drivers and power struggles in a new/fresh setting for students.

9. Why is it important/interesting? Why does it matter? Where is the mystery/profundity? (What are the elements of wonder about this thing?) Why is this a crucial part of understanding the story of mankind?
   • This unit could be looked at as the least essential of the World History units, however, it is unique in the focus on economic drivers and in its setting. Student discussions relating to the causality in this unit are often high-energy and enlightening for them. This is not a crucial unit, but it does have some gold nuggets in it with time permitting, which don’t come up as explicitly elsewhere.
     i. Students will study, specifically, economic effects such as the relationship of supply and demand on the value/price of goods
     ii. Students will study the causes and results of inflation.

10. What is the extent of the content appropriate for this grade? How much detail will we go into?
    • The main plot/talking points of the narrative go into specific detail but the rest of the unit, overall, is very general. Students learn the names of kingdoms and the names one or two prominent rulers. The Kingdoms, however, fill a very similar rule to each other, in a sequence. Students will discuss certain dynamics (supply/demand, scarcity and inflation, economic foundation) in more detail than they do explicitly in other units.
11. What of the content is most essential? What elements will highlight meaningful threads to think through? What areas of content will lead to a Socratic inquiry (what can they figure out through good questions)? (list here or label on the topic map)
   - Student discussion of certain economic dynamics (supply/demand, scarcity, and inflation, economic foundation) should be facilitated referentially and Socratically. More so than the facts or events of the unit itself, these concepts are the main learning objectives in addition to appreciating the effect African geography had on these Kingdoms.

12. How do I best introduce this THING as a whole (not as an abstract definition made up of abstract parts)?
   - After concluding European Middle ages and Islam/Crusades Unit let students know they will now be studying the social forces and development of African Kingdoms going on more or less simultaneously but in a very different environment.

13. How best do I sequence the exploration of those parts?
   a. Conceptually: How does this affect other ideas/processes/events? How does this lay foundations for later content? What is a theme here that stretches across the subject area, year, etc.?
      i. The concepts of supply/demand and their effect on price or value will come up again in American and European history 4th/5th grade (and even daily life).
   b. Factually: What facts must come before it? What is necessary to know?
      i. Terms and definitions
         1. Familiarity with African terminology pertaining to geographic features
         2. Preexisting ideas of desert, camels, salt, and gold.
      ii. Historical/scientific facts
         1. Africa had Ancient Kingdoms north of the Sahara but much of the continent was unexplored and unknown to Europeans until relatively recently.
      iii. Characters, figures, processes involved
         1. Idea of Trade/Commerce
         2. Concept of a king/emperor
         3. Merchant
         4. Knowledge of Islam
      iv. Comparative experiences (things that are LIKE this new concept/idea/knowledge)
         1. Awareness of trade dynamics from 3rd grade history (Rome)
         2. Awareness of geographic features and adaptation from 2nd grade history

14. Objectives / Goals for this Unit
   - Builds on the following objectives targeted in previous grades:
      - (Grouped) Familiarizes students with both Ancient and Middle age foreign cultures (1st, 2nd Grade)
      - (Grouped) Familiarizes students with economic and militaristic concepts seen in 3rd Grade/Rome

Objectives for this Unit (Identify, Define, Describe, to Connect)
   - Identify prominent geographical features, including climate regions of N. and C. Africa
   - Describe the early African Kingdoms of Kush and Axum, including why they grew and declined.
   - Describe the rise and fall of Middle African Kingdoms
     - Ghana
     - Mali
     - Songhai
• Identify prominent leaders (and their actions) of the respective African kingdoms
  o Sundiata Keita
  o Mansa Musa
  o Askia Muhammad
• Describe the relationship between supply/demand and the value/price of goods
• Describe the causes and effects of inflation

15. Refined Concept Map (Unit Outline/Map)
• Terms and definitions to be learned in the unit
  i. African Geography
    1. Atlantic & Indian Oceans, Red & Mediterranean Sea
    2. Nile, Niger, and Congo Rivers
    3. Atlas Mountains, Mt. Kilimanjaro
    4. Sahara & Kalahari Deserts
    5. Sahel and Savannah grasslands
  ii. Early Kingdoms
    1. Kush
    a. Early trade and conquest
    2. Aksum/Axum
    a. Larger trading empire (advantage of location)
    b. Gradual isolation by religious & cultural difference
  iii. Trans-Saharan Trade
    1. Combination of isolation and availability of localized resources
    2. Booming trade of commodities and luxury goods
    3. Spread of wealth, religion, and ideas through caravans
    4. Formation of Trade Kingdoms
  iv. Ghana
    1. Monopolized control and taxation of trade routes
    2. Loss of capital and decline
  v. Mali
    1. Prodigious wealth of gold and spread of Islam
    a. Sundiata Keita
    b. Mansa Musa
    i. Great pilgrimage
      1. Inflation and effect of price relative to demand
  vi. Songhai
    1. Two princes rebelling against Mali
    2. Askia Muhammad

16. Major concepts/parts (organized logically; perhaps include final diagrams students will know or basic timeline):

Great Hearts Academies is the sole owner and possesses all right, title, and interest in and to all Proprietary Intellectual Property, including the documents produced/shared by Great Hearts as part of the Summer Institute.
• The effect of geography on cultural and economic development
• The relationship of Early, interior African Kingdoms
• The combined effects of utility and rarity in the Trans-Saharan trade
• The effects of inflation on price and demand of goods.
• The rapid progress of trade empires and potential pitfalls of lack of self-sufficiency
Larger Unit Plan

Grade Level: 4
Pages in Core Knowledge: 155-167

Topic: Middle Ages - China

# days/lessons available for whole unit: 11-12

Personal exploration of and reflection on the topic

1. Map out the topic (here or on a separate sheet):
   a. What is the thing I am teaching? (classify the noun – a time period? A person? An idea? A process?)
      i. It is a most grievous injustice that 2000 years of Chinese history must be condensed into a 2-3 week unit, but such is life. Since there is so little time to add depth to this unit, this is a survey history course that will familiarize students with some of the more prominent inventions and dynasties of Early and Middle China, especially those that made their way west. Students will look at Chinese examples of a similar theme of slowly consolidating power and different forms of governmental organization. Though it is a minor detail in the scope of lesson objective, perhaps one of the most important takeaways for student sis an appreciation of the accelerated rate of human capital growth that China had relative to every other concurrent area on earth. With excellent agricultural land and a mild, lengthy coastline, China’s population as of 220ce was around 56,000,000 people. The size and relative self-sufficiency of the Chinese region also lends itself to a difficulty in managing consolidated or unifying power. This unit also provides one of the first glimpses into the power and influence of the Mongolian expansion in Asia and parts of Europe, juxtaposing the width and breadth of Chinese cultural development and advancement with a very brutal but concentrated militaristic civilization, and the combined influences of the two moving into the High Middle ages.
   b. What is the essence of it that I need to know for myself? (create a set of personal notes)
      China is one of the oldest and largest civilizations in the world. Coming after China’s accelerated agricultural and population growth, many cultural and technological developments made their way west and influenced Western development, and also sustained a continued fascination with the treasures of the East. In many ways, China was far advanced beyond most other civilizations while also being fairly unique and particular in its cultural development.

   Early China: The First Emperor

   China encompasses a large and geographically diverse area. Much of it is lush, well-watered land, but it also has expansive desert and the Himalayas on its southwestern border, and the East China Sea of its eastern coast. It is the site of some of the earliest known civilizations, some of the world’s largest populations, and has a complicated history stretching back well before much of the globe. Its large areas of arable land and stable climate contributed to stable agriculture and large populations (over 56 million by 220ce) much earlier than in many other areas of the globe, while a relatively sheltered coastline and nearby islands generated exploration and commerce—and the innovations that come with, in an accelerated way as well. Around 215 b.c., Chinese society was dramatically changing.

   • Up to 230 b.c., China had been divided into many small provinces or territories. Each province was ruled by a local warlord, or chief, who maintained an army and kept peasants, the majority of Chinese, working his land much like a Feudal system.
   • Around 225 b.c., one particularly powerful warlord named Zheng Qin began the deliberate conquest of his neighboring/rival warlords. By the time of his death in 210 b.c., Zheng had successfully conquered much of modern day China and solidified it into the first Chinese empire, known as the Qin Dynasty.
      o Zheng was a very talented and brutal military commander. The ferocity and swiftness of his attacks caught many other warlords by surprise, and no single province was strong enough to withstand him.
      o Zheng took the title of “Shihuangdi,” which means “First Emperor,” and began to organize his new kingdom around 220 b.c.
• The first order of business for Zheng was to eliminate any political opponents—people who might try to take his throne or disagree with him about his laws—and he had many of the warlords and even some of his own counselors assassinated, even after they had surrendered to him. He also summoned all of the scholars, magicians, and philosophers known in his kingdom, and executed all of those who disagreed with his policies or opinions on governing (some 460 in total were killed).

• When he began his conquests, all of the different Chinese provinces had a different form of writing, a different calendar, currency, and measurement systems.
  * Zheng set about correcting all of these differences. He installed a single, *ideographic* language throughout his empire. He also established a single currency—square coins with a hole in the middle—along with a new calendar and unanimous system of measurement.
  * Zheng also had over 4,000 miles of roads and canals built throughout China, both to aid in trade and to allow his armies quicker movement. He was very thorough, and tried to control every aspect of the new Chinese society he sought to form.

  o He imposed incredibly brutal punishments and executions on criminals, and would also often punish the family of the convicted. Those who were not sentenced to death were sent to work as slaves on Zheng’s public projects, the most notable of which was the Great Wall in N. China.

  • So concerned was Zheng with his control, that he actually banished his oldest son to N. China when they disagreed over his laws. He put his son to work building the Great Wall to stop the raids from the nomadic peoples living in the *steppes* to the north.

  • Many different emperors built on the Great Wall. It stands today at over 5,500 miles long, and is one of the most impressive man-made structures in the world. However, it was mostly made by slaves and criminals who were forced to work in any and all conditions. Their bodies were buried underneath the wall as it was built, and it is estimated that some 300,000 workers worked and died in the project during Zheng’s reign alone.

• Zheng had transformed China and forever altered its course in history, but he did it in a very *tyrannical* way. As he neared the end of his life, he became increasingly paranoid about death. He would move in secret and sleep in a different palace every night, while also funding many expeditions and magical ceremonies that were supposed to produce an elixir of immortality for him. He died in 210 b.c.

• The throne passed to Zheng’s second son, who was only 13 at the time. Two of Zheng’s former advisers thought they could control the new emperor, but they all 3 ended up dead within the next 4 years, and soon afterwards some of Zheng’s former generals led a revolt against the Qin dynasty, bringing it to an end.

Homework Questions: Why couldn’t the other provinces resist Zheng Qin? Was Zheng Qin a good leader? What are some positive contributions he made to China? What are some negative things he did?

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**The Han Dynasty: A Golden Age**

• Liu Bang, a powerful warrior and former general under Zheng Qin, forcibly took power from the last Qin emperor in 206 b.c.

• In addition to considerable military might, Liu Bang also had popular support—all of Zheng’s harsh policies and made many people unhappy with Qin leadership.

• The Han Dynasty, which began with Liu Bang, lasted from 206 b.c. to 220 a.d. Many of its governing principles were based on Confucianism, a dominant philosophy in Chinese culture.

  o Confucius (or K’ung Fu-tzu) was a scholar and philosopher who lived from 551 b.c. to 479 b.c. He taught about a concept called “ren”, which focused on personal relationships and the responsibilities that people had in their relationships to each other.

  • The superior person or authority in the relationship owes protection to those below him, be they servants, subjects, family members, etc.
The weaker or subservient person in the relationship owes the authority his constant obedience and respect, even if the ruler disregards or ignores his advice.

Confucius’ teachings were recorded in the *Analects*, a series of rules or recommendations to structure the different relationships in families, and this in societies. Examples:

- “Do not impose on others what you do not desire on yourself.”
- “Always remain reverent to your elders, even if they ignore your counsel.”

Governors and officials in the Han Dynasty had to pass an *Analects* test, because they believed Confucians would have a good concept for ruling with justice.

The Han Dynasty was having many problems with the Mongols though, and they sent explorers in search of allies around 150 B.C., when Wu Di was emperor.

- While the explorers did not find many allies, they did discover trade connections with the Middle East and Arabia, where they started trading their silk for fine horses, which were very helpful in defeating the fast-moving Mongolians.
- During this time, the Han established trade relations with India, Africa, and even a bit into the Mediterranean.
- The main Chinese product was *Silk*. Silk is produced from silkworm cocoons. The Chinese would grow silkworm colonies on mulberry trees and then unwrap their cocoons, using the material to make clothing, which shimmered and reflected different colors, in addition to being very soft and shiny.
  - The Chinese kept their sericulture a secret (a monopoly like Ghana, etc.) and the high demand for it from wealthy persons to the west brought China considerable trade wealth.

During this time, Chinese also started producing a sort of paper, made from smashed and melted down tree bark, bamboo, cloth, and other adhesives. It was rolled and steeped into a paste and then dried into sheets. Paper was very expensive, but it allowed Han historians to begin recording their history and other records for the Han dynasty during this “Golden Age.” They ended up subduing the Xiongnu around 100 B.C.

### The Tang and Song Dynasties: More Golden Ages

After an interim period of civil war and relative chaos, the Tang dynasty came to power in 618 A.D. and lasted to 907 A.D.

- Like the Han, the Tang based its government largely on Confucian principles with *Analect* tests for its officials.
- Trade increased as more Chinese goods became popular abroad, such as porcelain (china), with an increase in landscape painting and poetry showing they had the time and comfort for such luxurious developments of the arts.
- One key development was the Grand Canal, which linked much or north and south China together for better trade and organization.
- For the first time, many foreigners started to also move into China, bringing ideas and cultures with them, and Tea became another major trading item.
- *Tang power and influence spread, though for a brief 15 year period the government itself was shaken up, while empress Wu Zhao assumed power after the death of the emperor (and making her son resign). She was a cruel but effective leader, though she was eventually replaced by other Tang officials and generals who resented her aggression. (690 A.D. to 705 A.D.).*
• With so many people and so many goods exchanging hands, it became difficult to mint enough coins to follow all of the transactions. This led to various forms of paper money, and the eventual incorporation of movable printing blocks that formed a Printing Press around 870 a.d.
• Chinese alchemists also discovered gunpowder around this time (by accident). They mixed charcoal, nitrate, and potassium nitrate together and BAM. For the next couple hundred years, they would experiment with different types of gunpowder in fireworks, but not yet in firearms
• The Tang was overthrown by one of its generals, Zhu Wen, in 907 a.d. and after 53 years of warfare it was unified under the Song Dynasty, which lasted until the Mongol conquest in 1279.
• They began incorporating magnetic compasses into navigation (originally used in temple construction) around 1100 a.d.
• Emperor Hui Zong poured money into painting and the arts, collecting over 6,000 paintings (why might this be useful to historians? What can it tell us about a culture?). They painted landscapes on paper and silk (not canvas), which required very light and quick brushstrokes. Hui Zong insisted that everyone in his government (1125 a.d.) be skilled in painting and the arts (should that be a necessary skill, like Confucianism, for officials?).
• Eventually, another powerful tribe in N.E. China, the Jurchen/Manchurians, began conquering territory in Northern China. Though they made a brief alliance with Hui Zhong against other enemies, they soon turned against him (much like the Goths with the Romans). After a 1-month siege, they captured the capital of Kaifeng (1126 a.d.), destroyed it, and sent Hui Zhong into exile. One of his sons continued the Song dynasty in the southern half of China, but it was a shade of its former glory.

The Mongol Invasions

• While the Song and Jin (Jurchen) powers tussled for control in China, the Mongolian tribes up north were uniting under a particularly powerful and determined chief, Genghis Khan (means ‘ruler of universe’).
• Genghis Khan united all of the tribes under his banner in 1206 a.d. and began planning the invasion of China.
  o Genghis Khan had been born named Temujin, and like many of his people, he endured a very harsh and brutal childhood that involved constant fighting and slavery. He eventually made some powerful allies (another clan-leader, Jamuka) and, when able, fought to unite the tribes and direct their energy against other powers.
    ▪ This is in contrast to many neighboring kingdoms, who had larger populations and even more advanced technology than the Mongols, but ultimately less unity.
• The Mongols moved against the Jin Dynasty in 1208 a.d., and conquered the capital city of Yanjing in 1215 a.d.
  o During these conquests, the Mongols began developing a reputation for brutality.
    ▪ Is brutality merely a habit, or was there strategic component to it?
      • Instead of taking prisoners in war when they captured a village, they’d often massacre the entire population as a warning to all others who might try to resist them.
        ▪ This would make other towns surrender without a fight
      • If they took prisoners, they would often make them walk in a line in front of their armies, so that other Chinese would have to shoot at their own countrymen if they were to try and hit the Mongols.
• Before Genghis could move against the Song Dynasty, he redirected his attention to the Khwarezmian Empire in the Middle East.
  o Genghis Khan had earlier sent a trade caravan into the area, which had been seized by one of the local Khwarezmian leaders. When Genghis Khan sent 3 ambassadors to the Shah, they were captured, shaved (1 beheaded) and sent back to the Kahn in disgrace.
Drafting men from the Jin provinces, Genghis attacked the Middle East with over 200,000 men, and
looted and destroyed nearly every city in his path.

- When they captured Khwarezmian governors, they would pour molten silver down their throats.
- When they finally sacked Baghdad, they took 1 month to loot the city.

Genghis left his generals to finish the Khwarezmian campaign, and returned to attack China in 1226 a.d.,
though after defeating another Chinese tribe, the Xia in west China, Genghis died in 1228 a.d., likely
assassinated by a captured bride.

- The Mongols continued their advance and slowly carved away at the Song Empire, even though the
humidity proved to be very problematic for their warriors. They now had Chinese technology to help in
their sieges.

Kublai Khan, Genghis' grandson, founded the Yuan Dynasty in 1271 a.d., and by 1279 a.d. he had conquered
all of the Song territory and most of modern-day China.

- With his main conquest complete, Kublai set about ruling a vast, sophisticated, and wealthy empire,
much like the Goths/Germans were forced to after conquering Rome.
- Kublai encouraged the sciences and had 1,400 postal stations installed throughout China, along with
better roads.
- Riders wearing bells (so people would hear them and get out of the way) would gallop from one
station to another, exchanging horses at every stop, and could cover 250 miles in a day. At its height, the
postal system involved 50,000 horses.
- Postal services also served as inns for foreign merchants and travelers, and it is here that Marco Polo,
the Italian explorer, begins his famous account of his visit/stay in China.
  - Kublai treated Marco Polo very well, and Polo wrote great tales of the Khan's wealth and
opulence.
- This wealth and luxury was expensive though, and Kublai also had to pay for the upkeep of his
empire, as well as new conquests.
- One notable set back was the loss of the entire Mongol fleet as it tried to invade Japan. All of the
ships were sunk in a typhoon, called then a kamikaze (divine wind).
  - This was an incredibly expensive loss, and a morale booster for the Chinese. Soon after,
Mongolian armies were decisively defeated in their invasion of Vietnam.
  - The Chinese tried, unsuccessfully, to rebel against the Mongols, and soon after Kublai's wife and
son died of illness, which brought the Khan to drinking and caused Marco Polo to leave.
- Kublia Khan died in 1295 a.d. and the Mongolian empire in China broke up soon after, though tales of
his wealth and luxury lived on, and inspired the famous poem Kubla Khan by Samuel Taylor Coleridge.

2. G.R.A.P.E.S.
   a. Geography
      i. Chinese geography is fairly diverse, but for the purposes of this unit, it is regarded as mild and
protective. With the Himalayas to the southwest, desert and plains to the north, a mild coast to
the east, and tropical jungle to the south, much of central China is a fertile plane with numerous
watersheds. This contributed to substantial population growth and relative preservation from
exogenous influences (prior to the Mongol invasion and conquest).
   b. Religion
      i. Confucianism, Taoism, and Buddhism all feature prominently in Chinese culture and history, but
other than a reminder of Confucian principles and influence in early Chinese governance, they
are not further studied in this unit.
   c. Arts/Accomplishments
      i. Chinese architecture, art, poetry, and technology will be looked at in this unit. The Chinese
language is very different from phonetic European languages, and in many ways, the art is as
well. Innovations such as compasses, gunpowder, porcelain, paper money, and silk. Since there
is insufficient time to look at the connecting development of China, these innovations, along
with one or two developments of the more prominent dynasties, serve as checkpoint markers.
along the unit and discussion of the prompting needs and logic of these innovations make up a majority of objectives.

**d. Politics**

i. The dynasties students study mostly follow monarchical progressions but with plenty of oligarchic overthrows and intrigue. There is less presence of intermediary class and political forces at this level in the unit than in others; in fact, most sub-sections look at general policies and innovations or accomplishments that came out of general time period than policies or structures corresponding to specific dates.

**e. Economy**

i. After an initial understanding and appreciation for the agricultural yield in central China (7:1 vs. 3:1 in Europe at the same time), students will look at specific examples of Chinese commerce, notably the Silk Road and Silk pseudo-monopoly and porcelain, and then corresponding innovations like paper money. Students will study how demand tends to drive innovation and how the relative rarity of Chinese goods made them extra valuable (and expensive).

**f. Social Structure**

i. Confucianism has a part to play in the somewhat subservient Early and Middle Chinese social structure (not unlike many others of the time) in its semi-spiritual emphasis on deference to elders and persons in positions of authority. While students will study many advanced innovations and developments in China, as well as power struggles, political philosophy and social restructuring, stay more or less the same for the duration of this lengthy time period.

3. **(Where) does this fit into a larger framework?**

   a. Like the Africa unit, the China section familiarizes students with some simple economic principles, as well as aspects of a foreign culture, in this case, one that had a direct influence on the development of other cultures outside of its own borders. Because of its age and developments, Chinese is regarded as one of the Great Civilizations, and this unit adds extra detail (though not a lot) to the 2nd grade study of ancient and/or prominent foreign civilizations.

4. **Is it a whole, a part of a whole, or both? What are its parts?**

   a. Chinese history is/could be a whole in itself, but the relatively small timeframe and shallowness of this unit makes it more a sort of removed ‘part’ of the whole that is foreign culture studies. Its parts would be the different major dynasties and major innovations or developments that came from each that marked a new influence or effect for other civilizations or the first such instance in recorded history.

5. **What distinguishes this whole from other wholes (especially things that are like it)? What distinguishes this part from other parts in the whole?**

   a. This unit adds layers of detail (though still not much) and sequence to the 2nd grade study of Ancient China, to also connects a little more of Chinese history to developments that affected the West. It is probably best thought of as a ‘part’ of the Ancient and/or Foreign Civilizations portion of the curriculum, though students will of course still observe and discuss certain principles, causalities, and actions that have transferability and/or wide-ranging effects. The details relating to context and setting are unique to the Chinese unit, and the sub-unit on Mongol invasions is also unique with its specific subject matter (Mongols).

6. **What patterns does it exhibit? Is it part of a larger pattern? What are its properties, qualities, quantities, boundaries? How does it react/interact with other things?**

   a. Like the 4th grade Africa unit, this unit largely follows a pattern of dynastic succession and corresponding development or innovation in response to environment and demand. The (almost) end of the unit sees the conquest of Chinese civilization by the Mongols (and even though Mongol reign does not last forever, China is no longer a world power when it is finally free). China was relatively advanced but eventually fragmented and conquered by a technologically inferior but militarily more concentrated
force, there is a parallel b/w this portion of the unit and the Fall of Rome, with the emergent lesson being that lax organization and defense of principles plus petty power politics and introversion can render even the mightiest of civilizations vulnerable to a determined and unified force. Likewise, there is a comparatively inverse relationship to the development of European powers after Rome, who were fragmented and beset with problems and relatively stalled in development while China was having its Golden Age, but eventually emerged as dominant global forces.

7. What is it scientifically? What is it poetically (how does it affect a man’s soul)?
   a. This unit is a study of technological innovations and cultural advancement born out of stable climate and agricultural basis, with an eventual demise being brought on by logistical and political disorganization and disunity in the face of a concerted foreign pressure. Poetically it is an example of some near-universal principles of human civilization development, of a very logical, almost predictable rise and fall coming from significant initial advantages but a lack of preserved organization and cultural defense.

8. What makes it possible? What are its causes? Why is it here? Why does it happen?
   a. Initial, accelerated growth and development is made possible by the size and relatively favorable distribution of water and agricultural land in central China, with many natural barriers forming borders, allowing for exponential growth of human capital relative to many other contemporary civilizations. The typical demands and adaptations that come with the growth of cultures and civilizations thus happen here earlier than in many other places, and thus also spread an influence elsewhere and lead to compounding advancement, to a point, in China. This long period of relative security and, arguably, lack of intermediary socio-political classes, ultimately renders China weak against concerted foreign forces, both the local Mongolian threat and, later, the surpassing European powers.

9. Why is it important/interesting? Why does it matter? Where is the mystery/profundity? (What are the elements of wonder about this thing?) Why is this a crucial part of understanding the story of mankind?
   a. Many of the developments and objectives study have an interesting specificity to this unit, but also contain general lessons about civilization development and (potential) decline. Despite the foreign elements involved, students will see many familiar forces at work in the China unit and deepened their understanding that while there are many unique aspects pertaining to Art & Accomplishments, or even politics and social structure of various civilizations, there are also near-universal patterns.

10. What is the extent of the content appropriate for this grade? How much detail will we go into?
    a. Students will learn the names of the Early and Middle Age Chinese dynasties along with a couple innovations or noteworthy policies that developed during their times of influence. Since points of conflict tend to lead to more of the ‘big picture’ concepts and also require more specificity, students will add another level of detail when looking at the Mongol invasion, learning more specific names of leaders, dates, and strategies. This is still a 3-week unit, however, so much of the unit is done survey-style and not in great or specific detail.

11. What of the content is most essential? What elements will highlight meaningful threads to think through? What areas of content will lead to a Socratic inquiry (what can they figure out through good questions)? (list here or label on the topic map).
    a. It is essential students learn the importance of first establishing a consolidated power and economic-needs base, and the sooner and better this is done the more quickly and widely a civilization can grow. After this, students will learn about some particular and important inventions that impact more than Chinese culture, and then will also, as they did with the Fall of Rome, ruminate on how a great civilization can be brought to its knees by a seemingly inferior one.

12. How do I best introduce this THING as a whole (not as an abstract definition made up of abstract parts)?
This unit is a tricky one to place in relation to Middle Ages – Africa, either coming before or after. There is a little more bulk and relevance with this unit, which would incline it to come first to make sure it’s covered before 1st semester’s end, but on the other hand Africa is more closely connected in terms of proximity to the Europe and Islam units. At any rate, this unit should be introduced as a comparative study and examination of another influential civilization on the other side of the world, and what it was up to during the decline of Rome, the re-growth of Europe, etc.

13. How best do I sequence the exploration of those parts
a. Conceptually: How does this affect other ideas/processes/events? How does this lay foundations for later content? What is a theme here that stretches across the subject area, year, etc.?
   i. This unit serves as both reinforcement for some of the principles learned during the ‘Fall of Rome’ sub-unit and also lays a groundwork for the ‘Mesoamerica – Conquests’ subunit in 5th grade, as well as the age of Exploration. It also serves as reference point for students studying Early and Middle African, Russian, and Japanese civilizations in 4th and 5th grade, with the most important take-away concept that consistent supply of food and organized governance (security) leads to exponential growth and innovations (and in some cases, though not so much with China, greater establishment of independence) relative to other civilizations. This will be very relevant with 5th grade World History as student look at Europe flowering into a dominant global continent while other Civs., like China, decline.

b. Factually: What facts must come before it? What is necessary to know?
   i. Terms and definitions
      1. Trade
      2. Dynasty
      3. Himalayas
      4. Agriculture, Canals
      5. Population growth
   ii. Historical/scientific facts
      1. N/A – though students will perhaps have some retained familiarity from 2nd grade.
   iii. Characters, figures, processes involved
      1. Prior knowledge among students that China was regarded as a proverbial Golden Goose for exploration and trade will help with in-going appreciation and sense of importance, as the focus of this unit is more the ‘hoe’ or ‘why’ china came to be that way (vs. establishing that it came to be).
   iv. Comparative experiences (things that are LIKE this new concept/idea/knowledge)
      1. Student study of Rome in 3rd grade is much more detailed than this China unit, but the initial timeline is similar as are the circumstances of the two civilizations’ declines.
      2. Students will also have discussed China culturally in 2nd grade, as they will have discussed India, which shares some geographical and other circumstances.

14. Objectives / Goals for this Unit
a. Builds on the following objectives targeted in previous grades:
   i. 2nd Grade goals relating to Chinese cultural familiarity
   ii. Understanding of capital and demand-driven technological and economic innovation
   iii. Understanding the effects of consolidation (or lack thereof) of power in a culturally unified civilization
b. Objectives for this Unit (Identify, Define, Describe, to Connect)
   i. Identify the First Emperor and how he came to be so
   ii. Describe the main accomplishments/characteristics of the Han Dynasty
   iii. Describe the main accomplishments/characteristics of the Tan & Song Dynasties
   iv. Identify and Define, with criteria, the term ‘Golden Age’
v. Describe the succession of Mongol invasions into China
vi. Describe innovations that came with Mongol control in central China
vii. Describe the main accomplishments/characteristics of the Ming dynasty

15. Refined Concept Map (Unit Outline/Map)
   a. Terms and definitions to be learned in the unit
      i. Dynasty
         1. Qin Dynasty & the Shihuangdi
            a. Construction/linkage of the Great Wall
            b. Centralized power
               i. Unified time zones
               ii. Unified currency
         2. Han Dynasty
            a. Silk & Silk Road
            b. Spice trade
            c. Porcelain
            d. Paper
         3. Tang & Song Dynasties
            a. Golden Age
            b. Trade expansion and naval exploration
            c. Compass
            d. Gunpowder
            e. Paper money
      ii. Mongol Invasions
         1. Genghis Khan and the Golden Horde
            a. Expansion into Middle East
         2. Kublai Khan and conquest of China
            a. Marco Polo
            b. Postal Services
            c. Road improvements
            d. Excise taxes and freedom of religion
      iii. Ming Dynasty
            a. Forbidden City

16. Major concepts/parts (organized logically; perhaps include final diagrams students will know or basic timeline):
   • Student will understand that China had a much larger population than contemporaries
   • Students will understand how this and other factors contributed to the relatively accelerated growth and development.
   • Students will learn about the major dynastic periods of Chinese history
   • Students will learn about some major Chinese innovations and exports that influenced other cultures
   • Students will learn about the Mongols conquest of central China and Asia
   • Students will learn about Mongolian absorption and contribution to innovation in east Asia
   • Students will note the relative decline and impotence of China moving into the modern era vs. other civilizations that develop slower or in inverse circumstances.
Larger Unit Plan

Grade Level: 4  
Topic: American History: Pre-War & Revolution

Pages in Core Knowledge:  
# days/lessons available for whole unit: 27-30

1. Map out the topic (here or on a separate sheet):
   a. What is the thing I am teaching? (classify the noun – a time period? A person? An idea? A process?)
      This is primarily a process leading to an event (Revolutionary War) which is itself a process but one that is pretty clearly defined. Students studied European settlement of America in 3rd grade up through the mid-1700s, and this is where 4th-grade pick-ups. The students will now learn about the emerging identity of the colonists, very much still proud British subjects but faced with different needs or problems and a desire for expansions that was increasingly unrecognized or exacerbated by Britain’s non-specific imperial rule. Increasing disillusionment will couple with a renewal of political ideas and confidence in the viability of American self-determination and various grievances or blunders that pushed some Americans towards war with Britain. The students will also learn the disposition and challenges facing American and British forces at the outset of the Revolutionary War and will learn about several important battles and strategies as they progress to an understanding of how and why the Rev. War ended.

   b. What is the essence of it that I need to know for myself? (create a set of personal notes)
      Colonial identity and participation in the British Empire were at a relative high up through the 7-Years-War, but the combination of high expectation by colonists and high expenses and domestic pressure in GBR instead contributed to a souring of relations. *More time will be spent establishing context with the 7-Years-War than originally in CK. As the GBR Empire struggles for financial solvency in the ensuing years, the relationship with the American colonies is one of taxation & rights infringement, push-back, reaction, taxation & rights infringement, etc. Parallel with this is a minority but developing opinion that American colonies could function increasingly independently from GBR. One of the important considerations for teacher and students, especially given that a general idea of this progression is already familiar to students from previous grades, is that the 13 colonies had various levels of grievance with Britain but were not instantaneously unified in identity or purpose. This makes the subsequent unit on the Constitution, where students will add much more detail than in previous years, very important.

2. Personal exploration of and reflection on the topic

The American Colonists

- Through the 1600s and 1700s the American colonists had tough but improving lives. They had brought their European traditions with them. But now in America they had the opportunity and resources to really flourish. The majority of the colonists were expatriates or immigrants from Great Britain, who were very fond of the British influence and connection.

- Great Britain had the largest and most powerful navy in the world, which allowed for safe trade in the Atlantic, as well as a high demand for maritime products (like rope, wood, tar, and other things needed to make and maintain ships).

- Although British Parliament ran the empire, the Americans had a certain amount of local, self-government, and enjoyed many of the “rights of Englishmen.”
  - Americans (land-owning males over 25) could elect their own local officials (such as sheriffs, mayors) and representatives for their state assemblies, as well as some of their own laws.
  - No confiscation of property by the government without court approval and fair payment.
  - Police/soldiers could not search, seize, or occupy one’s property without a search warrant from the local judge.
One had the right to a trial by jury, with no indefinite jailing or secret evidence to be considered in trial.

There was a right to assemble, protest, and petition the government.

- Americans never were very happy about paying their taxes to Parliament and having to abide by Parliament’s laws.
  - Parliament was 3,000 miles removed from America and could not make very informed or effective laws like the Americans could for themselves—they just didn’t know what was needed.
  - Parliament also had to worry about balancing English wishes with the needs of all the other colonies, somewhat similar to how a parent needs to give more time and attention and resources to younger or less stable siblings.
  - Since the colonists were not allowed to be in British Parliament, the colonists felt they shouldn’t have to support Parliament with their taxes.
    - That being said, colonists grumbled and complained, but few thought of independence. The benefits of the system still outweighed the cost.

- The mutual cooperation and pride that the Americans had in their “rights of Englishmen” began to fade after the French-Indian War, or Seven Year’s War (1754-1763), although many Americans served and fought very bravely for the British during the conflict.
  - The French had been building forts along the Ohio River in west Pennsylvania and Virginia (and elsewhere) to help their fur traders. (The French owned the Canadian territory, as well as the Louisiana territory).
  - A young captain named George Washington led 150 VA militia to reinforce the British fort in west VA in 1754, only to find it had already been taken by the French and named Fort Duquesne. Washington tried to fight, but was forced to surrender and return to the VA, with the war between France and England now spreading from Europe and into the New World as well.
  - Both sides had Indian allies, and wanted to take the other’s colonies. At first the war went badly for Britain. They sent General Braddock with 2,200 men to retake the territory in America. Although Braddock appointed Washington to help him, he knew little about fighting in the woods, and they were badly defeated near Fort Duquesne, with Washington having to lead the dead general’s men back to Virginia.
  - The war went poorly for Britain for the first few years. The French were more used to the territory and fighting style, and had better Indian allies. When William Pitt became head of Parliament, he focused more on the North American front.
    - He sent more troops (5,000) and ships, which allowed the British forces to capture the St. Lawrence and Niagara Rivers after a large siege on the Canadian capital of Quebec, wherein British troops scaled the steep cliffs to fight the French on level ground at the Plains of Abraham. This victory took the city and cut off French supplies. Americans also managed a sneak attack on Fort Duquesne, capturing and renaming it Fort Pitt (Pittsburg).

- Great Britain gained all of Canada from the Treaty of Paris in 1763, as well as the land up to the Mississippi. Land west of the Mississippi was given to France’s ally, Spain. From only having 1/5 of North America, Britain now controlled ½ (with Spain having the other ½).

A Fomenting Revolution

- Americans were very excited with the victory in the French and Indian War. They saw themselves as playing a big part in the fighting, and expected to receive rewards for their efforts, in the form of land grants along Ohio, Kentucky, and towards the Mississippi.
- It was a tricky situation for the British. They had allied with lots on the Indian tribes living in that territory, and the Indians and the Colonists did not always get along.
- Some Indian tribes had already started fighting the colonists, such as the Ottawa under Chief Pontiac, and the British did not want to have to spend money and troops fighting in North America.
• British Parliament drew a boundary on the North America map, called the Proclamation of 1763, which forbade colonists to move any farther west of the Appalachian Mtns.
• The colonists were very angry with this decision (remember, they were already thinking Parliament was too far away to make good laws for them). They had fought in the war, but were receiving nothing in return.
• The British still kept troops along the western border, which further annoyed the colonists.
• Parliament made matters worse when they decided increase the colonists’ taxes to pay for the war.
• Parliament sent officials to America to make sure Americans weren’t smuggling sugar or molasses in (which let them avoid the tariff). These officials were allowed to search American homes and business without the owner’s permission or a warrant.
• Parliament also passed the Quartering Act, which required the colonies to provide places for the British troops to live and eat while they were guarding the borders (in essence, keeping an eye on the colonists). If they did a bad job, the British troops would help themselves.

The Discontent Continues

• Parliament still needed more money, and so in 1765 is passed the Stamp Act, which made the colonists have to pay an extra tax on just about every printed item, including stamps, envelopes, and newspapers.
• Colonists had to buy taxed stamps, and then put them on all of the printed-paper they used, some 50 different items in total.
• Paper items needed to be in English, so colonists couldn’t smuggle so easily.
• Have students set up a courtroom in class with an overly sympathetic jury and judge to act out how a prejudiced American jury full of smugglers would protect their own from British prosecutors. So, what would Britain do?
• Due to abuse of the court system, Parliament also suspended the jury system and appointed Vice Admiralty courts to deal with cases of smuggling or tax dodging.
• Once again, it was the Parliament, where colonists had no representation, making laws that hurt the colonies but helped GBR.

“Taxation without Representation” had directly returned, and now colonists were losing other rights too.

**Entertain hypothetical: Teachers pass a snack tax on any students who have snack (so now students have to either pay a tax or keep their snacks hidden/smuggled/not buy them from teachers). Also, a bunch of new students are brought into the class, but they don’t have to do homework or anything—the students have to provide them with answers on all the quizzes (providing analogous to quartering act) and these students just loiter around and snitch on any illegal snackers.

• Reaction: A prominent Virginian named Patrick Henry made a big speech against the act, and had it printed in many papers. Soon after the Sons of Liberty formed in New York, Boston, and Newport (forming a loud minority—explain how this works)
  o Question: If the jury system was suspended and colonists couldn’t protect each other in court, what would they do?
• These groups would harass tax collectors, threaten them, and sometimes beat them up to make them go away.
• Many tax collectors left the S of L areas. The S of L also organized a boycott of British goods, which meant they refused to buy anything from Britain until the Stamp Act was repealed. The Daughters of Liberty helped by sewing and selling homemade cloth, so no one had to buy from British merchants.
  o What is this changing (colonists idea about their dependence on the mainland)?
  o Who would this boycott hurt? How would this influence Parliament, since the colonists couldn’t vote?
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- 9 colonies sent delegates (Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, and South Carolina) to New York City as a “Stamp Act Congress.” They issued a bill of rights for the states, and asked for a repeal of the Stamp Act.
  - Britain was shocked and worried by this unified resistance.
  - British merchants were hurting from the boycott
- Stamp Act repealed in 1766, but passed the Declaratory Act instead, which reiterated that Parliament could make laws for the colonies, and the colonies would have to follow them (why might they do this???).
- Parliament still needed money. In 1767 it placed new, direct taxes on glass, paint, tea, lead, paper, hats, and other items. Since these items were near necessities or difficult to make, the colonists couldn’t boycott them. Anyone trying to avoid the tax would be tried without a jury.
- The S of L and D of L resumed their boycott and yeomanry. This carried on for almost 3 years, and hurt British merchants so badly that they demanded Parliament repeal the taxes (explain the merchant/tax relationship).
- Parliament repealed all but the Tea tax in 1770, and likewise colonists stopped boycotting all but Tea. Parliament wanted to insist it still had the power to tax, and colonists resisted, instead buying their tea from the Dutch.
- Britain was also slowly increasing the amount of troops it had in America, especially in cities, even though they were supposed to be helping with the frontier (at colonist expense)
- Colonists did not like having troops around, and would try to make them miserable.
- This came out in Boston, when a group of colonists began taunting a British guard. Reinforcements came in, people started shouting, and then the British fired. It was presented as the Boston Massacre, to make the British troops look more brutish and threatening than perhaps they were.

**Intolerable Tea Time**

- For the next 3 years, there was a relative calm between the British and America. The only added tax was on tea, and most colonists would just buy that elsewhere. Britain new it was in hot water after the Boston Massacre, so it was pretty lenient in stopping the Dutch smuggling.
- However, many Americans were beginning to notice that they would do fine without English control. They still respected England, but thought that they would do a better job ruling themselves.
- Sam Adams, who had been a leader of the S of L and the boycotts, was a leading separationist. Adams set up a Committee of Correspondence after the Boston Massacre, a group of people who would right letters and quickly deliver the news of any British outrages throughout Massachusetts. In the mean time, they began to spread the idea of independence.
- In 1773, Parliament installed the Tea Act
- It decreased the price of tea so that even with a tax, the tea would be cheaper for the colonists to buy than the smuggled Dutch tea. They thought this would make the colonists buy from Britain again, if money was all that mattered.
- This backfired badly. When the Committee of Correspondence heard about the British plan, and the British ships heading to Massachusetts with new, cheap tea. Word got out to other post cities like Philadelphia and New York, where S of L groups stopped the British from landing (it was a matter of principle, not money).
- When 3 British ships landed in Boston, and the Boston mayor refused to tell the ships to leave, the S of L there dressed up like Indians on Dec. 16th, 1773, and dumped all of the tea chests (342) into the ocean. This came to be known as the Boston Tea Party.
Charleston (South Carolina) had acted similarly, on Dec. 3rd, 1773. Instead of destroying the tea though, the Carolinans took it and stored it (to protect it from colonial extremists” where they let it sit and rot in a warehouse, and the British merchants couldn’t really complain.

- The Tea Party made it clear to Parliament that they would have to come down hard on the colonists, have to show them who’s boss.
- Parliament passed the Intolerable Acts (as the colonists called them), which closed Boston harbor until the tea was paid for. It also took away the Bostonian right to elect officials, and installed a British general as the governor of Massachusetts, and he was accompanied by many more troops (which they colonists had to feed under the Quartering Act).
- Even though the S of L was only a small group in Massachusetts, everyone in the state was now suffering, In effect, Britain made more enemies than it had before. Many other colonies realized that Britain would do this to them too, if needed, and they had a cause to unite against Britain.

**Colonists Resist**

- Britain hoped to isolate Massachusetts and force it for recant, but their harsh Acts only encouraged other colonies to side with Massachusetts, and Britain increased the number of people against them.
- New York, Pennsylvania, South Carolina, Connecticut, and Virginia all sent aid in the form of food/supplies.
- 56 representatives from all the colonies but Georgia met in Philadelphia in Sept. 1774. George Washington (Virginia), Patrick Henry (VA), Thomas Jefferson (VA), Sam and John Adams (MA), John Jay (NY) all came, a “collection of the greatest men upon this continent” –John Adams.
  - This was the First Continental Congress, where they:
    1) Wrote a Declaration of Rights, which repeated all of their “rights of Englishmen” pointing out those that the British had taken away.
    2) Agreed on a unilateral boycott of British products until the Intolerable Acts were repealed
    3) Confirmed that they were loyal to George III (King of England) but that they would reconvene in May 1775 if Parliament did not change the laws.
- The colonies now had more and more in common with each other than they did with Great Britain. It used to be that they each saw themselves as little English states, and New York or South Carolina both had more in common and was more reliant on England than each other. This was changing now.
- After the First Continental Congress, it became clear that they could organize and make laws as a new and independent country. Although it was still possible things might work out with England, many of the state militias (part-time fighters who volunteered to fight for their states for certain amounts of time each year) began training and preparing for war...
- Patrick Henry gave his famous, rousing “Liberty or Death” speech in Virginia, and though the colonies still had no formal Army or organization, the fighting began 3 weeks later.
  - The Massachusetts militia/minutemen had been stockpiling arms and ammo at Concord Town, and the British General Thomas gage, made governor through the Intolerable Acts, wanted to take away and threat, and also arrest Sam Adams and John Hancock (S of L) who were in nearby Lexington.
  - Gage ordered his men to set out around midnight, so the colonists wouldn’t get alarmed, but S of L members Paul Revere and William Dawes were alert, and rode ahead to warn the militia. When Revere saw that the British would take the Charles River, he knew how they would travel and how long it would take them.
The 700 Redcoats, led by Lt. Col. Francis Smith arrived at Lexington at dawn, where Capt. John Parker and 70 minutemen waited for them. The Americans fired and the British fired back, killing 8 and capturing Revere and Dawes.

- Another S of L member, Samuel Prescott, rode to warn Concord

There were 500 minutemen waiting at the Concord North Bridge (and they had by now moved the supplies), stationed both across the bridge but also behind walls and fences, atop roofs and in the windows. The fought with the British for 5 minutes and the British were forced to return to Boston.

- The minutemen continued to pursue the British back to Boston, inflicting casualties all the while. The chased the British back into Boston/Charlestown and began a siege of the city. At this point the colonists had 49 killed and 39 wounded to the British 73 and 174.
- The colonists’ numbers grew to come 4,000, and they maintained this siege for another 11 months, eventually forcing the British to withdraw by sea.

The war had begun but if American were to be considered a united country and receive the help and respect of other

A Full-Scale War

As promised, the delegates met again in May of 1775 in Philadelphia for the Second Continental Congress. People were divided: do we patch things up with England, or fully commit to and prepare for a revolution?

- The delegation stalled. They wrote to George III and said they were still loyal, but that Britain would have to restore their rights. They also began to organize the Continental Army.
  - George Washington had previous battle experience, and was admired and recognized throughout the colonies. He was unanimously voted to be the commanding general of the Continentials.
  - The Continental Army was at first just Massachusetts militia who agreed to fight full time and wherever necessary (militias did not have to leave their state, but were not paid either).
  - Before Washington reached the men, the Mass. Militia fought the British again.
- Some of the militia who were besieging Boston had climbed and taken control of Breed’s Hill (July 16th, 1775), from which point they could begin shelling the city and British ships in the harbor, or so the British thought (the militia did not have canons).
- The colonists had made earthen walls/redoubts and organized an excellent defensive line, waiting until the British came close and then firing with surprising accuracy. The British had to retreat twice, and by their 3rd attack the colonists had run out of ammo, and had to retreat.
- This was a Pyrrhic Victory for the British. There were 226 British killed and 828 wounded to the militias’ 115 killed and 305 wounded. It became apparent that the colonial militia was a better fighting force than the British had first thought.
- George III was not pleased with the 2nd Congress’ petition, and he sent 20,000 troops to North America to crush any idea of rebellion.
  - Thomas Paine publish his Common Sense pamphlet, a short essay read by half of America, which made a strong case against the British, for American independence, and made it an idea in every American home.
  - Did it make sense that a small island 3,000 miles away should rule the growing America, and take away its rights all the while? Paine’s essay convinced many unsure Americans to rebel.
- On July 4th of 1776, the 2nd CC made a committee headed by Thomas Jefferson, John Adams, and Benjamin Franklin to write a Declaration of Independence.
- It explained the basic rights that all of the colonists should have
- It explained Britain’s violation of rights
- Copies were made, spread, and read throughout the 13 colonies. America was now an independent country, if it could defeat Britain…
• For those 56 men at the 2nd CC, according to Franklin, “We must all hang together, else we shall all hang separately.”

The American Revolution

• Although the United States now declared its independence, not everyone agreed. Over 50,000 colonists stayed loyal to England, and either helped the British fight the revolutionaries, supplied the British, or moved to Canada.
• Great Britain had the second largest army in the world and the most experienced, along with great officers. They also hired 30,000 Hessian troops, plus the Loyalist help in North America, all of which made Britain’s army about 5 times larger than America’s.
• Britain also had the strongest Navy in the world, and they quickly blocked most of America’s ports, so few supplies were entering the country.
• Washington’s army was much less organized. Some men only signed up to fight for a 3-year term. Some signed up for 1 year or less (down to 3 months). Although many tried to serve, many soldiers were still farmers, and would have to leave the army around planting and harvesting time.
• Americans did not have uniforms or cannons for the whole Army, and sometimes struggled to feed the troops in some areas. (Congress couldn’t force money, since it didn’t have taxation powers).
• Americans did have the home-field advantage, and it was incredibly expensive for Britain to supply its North American army across the Atlantic.
• Americans also had geography in their favor. The colonies had many different terrains, some of which were foreign to British soldiers. The large area also allowed the Continental Army to retreat and hide away from the British, making it very difficult to catch and decisively defeat.
• The British troops from Boston left the city and grouped with British troops from England and Hessians to fight near New York City.
• General Sir William Howe defeated the American forces at the Battle of Long Island, and almost trapped Washington’s Army near the Hudson River, though Washington escaped in the night with most of his men. He continued to pursue Washington into the Winter of 1777, when Howe ended the British campaign, controlling New York and half of New Jersey.
• Page. 70 For the Common Defense on America’s goals
• Washington was clever and his men could fight well, even if they were so ill shod they left bloody footprint trails in the snow.
• As long as the army existed, the War would continue, and this was more important than New York or any city.
• As long as the army persisted, Britain’s support would fade, so take as few risks as possible.
• *Problem: can’t look cowardly or lose support and allies
• Washington knew his army was too inexperienced and small to beat the British head on. He knew that time was on his side (this was very expensive for the British), and if he could keep fighting small battles and stretch out the British forces, he’d eventually find an opening (it takes an exceptionally strong leader to keep an army’s morale up for this sort of fight).
• An opportunity came for Washington even while he was still avoiding Howe.
• The Hessian troops were all camped near Trenton, New Jersey, just on the other side of the Delaware river from Washington’s men in Pennsylvania, who had made it that far without British knowledge.
• On Dec. 25th, 1776, Washington famously crossed the Delaware with 2,400 men, marched 9 miles, and attacked the Hessians at dawn.
Americans killed 22 Hessians, wounded 83, and captured 896. Only 2 Americans died, both from hypothermia during the crossing.

This was a great morale-booster for Washington’s Army. They captured many Hessians, got their supplies, and also encouraged more enlistment for the Army.

He staged a similar attack on some British garrisons in Princeton, New Jersey, on Jan. 3rd 1777, and ended the winter campaign with high morale, despite losing 8 out of 10 battles.

The British decided to cut New England off from the other colonies by taking total control of the Hudson River Valley (the river runs N/S East New York). They could then fight New England apart from New York and Philadelphia.

John Burgoyne led one British army down from Canada. Another British army (under Barry St. Leger) was moving in from Western New York, and a third coming in from New York City (the largest, led by Howe). They were all to meet up and surround the Hudson ports.

Gen. Howe changed his plans at the last minute though, and pulled his army out to go attack Philadelphia, America’s largest and most important city. The Americans left some forces to stall Howe’s attack on Philly, and made sure the rest of their Army was ready to fight the British in New York. How did take the city, but not soon enough to get back and help in New York.

Leger’s force was comparably small and comprised of Canadians, Loyalists, and Indians as well as Redcoats. While on his way to the Hudson, he ran into some unexpectedly strong forts. He tried to siege them but was defeated and forced to retreat back into Canada.

John Burgoyne thus met the American forces under Horatio Gates all alone at Saratoga.

He first met the Americans at Freeman’s Farm on Sept. 19th, not really knowing how many they had.

Burgoyne sent part of his army through some woods to sneak attack the American left side. American woodsmen and sharp shooters under Daniel Morgan were waiting though. They did not realize this was a large British attack, but succeeded in shooting most of the British officers before charging. Morgan’s men were forced to retreat, but the British offensive was also stalled.

Americans and British then charged back and forth in the middle for several hours. Reinforcements arrived for the British in the form of Hessian troops, who forced the Americans to withdraw, leaving the British in control of the field, but with 600 casualties to the American 300.

Burgoyne held his position for several months, waiting for more British reinforcements. By October, it was clear that the British were not coming, but instead more and more Americans were gathering and would soon surround his army.

On Oct. 7th Burgoyne tried to force his way out, but he had waited too long.

There were now 8,000 American soldiers to the British 6,500, and the Americans knew when and where the British would attack, so they made defensive positions like at Breed’s Hill.

After thwarting the British attack and killing 400, the Americans charged on all sides, and Benedict Arnold joined in despite being order to stand out by Gates.

They drove the British into a small valley, capturing their artillery and gaining the high ground. Over the next week and a half the Americans settled in, knowing the British were cut off.

Burgoyne surrendered with 6,000 men on Oct. 17th, effectively giving all of New England and New York back to the Americans.

The victory at Saratoga was enough to convince the French to openly join the Americans and declare war on Britain. They now could send their Navy, some commanders and some troops the help the Americans, in addition to supplies and money.
• Spain and the Netherlands, allies of France and enemies of Britain, also entered the war and began supplying the Americans while attacking English colonies elsewhere in the world.
• England would have to fight not only in America, but protect itself around the world. The costs were really starting to add up for England.

The Revolution 1779-1781

• The Americans had won an important victory at Saratoga, but they had also lost Philadelphia to General Howe. Washington’s first two quick attempts to retake the city before winter failed, and he and his men now had to endure winter in Valley Forge, 20 miles outside of Philly.
• The Americans had trouble staying supplied with the British so close. Blankets, shoes, and rations were scarce.
  o Washington went into Valley Forge with 7,000 men, but by the end of winter in 1778 it was down to 4,000 (from death and desertion).
  o Through the winter of 1778, Washington hired Baron von Steuben (Prussian) to help train his inexperienced men. Those that survived the winter were very determined, well-trained, and eager soldiers in the spring.
  o General Howe had Philadelphia, but he also couldn’t leave it to fight anywhere else, or the Americans would take it back, this time with a much larger and stronger army.
  o Howe resigned and was replaced by Gen. Clinton, who consolidated his forces near NYC before heading south to Philadelphia. With his tougher, more disciplined army, Washington fought Clinton to a draw at the Battle of Monmouth Courthouse, but Clinton retreated that night before militia reinforcements could further turn the tide against him.

A Turn for the Worse

• In 1778, Britain decided to move most of the fighting to the South, where there were more loyalists. The Continental Army was up north, and the South had lots of money. It was also closer to other British colonies in the Caribbean, which the French were after.
• The British brought troops from England and New York under Generals Clinton and Cornwallis and quickly captured Savannah, Georgia.
• A year later, they captured Charleston, South Carolina, where they had surrounded and captured 5,000 Continentals, most of the American Army in the South.
• Col. Tarleton, a subordinate of Cornwallis, then met and defeated the last significant colonist force in Wazhaw, S.C., where he executed all prisoners, hoping to make a final statement. Clinton soon after departed back to England and Loyalist militia numbers increased.
  o How might the Waxhaw massacre fuel further resistance?
• The Continental Army then wintered near Morristown, P.A., enduring an even harsher winter than in Valley Forge, with several small mutinies occurring.
• When Horatio Gates arrived in the South, at a special directive of Congress (and against Washington’s wishes) Cornwallis soundly defeated his 2,000 men on April 16th, 1780 at the Battle of Camden.
• This was an especially embarrassing defeat because The Americans had outnumbered the British, a rare treat, and still lost badly. They were unprepared for the British bayonet charges, and when they tried to retreat were caught full-force by British cavalry (The Americans had none of their own). They lost 900 to the British 68.
There was another setback for the Americans. Although he was popular and respected, Benedict Arnold felt under appreciated in the Continental Army, and he also spent a lot of money. The British gave him a large amount of cash, and in exchange he planned to let the British capture the American West Point fort (and others) in N.Y. (not the military school).

The plan was foiled, with the British contact John Andre being hanged by Washington, but Arnold escaped to the British and his name lives in infamy today.

Colonists Rebound

- In July of 1780, the FRA landed 5,000 support troops in Newport, R.I., which would free up American forces there to fight farther south.
- Militia numbers also increased as the British presence in the area further alienated otherwise-neutral colonists, especially when Britain required declarations of loyalty and supplies.
- It was clear the militias could not fight the British in open field. They set up bases in the Carolina swamps and began guerilla warfare against British supply lines and small garrisons.
- As these small battles began to affect the British, American troops in Virginia under George Rogers Clarke captured several unprepared British forts. This all continued to delay the British, who expected a quick and easy victory in the South, instead they kept winning small and Pyrrhic victories against new commander Nathaniel Greene.
- On Oct. 16th 1780 the Carolina militia defeated part of Cornwallis’ Loyalist militia under Patrick Ferguson (KIA) at the Battle of King’s Mountain, where they were trying to recruit loyalists. This vengeful battle saw all prisoners executed.
- Jan 17th 1781 Nathaniel Greene, who replaced Gates, split his army into two forces to divide the British forces likewise, who would also be bogged down in the territory.
- Acting under Greene’s orders, Daniel Morgan (from Saratoga) inflicted a large defeat on the British at the Battle of Cowpens.
  - Knowing how the militia often retreated if charged (Battle of Camden) Morgan placed them, under command between two rivers, both to help protect them and stop any possible retreat. This made the GBR attack him head on.
  - He kept his other soldiers in three rows upon a hill. The first row was composed of sharpshooters, the second of militia. Both rows were to fire twice on the charging British cavalry and infantry under Tarleton, luring them into the pursuit only for the 3rd, largest group to meet them on the other side of the hill.
  - Morgan’s plan worked. The British were lured in and then attacked from behind by the flanking militia and Washington’s cavalry. BGR forces took unprecedented 90% casualties (of 1,100 men).
- Needing to restore prestige and awe, Cornwallis gave chase to Green and Morgan’s (rejoined) army, chasing them all the way to Virginia, fighting small skirmishes until the colonists again stood their ground.
- On March 15th 1781, the British defeated the Americans at the Battle of Guilford Courthouse, but they suffered too many casualties (Pyrrhic Victory) and were forced to move towards Virginia to get reinforcements. This allowed Greene to reclaim Georgia and South Carolina from isolated British garrisons, who usually won the field in every conflict but were so drained they too had to trickle back to the coast.
  - Greene lost every single battle he fought (Cowpens belonging to Morgan), but conquered all the territory south of Virginia.
• Cornwallis decided to reinforce and regroup at Yorktown, VA. It is normally a bad idea to choose a port city as a main base, because there’s nowhere to retreat, but Cornwallis was counting on the British Navy protecting him there.
• French forces under Gen. Rochambeau had grouped with Americans to retake New York City, and the French Navy had come to help in that effort. However, when Washington heard of Cornwallis’ mistake, he redirected everything against him in Yorktown.
• Washington’s army traveled 500 miles and entrenched themselves around Yorktown, laying siege to the town. Cornwallis was not overly worried initially. Why not? What is this reminiscent of?
• Cornwallis expected reinforcements and supplies, but they never came. The main British fleet was tied up in the Caribbean, and the small fleet left near Virginia was defeated by the larger French force.
• From Oct. 9th to Oct. 17th the Americans bombarded Cornwallis, and forced his surrender, exactly 4 years from Burgoyne’s capitulation in Saratoga. Cornwallis gave up 8,000 men.

• After Cornwallis’ surrender, the Peace Party came to power in British Parliament, and they ended all military efforts in the United States, though they continued to fight with France for other colonies until 1783, when the British thought they could make the most out of the peace treaty on Sept. 3rd, 1783 in Paris.
• America gained formal recognition as an independent nation and Britain also ceded all land up to the Mississippi, although Britain’s Indian allies would still fight the Americans with British support up through the War of 1812.
• Will all of the fighting in North America be done?
• What were the costs of this war?
  o France: 1.3 billion livres, huge debt, crisis 1786, 8,000 KIA
  o Britain: 300 million lbs/$500 million, 5,000 KIA
  o U.S: $400 million, 6,800 KIA, 50,000 dead other
    ▪ 1.5 % of population

2. G.R.A.P.E.S.
   a. Geography
   • North American geography plays a huge role in this and other units. The geographical separations and different in terrain, climate, and resources greatly influence the sectional politics and needs of American colonies. It also greatly influences the military events of the Revolutionary War and, one could well argue, in its overall scope was the single largest factor in the ultimate defeat of the British.
   • Students will learn about the location and relevance of prominent rivers and mountain ranges in New England and the Northeast, as well as the Carolinas, Virginia, and Georgia.
   • Students will also become familiar with the main resources and economic drivers in different geographical areas (Maritime industries in N.E., agriculture in the South)
   • Lastly, actual memorizing of the placement of colonies, later states, and their capitals is a secondary focus and assessment point in this and following Am. Civ. units so student are trained in recognizing colony/state borders on a map.
   b. Religion
• Although religion played a big part of the daily lives for many Americans, it is not a prominent factor in this unit. Both Britain and the American colonies shared a common religion, and the eventual American fixation on self-rule was much more pragmatic than theological, though certainly the idea of Natural Rights coming from an eminent Creator featured prominently in the colonists understanding of their rights and the onus to resist authoritarianism.
  1. *The Great Awakening also lent momentum to this cultural shift, but is not discussed in CK in this unit (perhaps in middle school?)

c. Arts/Accomplishments
• The A&A focused on in this unit is mostly directed towards the development of political thought and expression. See below.

d. Politics
• This unit looks at the emergence of a unique American political identity (of course still culturally similar to that of GBR) and emergence as an independent nation. In relatively short order, a large portion (though not necessarily a majority) of the colonial citizenry went from being compliant members of the GBR Empire to espousing new applications of British common law as articulated by American civil leaders. Manifestations of this, for 4th graders, would be Thomas Paine’s *Common Sense* and the *Declaration of Independence*, both of which emphasized the importance of local and responsive government that was limited in its scope, directly accountable to its citizenry, and not overly burdensome in its requirements or prohibitions while still maintaining normal protections and services.
• Since Britain’s own controlled experiment with this sort of government (now stretched and compromised, as some colonists would come to see it), this is a key pivot in the course of Western Civ., when it fully manifests itself in following units relating to the new American government and first presidencies.

e. Economy
• Economic forces are a large factor in this unit. The prolonged costs weighing on the massive British empire and its needs to boost direct revenues is the primary factor in its agitation of the American colonies, the American resistance to the British, and GBR’s eventual acquiescence in the Rev. War.
  1. The British mercantilist system, which drove colonial expansion, was centered on the gathering of resources and shifting back to support the motherland. Colonial independence of production ran contrary to this relationship, and the GBR also expected colonists the share a proportional tax/cost burden for maintenance of imperial security, as well as maintenance of this direct and highly regulated economic relationship.
• American economic factors will also be examined, though almost more as an aspect of sectional identity in different colonial groups. Students will chiefly look at these factors as general principles though ongoing cost-benefit analyses.

f. Social Structure
• American colonial social structure was, with the notable exception of slavery (which is a focus in other units of Am. Civ.), relatively egalitarian *for the time*. Although wealthy landed and educated persons did still have the most influence on society, the influence of a monarch or even aloof nobility is not a central part of colonial life (as one could argue it still was in GBR), and as such came to be seen more and more as a nuisance.
• Although colonists did not have voting rights to the government in Britain, their exercising of local political rights for assemblies and governorships was very active and informed relative to other colonies in the GBR Empire and, for that matter, nations in Europe. As disagreements with GBR grew in their intensity, many colonists came to see
themselves as the inheritors and preservers of a purer form of self-representation than what had grown bloated in the GBR Empire.

3. (Where) does this fit into a larger framework?
   a. In many ways, this is the beginning of ‘American History’ proper for Archway students. In K-2 students had small, self-contained units looking at different events, but it was not part of a continuum. Students study early colonial history in 3rd grade and now American history in 4th grade, in which they will continue sequentially through 5th grade up to Reconstruction and post-War westward expansion. Within this framework, students also look into the principles and structures of their own national government with either new or greatly increased depth.

4. Is it a whole, a part of a whole, or both? What are its parts?
   a. This unit is a part of the American History whole, more specifically Early America (pre-Civil War). It is divided into Colonial/Pre-Rev period and then the Rev. War itself (which itself has several smaller parts). One could argue that the Revolutionary War is a whole itself. It is the single most costly conflict for Americans in terms of percentage of population killed, marks the formal beginning of a new country (or close to), and is a significant development in the course of British history as well. On the other hand, one could argue convincingly that this was a somewhat inevitable progression (colonists desiring independence) and that GBR, despite its many strengths, was fighting a hopeless war in trying to keep the American colonies under thumb.

5. What distinguishes this whole from other wholes (especially things that are like it)? What distinguishes this part from other parts in the whole?
   a. For most other history units, students look at the development of a unique civilization and how it contrasts with others on a macro scale. In this unit, the contrasting British and American cultures are really a part of the same civilization, so the differences that lead to conflict are more nuanced and interconnected, as are the cultural developments studied during this time. The added depth and continuity with subsequent units separates this Am. Civ. unit from those previously studied in 1st-3rd grade. This unit also takes time to look at national identity development in its pre-war part, which will occur again in the Civil War – Causes unit but not otherwise, and also focuses on the foundational war with a level of detail and causality that, again had not been studied nor will be studied to the same level until the 5th grade Civil War unit.

6. What patterns does it exhibit? Is it part of a larger pattern? What are its properties, qualities, quantities, boundaries? How does it react/interact with other things?
   a. While this unit differs from many others in that it is not a contained civilization study, it does exhibit a similar pattern to that seen towards the end of the Middle Ages – Europe unit: Common people wanting a government more responsive to their local and immediate needs which are changing in conjunction with other social developments faster than the older structure of governance can adapt and prove sufficient. The Security vs. Independence balance discussion comes up often here, as it does in the Middle Ages units. Colonists find themselves needing/wanting less of British security (or, more specifically, the encumbrances and expenses that come with it) and more of the opportunity that comes with increased freedom or independence. This conversation also manifests itself in the later discussions of government formation and in 5th grade Am. Civ. units on Civil War and Westward Expansion. This is a pattern or relationship studied before but now embedded in as direct and relevant a context as possible for students. In a sense, it does not have boundaries or the same perception of boundaries as other units where students studied cultures with different languages, lands, or time periods; it is direct and accessible without obstacle or separation.

7. What is it scientifically? What is it poetically (how does it affect a man’s soul)?
a. Scientifically it is a study of the division and conflict leading up to the development of a new and integrated form of representative government that will come to define ‘First World’ nations. Poetically it is the same continual examination of how people respond in different environments to common desires and common causalities. However, it also has the added affection for American students in that now, these patterns and case studies are being discussed in a direct lineage and succession of consequence to the students themselves (this is arguably true for other units as well, but is not as apparent for K-5 students as is American History).

8. What makes it possible? What are its causes? Why is it here? Why does it happen?
   - Expansion and success of the British colonization of North America
   - Strong sense of belief in British system and identity
   - Increasing disillusionment with distant British rule in later mid-1700s
   - British imposition of taxation in combination with other economic controls putting pressure on colonists
   - British reaction to colonial resistance creating further ill-will
   - Colonial resistance to GBR starting to ID a separate ‘American’ identity, a transition from the colonial mindset to a ‘provincial’ mindset that increasingly emphasized local capacities for production and a desire to see equal rights and representation with mainland British.
   - Combination of localized violence and pragmatic reasoning + opportunity in pushing enough Americans towards desiring independence.
   - Massive but expensive GBR industrial war complex vs. size and scale of containing a defiant and educated, if not overly militarized, subcontinent.
   - American belief and commitment to inchoate idea of autonomous self-government outlasting British commitment to subduing it

9. Why is it important/interesting? Why does it matter? Where is the mystery/profundity? (What are the elements of wonder about this thing?) Why is this a crucial part of understanding the story of mankind?
   a. With increased and sustained continuity, students are now learning the core of the American origin and identity story. As such, it relates directly to students’ cultural identity and an understanding of a key shift in Western, even world history—that there will now be a large, powerful, independent (if very disorganized) Western Judeo-Christian nation in the Western Hemisphere. This serves as an immersive backdrop in which students will examine the usual case-studies in economic and political development, military strategy, and cultural unity (or conflict). The profundity is in how such a tightly knit and closely intertwined relationship (GBR w/ American colonies) could spiral downward (and begs the question, could it not have?) and result even more improbably in a war between one of the foremost military powers of the age and a loose conglomeration of colonies. There is an element of wonder in how the little colonies could stand up to the British Empire, but what’s even more profound is the underlying situation that really, once the colonists reached a certain level of commitment, a GBR loss was inevitable.
   b. Most of what these colonies had in common with each other would have pointed towards them not going to war, but an emergent understanding and value of natural/negative rights in a nation and land of such resources was a watershed moment for western civilization.

10. What is the extent of the content appropriate for this grade? How much detail will we go into?
    a. Students will add new depth & dimension in this unit that is largely a review of material. They will now look at the causes and effects of the Seven Years War and, much more substantially the Revolutionary War. They will study specific acts of the British and colonial governments on a specific timeframe, and will also now look at the influence of local geography and politics on aspects of these conflicts. Students will learn about the leaders on both sides, and will also have
to consider the larger, global context of this struggle with a perspective not previously asked of them.

11. What of the content is most essential? What elements will highlight meaningful threads to think through? What areas of content will lead to a Socratic inquiry (what can they figure out through good questions)? (list here or label on the topic map)
   a. Students must see first and foremost that independence was not a serious or unified desire by colonists at the start of the unit, but it was something that an increasing portion of the population grew closer to in a sort of upwards spiral as GBR repeated a pattern of over-taxing and overreacting (as colonists saw it) based on its own broader imperial needs. Students should also see that even as this public opinion changed, there were still many sectional differences and complications between American colonies, complications that also inhibited organization and execution during the war. Even at the height of the war, close to 1/3 of the colonial population were 'Loyalists' and another 1/3 did not have any preference for military resistance, even if they did prefer the idea of independence in theory. Students should be able to articulate the strengths and weaknesses of each side, and most importantly the overall American strategy. They should also be able to describe the key battles and their effects in the war.

12. How do I best introduce this THING as a whole (not as an abstract definition made up of abstract parts)?
   a. Start with some review of geography and colonial life, both items with which students should have familiarity from 3rd grade. This unit is tricky in that, more than perhaps any other, students already know how the story ends, so to speak. Therefore, teachers should try to keep students from jumping to the end or looking too far ahead, instead maintaining a methodical progression through all the smaller incidents and events and almost overly stressing that even with the latest incident colonists still do not want war until, before students (like colonists) know it, war seems to be on their doorstep whether they want it or not. Teachers should instead have students continually asking, “In this situation, how can this group of farmers and amateurs withstand the might of the British? Given the numerical disadvantage of professional soldiers, how can they unify and/or fragment the British forces?”

13. How best do I sequence the exploration of those parts
   a. Conceptually: How does this affect other ideas/processes/events? How does this lay foundations for later content? What is a theme here that stretches across the subject area, year, etc.?
      i. The main theme here is divergent interest between colonies and GBR, leading to a reassessment, by colonists, of their security/independence balance and relationship with the motherland. It is also a beginning, or perhaps reexamination, of the big vs small government debate that will continue in Am Civ. through the Civil War units. This unit leads directly to the U.S. Constitution unit and the formation of the United States. It is the genesis story for the rest of 4th/5th grade Am. Civ.
   b. Factually: What facts must come before it? What is necessary to know?
      i. Terms and definitions
         1. Great Britain/British Empire
            a. Salutary Neglect
            b. Mercantilism
            c. Natural Rights/Rights of Englishmen
         2. Colonist/Colonies
         3. FRA/GBR rivalry
         4. Name and rough location of 13 colonies
         5. Parliament
            a. Representative government (how it is supposed to work)
6. Monarchy
7. Basic military terminology
   a. Infantry
   b. Navy/naval
   c. Artillery
   d. Cavalry
   e. Alliance
   f. Siege
8. Initial recognition of some American Founders
   a. George Washington
   b. James Madison
   c. John Adams

ii. Historical/scientific facts
   1. Pattern of settlement and control of eastern N. America by FRA/GBR/SPA
   2. Work and alliances by Euro power w/ different native tribes
   3. Emergent British naval dominance and imperial success
iii. Characters, figures, processes involved
   1. None specifically, although some familiarity with characters such as Washington, Franklin, Adams, Jefferson, Henry and other will help with pace.
iv. Comparative experiences (things that are LIKE this new concept/idea/knowledge)
   1. In some ways, this is like the emergence of towns and commerce centers and semi-autonomous collectives pushing against the old order of the Feudal System in Europe, but mostly just in that it’s another example of the security/freedom balance shifting one way or another.
   2. It also has similarity and even direct linkage to the Magna Carta story

14. Objectives / Goals for this Unit
   a. Builds on the following objectives targeted in previous grades:
      • It adds to student knowledge and familiarity of American colonies and geography from 1st-3rd grade
        1. Colony location
           a. Differing geography and economics of colonial groups
        2. Boston Tea Party, 4th of July, Paul Revere's Ride
        3. Franklin, Jefferson, and Washington profiles
      • It also adds substantial depth and dimension to previous, shorter or non-continuous units in those grades that looked at the Revolution and following years.
   b. Objectives for this Unit (Identify, Define, Describe, to Connect)
      • Students will identify the causes of the French-Indian War
        1. Student will describe the early struggle of the GBR and the key turning point in GBR’s victory
      • Students will describe the primary concern of the British empire as of 1767 (debt) and how GBR will recoup
      • Students will identify and describe causes and provocations of the Revolutionary War (not listed in sequential order here)
        1. British Taxation
           a. Stamp Act
           b. Tea Act
        2. Colonial responses
           a. Boycotts
           b. Continental assemblies
c. Sons & Daughters of Liberty
d. Boston Tea Party

3. British Reaction
   a. Quartering Act
   b. Intolerable Acts

4. Colonial Organization
   a. Continental Congresses (1&2)
   b. Common Sense
   c. Liberty of Death
   d. Declaration of Independence

- Students will identify the disposition of forces and resources at the outset of war between respective sides
- Students will describe G. Washington’s overall strategy
- Students will describe the tactics/intentions, circumstances, and results of these battles
  1. Lexington & Concord
     i. Paul Revere’s Ride
     ii. Siege of Boston
     iii. Battle of Breed’s/Bunker Hill
  2. Battle of Long Island (and subsequent battles)
  3. Battle of Trenton
  4. Battle of Saratoga & alliance with France
  5. Battle of Charleston
  6. Battle of Camden
  7. Battle of Cowpens
  8. Battle of Yorktown

- Students will identify the causes and effects of these mid-war events:
  1. Declaration of war by FRA, NED, and ESP on GBR after Saratoga
  2. Winter at Valley Forge
     a. Baron von Steuben
  3. Betrayal of Benedict Arnold

15. Refined Concept Map (Unit Outline/Map)
   a. Terms and definitions to be learned in the unit

- French and Indian War
  1. Battle of Quebec
  2. Alliances w/ native tribes
  3. GBR victory but financial weakness

- Causes of Revolution
  1. Taxation w/out representation
  2. Tea, Stamp, and other acts
  3. Boston Tea Party
  4. Boston Massacre
  5. Intolerable Acts
  6. Continental Congresses and royal entreaties
  7. Common Sense
  8. Declaration of Independence
  9. Battles of Lexington and Concord

- Revolutionary War
  1. Disposition of forces
  2. Initial battles
     a. Washington’s struggles with supplies and enlistments
3. Saratoga  
   a. Global war for Britain: ramifications
4. Valley Forge
5. Benedict Arnold
6. GBR moves fighting to the south  
   a. Guerilla warfare and scorched earth
7. Battles of Camden, Charleston, Cowpens, and Yorktown
   • British recognition of independence

16. Major concepts/parts (organized logically; perhaps include final diagrams students will know or basic timeline):
   • GBR and Am. Colonies had a fairly happy relationship up through the 7 Year’s War
   • GBR needs after this war now ran increasingly contrary to colonial wants
   • Increasing need to raise revenues in GBR rankled colonists and also disregarded some of their rights of Englishmen
   • GBR reactions to colonial push-back created further ill-will and unified resistance
   • Colonists began to recognize a more common identity as Americans and the ability to exist independently of GBR.
   • GBR’s heavy-handedness also pushes additional colonists towards war who may not have been so inclined, though some colonists stay loyal to GBR all the while.
   • As of the Declaration of Independence and outbreak of war, GBR’s military forces and resources dwarfed those of the colonies. Colonists needed a different winning strategy than direct military resistance
   • Despite GBR winning most of the battles, G. Washington was able to keep the American army intact utilizing what geographical and chronological advantages he could.
   • Eventually, GBR’s rushed approach led to a blunder at Saratoga and set back GBR hopes despite it controlling most of the large N.E. cities. This also precipitated other Euro nations joining against GBR
   • When GBR moved the fighting south, it further galvanized American resistance and again suffered overall setbacks despite winning a majority of pitched battles.
   • American resistance and key victories exhausted GBR’s war effort and finally ended in recognition of independence.
Larger Unit Plan

Grade Level: 4th

Topic: U.S. Constitution/Government

Pages in Core Knowledge: 191-208

# days/lessons available for whole unit: 10-11 lessons (4-5 for core content, 3-4 for primary source studies, 1 review + 1 assessment)

Personal exploration of and reflection on the topic

1. Map out the topic (here or on a separate sheet):
   a. What is the thing I am teaching? (classify the noun – a time period? A person? An idea? A process?)
      i. The U.S. Constitution is a thing that will be studied in itself and in its connection to other events or processes. This unit will also look at the process by which it came to be, through debate and compromise of various ideas of government in the ratification work between 1787-1789. This unit is shorter and utilizes primary sources and discussion of said sources more than any other unit in the 4th grade. It utilizes real documents written in elevated language and style to discuss abstract but essential concepts. It is of the utmost importance, for sake of comprehension, that teachers are able to take the main ideas, principles, and considerations of the documents in this unit and make them relatable & accessible for students.

   b. What is the essence of it that I need to know for myself? (create a set of personal notes)
      i. The essence of the Constitution is the idea of government that it presents and solidifies. It enumerates the powers of a tripartite government with a particular emphasis on separation, oversight, and balance between them. Having just come out of a civil war/rebellion in which colonists felt their rights had been ignored or relegated by a government with excessive centralized authority, American federalists (led by J. Madison) set out to create a document that would clearly limit the new government’s power.

      ii. The Constitution demonstrates a simultaneous trust and distrust of man’s desire for power, and the tendency for power to corrupt and beget yet more power. This is due to the differing ideas the founders had about the nature of man and what the nature of government should be, ideas that came from a combination of English philosophers such as Burke, Locke, and Smith in combination with Classical political ideas and writings/writers.

      iii. The Constitution shows measure and care through the checks and balances it lays out, with government limits made even more explicit in the Bill of Rights added later. Even so, not all government powers and functions are clearly detailed. Many founders felt that the powers they had enumerated would not be over-reaching given other common values and culture of the time. Some were not as optimistic as Madison and Hamilton. As Patrick Henry said in the Virginia Ratification Convention in 1788, “If you have a good president, senators, and representatives, there is no danger. But can this be expected from human nature?…Without real checks it will not suffice…virtue will slumber. The wicked will be continually watching: consequentially you [Madison] will be undone.”

      iv. The Articles of Confederation

   v. U.S. Constitution (original)

   vi. The Bill of Rights (Amendments 1-10)

   vii. Ratifying the Constitution
      o first talk checks and balances and separation of power with 3 branches, outline
      o because Articles of Confederation were weak and only enumerated a legislative branch, there was no need for judicial or executive.
      o need for expanded powers means need for branches to balance
         • new powers to legislature would need checks...
         • what would those be?
      o The delegates discussed many other rights and laws, most of which detailed what sorts of things congress would deal with, what the president would deal with, and so forth.
         • Members of the House of Representative get 2-year terms
         • Senators get 6 years
• One president with 4-year terms.
• Congress voted on taxes and war-making, laws
• President had appointing powers and veto, Federative power to command troops, foreign policy
• Supreme Court: decided on constitutionality of the laws.

  o One large question still needed to be addressed: eventually problems would arise that the founders could not foresee. Maybe they would have to change parts of the constitution, or add something to it.
    • How would the states go about amending the constitution?
    • It should be possible to amend the constitution, but not so easy that it’s done all the time.
    • To amend the constitution, 2/3 of each House had to agree to an amendment, and ¾ of the states had to approve it as well (in state congresses).
    • They also agreed that only 9 of the 13 states would need to ratify the constitution for it to go into effect. To ratify, the people each state would elect of group of people whose sole job was to decide whether or not they agreed to abide by the constitution.
    • As a part of this ratification, they agreed that the constitution would be the highest law of the land, and states could not pass laws that went against it.

  o Some delegates argued that there should be a Bill of Rights included, a list of rights that the government could not take away, like the right to assemble, bear arms, trial by jury, freedom of religion, etc.
    • The majority thought this was unnecessary, and voted against it.
  
  o The finished product was ready to be signed on Sept. 17th, 1787.
    • Of the 42 delegates, 39 stepped forward to sign.
    • No one thought it was perfect, but they all agreed it was an improvement and the best they could do with the time they had.

  o Copies were made of the Constitution and sent throughout the country, to every library and school and town hall, so that anyone who wanted to could read it and discuss it.
    • Those who approved of the constitution and the new government it created were called Federalists
    • Those who disliked the constitution were Anti-Federalists
    • They argued that since the Constitutional Convention had thrown out the Articles and created a new government, even thought they were supposed to just change the Articles, showed that in no time this same group of people would want even more power.
    • They thought the new Gov. was way too strong.
    • The lack of a Bill of Rights was a threat to their liberties.
    • The Anti-Federalists tried to delay proceedings as much as possible.
    • John Jay (NY), Madison, and Hamilton worked very hard to push the new government, writing many newspaper articles and essays explaining the whole constitution, bit by bit.

  o Delaware held the ratification vote first.
    • Delaware, New Jersey, Georgia, Connecticut, Pennsylvania, all voted for the new constitution.
    • With only 5 ‘yes’ votes, the Federalists needed to add to their strategy. They proposed that the Anti-Federalists could write up their Bill of Rights after they voted for the Constitution. This brought Massachusetts to vote in favor.
• Maryland and South Carolina voted ‘yes’ in April and May, and New Hampshire voted ‘yes’ in June. Even with 9 votes, things were still shaky, as neither Virginia nor New York had agreed.
• After lots of arguing between James Madison and Patrick Henry, Virginia also voted yes, provided it would get a bill of rights personally led by Madison.
• Alexander Hamilton led the Federalist cause in NY. They were outnumbered, but news of the VA ratification pressured NY to join too, not wanting to be left out of the new nation.
  o With the constitution finally being ratified, the first act of the first Congress was to create a bill of rights, which passed with its double 2/3 vote.
  • The Bill of Rights is regarded as the clearest and most direct protections of right within the constitutional framework, and many of them were imitations of the “rights of Englishmen.”

viii. America after the Revolution
• American has just fought a very long and costly war for independence. Did this mean that now everyone could do whatever he or she wanted? What sort of government comes next, if any?
• Americans were very concerned about their rights.
• *Class Discussion. What are some rights? Where do they come from?
  o Some rights come from laws. Some rights come from culture. Americans also believed that some rights come from nature, from God, etc. These “inalienable” rights, such as the right to life, liberty, and the pursuit of happiness, existed with every person because he or she is a person, not because of a king of a Parliament or anything else.
  o The Founding Fathers, and many Americans, believed that:
    1) Governments should exist to protect (not create, not harm) the rights of the people.
    2) People should rise up against a government that does not protect them.
    3) The government gets it power from the governed. The people should decide what powers the government has.
• *This was not an entirely new idea.
• Where have students seen this before?
• Remember, Englishmen were aware of this relationship since the Magna Carta, but it was the first time that a government was built entirely upon these simple ideas.
  o Would it suffice to merely talk about the rules for this government, and have people learn and memorize them? Why must hey be written down? The new government needed a constitution.
    • A constitution is a set of fundamental principles and precedents by which a state can be governed, the basis for all other laws.
    • The Articles of Confederation, a loose agreement of cooperation between the 13 colonies, had been ratified in 1777 at the 2nd Continental Congress and installed in 1781.
    • This was a very weak constitution that had many vague points and was disorganized.
    • Congress was given the power to make war and peace, enter treaties, and create a national currency and post office. It could only ask states to supply troops, and it was up to the states to say how many would go.
    • It could not make tax laws, and could not change any laws without all 13 states agreeing, and each state had only 1 vote (so Rhode Island equaled Virginia).
• It functioned only to get the American government through the war and did
nothing to form a national government.
  o Not all Americans wanted a strong national government. They worried it would become
tyrannical just like Britain. But many Americans did want a strong national government,
provided they got to decide how much power it had.
  o The Constitution needed to say what the government could do, and what it could not do.
They had to preserve their “rights of Englishmen”, such as the right to protest, the right to a
trial by jury, etc.
  o “We the People of the United States, in order to form a more perfect Union, establish
Justice, insure domestic Tranquility, provide for the common defense, promote the general
Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and
establish this Constitution for the United States of America.”

2. G.R.A.P.E.S.
  a. Geography – Geography itself is not really studied or incorporated in this unit. However, some
recognition of the differences in size, economy/wealth, and temperament of the 13 states will be helpful
in looking at the different government plans and ratification sequence. (For example, concerns of small
or less-populated states vs. larger states in representative government).
  b. Religion – There were a variety of religions represented at the Constitutional convention (predominantly
Christian) – Anglican/Episcopalian, Presbyterian, Baptist, Puritan, Quakers, and Catholic. Apart from the
original idea of a supreme Creator and natural rights, religion is not examined in much detail as factor in
this unit/at this level, but is certainly an important point when discussing the 1st amendment.
  d. Politics – There is an examination of different political mindsets, generally speaking the Federalists and
Anti-Federalists and the discussion of small vs. big government, extent of powers, checks and balances,
etc. There were political sides with prominent leaders arguing whether this new government should
lean more towards Individual state sovereignty or towards federal supremacy.
  e. Economy – A brief reminder of sectional economic interests (and how that might affect governing
preferences) such as a resource-export economy in the north, production-export economy on the NE
coast, or cash crops in the south.
  f. Social Structure – More implicit and secondary in this unit but worth examining is the lack of
demarcated social structure like in the old world. Of course there were rich and poor, landed and un-
landed people (and the privilege that corresponds), but no legal titles nor entitlements for nobility,
monarchs, etc. Recognition of rights for women, minorities, and, of course, slaves, was still lacking but
American social structure was relatively egalitarian for the time.

3. Where does this fit into a larger framework?
The Constitution sets the framework for the American government, but it is also a continuation of and
improvement on the Magna Carta, English Common Law, and the Rights of Englishmen, as well as the
general set-up of the English Parliamentary system. It further fits into the framework of the
study/progression of a modernizing Western world with more representative government and
enumerated rights of the governed that will also take place in Europe in the 1800s. It is also a very
definitive and different shift in the ‘security vs. independence/freedom’ balance that students study
consistently in 4th grade.

4. Is it a whole, a part of a whole, or both? What are its parts?
Within the 4th grade American History sequence this is a middle part, made possible by the outcomes of the
1st part (Revolution) and setting up the events of the 3rd part (early presidencies and national
growth). However, in many ways the structure and study of this unit, even though it is only 2.5 weeks, is
treated as a whole, a sort of self-contained case study in the evolving ideas of government now manifest
in a way that is very real and relevant to students.
5. What distinguishes this whole from other wholes (especially things that are like it)? What distinguishes this part from other parts in the whole?

The Constitution set limits on the government like the Magna Carta did, but also creates more distinctions in the set-up of the government. It is also rooted in English common law, but it is instead written out and more explicitly codified. It’s rare to have units that can be so cleanly studied as a whole, but really this unit could still be done with near-fidelity without students knowing what came before or after. This is one of the strengths of the foci of this unit being abstract, with the weakness being that it can be difficult to explain and achieve retention with students.

6. What patterns does it exhibit? Is it part of a larger pattern? What are its properties, qualities, quantities, boundaries? How does it react/interact with other things?

As previously mentioned, a lot of the substance and style of this unit is self-contained. However, it does continued in the pattern of sectional differences in economy, population, religion etc. in the U.S. affecting federal politics. It also sets the stage for the pattern of branch-rivalry in the government that will often be studied in the ensuing 7 presidencies (executive vs. legislative vs. judicial)

7. What is it scientifically? What is it poetically (how does it impact man’s soul)?

Scientifically this is the American experiment, a trial of democratic/republican government is this document going to be enough to protect the rights as a means to protecting the rights of the governed and maintain opportunities for growth and prosperity. It tests the question—can the natural ambitions of man and corrupting influence of power be restrained and counter-balanced in such a way that necessary functions of government are performed, but no more, without needing a philosopher king. Most poetry benefits from form and pattern, from specific and careful construction. Poetically this unit is about a new benchmark in human development in structuring a society with accountable government that supports freedom and natural rights as its operating objective. Really this unit is not so much about the beautiful poetry itself, but about the form, technique, and nitty gritty of what make the poem possible—just as important if not quite as glamorous. Case in point, most people concede that the Declaration of Independence is a sexier document, but the establishment of the Constitution and Bill of Rights kept that genius from fading into irrelevant history.

8. What makes it possible? What are its causes? Why is it here? Why does it happen?

The American Revolution made it possible and break with Britain is what caused a new government to be created. And yet, it as not a break so much of ideologies, but of application and, as the colonists saw it, integrity. It happened as many colonists, who were enjoying increasing levels of prosperity, leisure, and social identity, wanted to have full recognition and benefit of the rights of Englishmen, wanted them to be rights of all men (relatively speaking), wanted to create a revolutionary government in the original intent of the word, one that had come full circle back to its right place where natural rights were protected and not impeded by distant, unaccountable forces with arbitrary wants.

9. Why is it important/interesting? Why does it matter? Where is the mystery/profundity? (What are the elements of wonder about this thing?)

The Constitution is important because of its thoroughness and thoughtfulness relative to its length (it is relatively short and simple for a legal/political document). Although it drew upon previously articulated ideas about government and rights (wasn’t entirely original), it was the first document of its kind in that it clearly articulated a new governments branches and powers, clearly articulated how said branches and powers would control each other, and did so in a way that was succinct and accessible to the citizenry. The subsequent Bill of Rights was likewise singular, not for its pure originality, but for its clarity and thoughtfulness (informed by recent experiences) in stipulating things the government could not do.
The establishment and subsequent success of this foundation precipitates a change in Western governance and later even the world.

10. **What is the extent of the content appropriate for this grade? How much detail will we go into?**
   The small size of this unit corresponds to the detail; students will look with great specificity at primary sources and discuss them directly, as well as the context in which they were formed. Students will learn about surrounding circumstances (social & economic considerations of the time) with less detail (typical to 4th grade detail) but in the discussion of government functions and civics this will be a heightened level of detail, with many specific and verbatim objectives for comprehension.

11. **What of the content is most essential? What elements will highlight meaningful threads to think through? What areas of content will lead to a Socratic inquiry (what can they figure out through good questions)? (list here or label on the topic map)**
   A discussion of the separation of powers (and function of said powers), checks and balances, and bill of rights are the three most essential concepts and discussion points of the unit. Following a rough sequence of, “What is the need? How can that be addressed? What the potential problem with this power? How can that be controlled?” will lead to continually fruitful and thoughtful discussion from students. Personally I recommend leaving Madison’s maxim, “If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men [who are not angles] the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.” At some place of prominence and easy reference for the duration of this unit with the main Socratic questions being, “In this instances, or for this regard, how is this being done? What more will need to be done?”

12. **How do I best introduce this THING as a whole (not as an abstract definition made up of abstract parts)**
   This unit is still a continuation of the Am. Civ. sequence from 3rd grade, and simply put, follows the questioning line of, “Ok, they actually won the Revolution. Now what? Yes the Americans need to set up their own government now that will actually enshrine and protect the principles for which they fought such a costly war. Reminding students of these principles (based in previously discussed English common law and now adapted a little bit for their more local needs) as way of review should come next, followed by a discussion of the trustworthiness (or not) of men in power and best ways to control these impulses. From there, introducing specific plans and proposals at the Constitutional Convention will get into the specifics of what actually happened and why.

13. **How best do I sequence the exploration of those parts**
   a. Conceptually: How does this affect other ideas/processes/events? How does this lay foundations for later content? What is a theme here that stretches across the subject area, year, etc.?
      i. Conceptually this comes between the American Revolution and the First Presidencies. It lays the groundwork for the start of a new nation.
      ii. Thematic it starts the examination of competing powers in the U.S. government and political factions, which will continue in the next Am. Civ. units.
   b. Factually: What is necessary to know?
      i. Terms and definitions
      ii. Historical/scientific facts
         1. The Magna Carta
         2. The Declaration of Independence
         3. The tension between giving the government enough power to operate but also limiting its power to expand or act unilaterally.
      iii. Characters, figures, processes involved
         1. Thomas Jefferson
2. George Washington
3. James Madison
4. John Jay
5. Alexander Hamilton
6. Patrick Henry

iv. Comparative experiences (things that are LIKE this new concept/idea/knowledge)
   1. The English nobles creating the Magna Carta to be signed by John I.

14. Objectives
   a. Builds on the following objectives targeted in previous grades:
      i. Foundation and formation of the United States
      ii. Creation of U.S. governmental structure and civics
      iii. Study of the balance in social structure and forces between security and independence.

15. Refined Concept Map (Unit Outline/Map)
   a. Terms and definitions to be learned in the unit
      1. Unalienable (first written by Jefferson as inalienable) rights: Rights that cannot be – are impossible to be - taken away by anyone.
      2. Democratic vs. Republican: direct voting on all officials and laws by a populace vs. Voting on elected representatives to then vote/pass laws, etc.
      3. Limited government – a government that has limited power, and receives its power from the consent of the governed.
      4. Constitution: A written set of rules and principles outlining a government’s authority
      5. Confederation: an association of political identities bound in common purpose
      6. Delegate: a representative at/for a certain events
      7. Federal system: A political structure in which a larger government exists in addition and regulation to smaller governments.
      8. Separation of powers: the division of different governmental powers between different and independently functioning portions of the government
      9. Checks and balances: controls one branch of the government has on the functioning of another
      10. Judicial: relating to the courts and judgment arm of the government
      11. Legislative: relating to the law-making arm of the government
      12. Executive: relating to the law enforcement, diplomatic, and military arm of the government
      13. Compromise: when rival parties concede portions of their ideally desired outcome in order to reach agreement
      14. Ratify or ratification: a process or vote of formally agreeing and creating something
      15. Amend: to make a change or addition to something
      16. Preamble: an introduction and explanation of principles for a composition
      17. Supersede: to overpower or pre-emanate something
      18. Abrogate: to replace something preexisting with/from something of higher authority
      19. Union: an association of identities bound in common purpose
      20. Anti-federalist: a person whose political identity involved preferences for limited federal government, favorability of agricultural development and domestic development, more direct and plebian-controlled democracy, and a particular distrust of Great Britain
      21. Federalist: a person whose political identity involved preferences for expanded federal government, favorability of industrial and commercial economic production, more removed democracy/republicanism with power controlled by older or more established groups and families, and a distrust of France.
22. **Bill of Rights**: a list of amendment (10) to the constitution specifically outlining rights that the federal government must request, also seen as things the government *can’t* do as opposed to what it *can* do outlined in the Constitution.

23. Consent of the governed: affirmation of government action by citizenry who participated freely in election of said government with understanding of its powers.

16. **Major concepts/parts (organized logically; perhaps include final diagrams students will know or basic timeline):**
   
   a. **Lesson 1**: The Idea of Government and Self-Rule  
   b. **Lesson 2**: State Constitutions & Articles of Confederation  
   c. **Lesson 3**: Major Decisions  
   d. **Lesson 4**: Checks and Balances  
   e. **Lesson 5**: Compromises  
   f. **Lesson 6**: Completing the Constitution  
   g. **Lesson 7**: The States Ratify  
   h. **Lesson 8**: The Bill of Rights & writing assignment  
   i. **Lesson 9**: Review  
   j. **Lesson 10**: Test
Larger Unit Plan

Grade Level: 4
Topic: U.S. History Early Presidencies and Politics
Pages in Core Knowledge: 209-227
# days/lessons available for whole unit: 14-15 + 1 review & 1 assessment

Personal exploration of and reflection on the topic

1. Map out the topic (here or on a separate sheet):
   a. What is the thing I am teaching? (classify the noun – a time period? A person? An idea? A process?)
      i. This is a time period and series of events covering the first 40 years, roughly, of the new American nation through a study of the first seven presidencies. This unit has more breadth and variety of settings, items, and foci than the Revolution unit. It also has much more concrete and practical aspects to its objectives that the Constitution unit, all while moving at a pretty quick pace. As such, in addition to challenging students with the normal new objectives, it also challenges students to apply their habits of study and thought from the last two units into a sort of skills-combination for this last contiguous 4th-grade history unit.
   b. What is the essence of it that I need to know for myself? (create a set of personal notes)
      i. Each of the first seven American presidents faced both similar and different challenges, some of which related to local matters or even chiefly matters of perception and public relations, while others were intertwined with global conflict and national sovereignty. All of these presidencies were shaped by their circumstances and the forces surrounding their time, but also contributed to the circumstances and national trends, as well as national identity, that would, in turn, shape subsequent presidencies and periods of American development. Many of the higher-order concepts in this unit will involve looking at regional sectionalism in America, even after the Revolution and ratification of a government, and most of all as complex issues without clear right/wrong or win-win solutions.
      ii. The New Government
         o The Constitution had been ratified. The plans for the new American government were completed, but now they had to be put in place. This would have to start with the Executive Branch, which is headed by the President.
         o George Washington had “retired” from public life in 1783, after the end of the Revolutionary War.
            • He was asked to help represent Virginia at the Constitutional Convention, as many people knew he could keep order. They appointed him president of the convention
               o It was understood by almost everyone, including Washington that he would have to be the nation’s first president.
               o Why was it important to start with Washington in the early years?
               o On April 30th, 1789, Washington was inaugurated in New York City, the temporary capital.
               o Washington placed his right hand on a bible and swore the oath of office, to uphold, protect, and defend the constitution.
         o Washington was very aware that everything he did as president, and everything the 1st Congress did, would set precedents for a long time.
            • After the Bill of Rights, Congress had to decide how to fill the Executive Branch’s departments.
               o Department of State: for foreign affairs/trading/treaties
Department of War: national defense/security
Department of Treasury: collect taxes, pay bills, and sell bonds
Head of each Department called the Secretary

Soon Washington was having his secretaries meeting regularly to advise him on different matters. These Cabinet Meetings also included the Attorney and Postmaster General.

Congress had a lot of work to do in establishing the courts. There was no set number for Supreme Court Justices nor was there specification for what the lower courts would do.

- Started with 6 judges (has changed several times)
- Set up Federal District Courts (94) and Federal Court of Appeals (13)
- Put in place an 80% tariff on July 4th, 1789, on imported products.
- A tariff is usually a tax paid to the government by a merchant who buys foreign products to resell in the U.S.
  - This and the occasional excise taxes on whiskey and tobacco was the chief source of Federal revenue up into the 1900s.
  - An excise tax is indirect, and is hidden in the price of a good. The retailer then pays these taxes to the government each year.

For the first 6 months of Washington’s tenure, things went very well. His advisors, secretaries, and most Americans, were very cooperative and eager to work out any kinks.

- Alexander Hamilton and Thomas Jefferson were both very prominent politicians, each heading a Dept. They disagreed very often, and strongly!
  - Hamilton (NY) wanted to encourage American manufacturing.
  - Jefferson (VA) wanted to maintain the mostly agrarian, rural emphasis
  - Hamilton wanted to increase Federal power, and considered the government best run by wealthy, formerly educated, old-family politicians. He didn’t think the Americans masses could be trusted to vote and act unemotionally, that it was too fickle.
  - Jefferson wanted as restricted a government as possible: “The government governs best, which governs least.” He also wanted to keep as much control as he could in the hands of (informed) commoners, farmers, etc., believing they were less corruptible and best knew what they needed from their government.
  *Note, this was another great Check & Balance

This rivalry led to the formation of America’s first political parties: Federalists (under Hamilton) and Democratic-Republicans (Jefferson).

One of Hamilton’s plans to pay off America’s war debt was an excise tax on whiskey, along with some other goods. This was a generally popular plan, and it easily passed in Congress.

- Western frontiersmen did NOT like the bill. They grew lots of corn, and what they did not use for sustenance they make into whiskey (which costs less to ship than the corn its made of). Whiskey was a large part of their income and almost a currency in itself
- They banded together in 1794 and protested against the tax, refusing to pay it and threatening collectors.
  - Washington was in a tough spot. He understood the frontiersman’s plight, but also realized the government could not knuckle to this sort of pressure or it’d never collect a tax again.
  - He personally led a large militia to put down the rebellion, though no fighting was actually required with his show of force. (Which executive job is Washington fulfilling?)

This ended the threat of a rebellion, but it did increase support for Jefferson’s anti-federalist party. Already it seemed like the government was exceeding its powers.
Washington served two terms as president, but decided not to run for reelection after that. He did not want Americans getting dependent on 1 person, like a king. His last, and perhaps most important precedent, was to only serve two terms and then retire.

- For the next presidential cycle, it was John Adams running for the Federalists against Thomas Jefferson with the Democratic Republicans.
- John Adams barely won, and back then the 2nd place contender became Vice President (as had Adams with Washington). So Jefferson had to work with Adams (another Check & Balance).
- Though the White House was not yet finished and most of D.C. was still swampy, Adams and his family moved from Philadelphia.
- Adams had been working to increase ties with Britain, culminating in the 1794 Jay’s Treaty. Jefferson spurned Britain and wanted to strengthen ties with France.
- The French and British were at war again, and the Democratic-Republicans supported the French, in part because they too had just undergone a revolution and overthrown their king.
  - Washington had stayed neutral, and urged others to.
- Both British and French ships were confiscating American exports. When Adams sent 3 ambassadors to France, they demanded a large bribe before they’d even open talks. Congress drafted legislation to build a navy, “Millions for defense, and not one drop for France!” and a Department of the Navy.
  - War was the popular desire, but Adams, like Washington, did not think America was ready for another war. He continued diplomacy with France and eventually reached an agreement whereby the French gave American ships special allowances.
  - This turned some Federalists against him, and the Democratic-Republicans still didn’t like him. He lost the 1800 election to Jefferson.
- Like Ben Franklin, Thomas Jefferson dabbled in science, philosophy, law, architecture, publishing, agriculture, etc. He devoted most of his time to political philosophy.
  - He designed and supervised the construction of his house, along with the University of Virginia. He was a huge proponent of education, and pushed for public education from early on.
  - Wrote a compendium of VA’s flora and fauna.
  - Jefferson owned slaves, though also tried to get VA to pass a bill making all children of slaves born free. He never could quite reconcile his own writings with his practices—a problem for many Southern Americans.
  - Became Pres. On Mar. 4th, 1801.
  - Abolished Whiskey Tax
  - Cut Army and Navy budgets (less money makes them smaller)
  - Jefferson ran into trouble with FRA. The French Emperor Napoleon Bonaparte had reclaimed the Louisiana territory from Spain and was looking to build up his empire in America. In 1802 New Orleans closed its ports to foreign (American) exports.
  - Jefferson sent ambassadors offering $10 million for the city of New Orleans alone. He had no idea that France was broke, and was amazed to hear their counter offer of the whole territory for $15 million.
  - The purchase doubled America’s landmass, though they weren’t even entirely sure what all was in the territory.
  - Jefferson commissioned an expedition led by Lewis and Clark to find an overland route (NW Passage) to the Pacific, and gauge what sorts of territory the U.S. had now come to own, what resources, etc. 1804-1806.
- Jefferson continued to have problems with Britain and France
o As a part of their continued war, both tried to maintain blockades on each other’s ports. They pledged to seize any goods intercepted.

o Britain had a much larger/better navy, and they stopped many more American ships.

o The British also began *impressments*: boarding American ships and taking any sailors they claimed were British sailors who had deserted. Sometimes, they took Americans too, or at least British sailors who had legally gained their citizenship in the U.S.

o The federalists, many of whom were in New England/New York, did not mind the British retaking British sailors. The sailors would work for cheaper than Americans because they liked the nicer conditions (compared to working on a British boat).

- Jefferson responded with an *embargo*, a government order forbidding all trade between countries.

  o Jefferson thought he could avoid war and force GBR/FRA to recognize American trade rights by starving them of goods.

  o This did hurt GBR/FRA, but it also hurt the Americans, and ended up hurting them more, especially federalists.

  o After 1 year, congress ended the embargo, but the problems with GBR/FRA continued through 1809 as James Madison, Jefferson’s Secretary of State and fellow founder of the Dem-Reps, became president.

  o Madison tried to continue diplomacy with GBR/FRA but to no avail. In the mean time, problems with Indian tribes in the western territories were increasing, in large part because the British Canadians were supplying the Indians with weapons and information.

  o Some Americans wanted the Canadian territory for themselves anyway, and this was a good excuse.

  o Many New Englanders/Federalists did not want war with GBR. They did not like having British sailors taking their jobs for less money. The wealthy merchants often has special passes with the British government, and liked being able to sell their good for a very high price in Britain (a *de facto* monopoly).

o When Madison became president in 1809, he inherited Jefferson’s problem.

  - Americans were angry with both GBR and FRA, but now much more so than GBR. With Madison’s presidency there were also a lot of new congressman elected, men from western and southern states who favored war with Britain, and argued for it very strongly. They were known as ‘War Hawks’.

  - The pressure continued to mount, and in 1812 Madison asked Congress to declare War on Britain. All of the federalists (39) voted against it (13 in Senate), and they were also from eastern states, but there was a majority in both Houses. So began “Mr. Madison’s War.”

  - Ironically, Britain repealed its Orders of Council, the policy by which it was impressing sailors and blockading trade, 2 days before the Declaration of War was drafted on June 18th.

iii. **Mr. Madison’s War**

  o Many northeastern states did not contribute to the war effort, providing little funding and none of their state militias for the Canadian attack. They even barred other state militias from moving through Lake Champlain, which further crippled the Canadian offensive.

    - All the while, New England continued to trade with Britain and Canada.

  o The American attack on Canada quickly fell apart as a lack of supplies and order, made worse by the lack of a central commander, prohibited and organized attack.
1813 was a better year for the Americans. The Americans under Oliver H. Perry won a surprising naval victory over the British on lake Erie, which gave them control of the Great Lakes.

General William Henry Harrison then crossed the lake and landed with 3,500 militia, many of whom were from Kentucky. He pursued the retreating British under Gen. Procter, knowing that the Shawnee Confederacy chief Tecumseh was with them.

- They attacked the British at the Battle of Thames River. After the initial charge, most of the British, who had been marching for 3 days without rest or food, surrendered.
- Tecumseh and his 500 warriors fought on, using a swampy as protection from the cavalry, but they were out-gunned and Tecumseh was killed, leading to the eventual withdrawal of the remaining forces.
- With the objective accomplished, the Americans withdrew back to Detroit.

In 1814, things took a turn for the worse. France surrendered to Britain, as Napoleon was defeated for the second time. Now Britain could turn its full attention to North America and avenge its embarrassing defeat in 1783.

- The British now reinforced Canada, and the Americans had to divert many troops to stop any attacks from the North.
- This left the central/east portion of the country neglected, and the British landed with about 4,000 troops in Virginia, where they proceeded to burn down Washington D.C.
  - Dolly Madison personally oversaw that White House valuables, important paintings and documents, were safely removed only hours before the British entered the city.

The British army continued north towards Baltimore, one of Maryland’s most important cities.

- The advance was halted at Fort McHenry, where the Americans withstood a 24-hour bombardment from British ships. With the Navy now out of ammunition, and British soldiers could not advance on the city without suffering huge casualties, so their attack stopped and Maryland was spared.

In the winter of 1814, many federalists met in Hartford, Connecticut, to draft demands of Madison, e.g. requiring a 2/3 vote in Congress to admit new states and a law forbidding successive presidents coming from the same state. They threatened/implied secession if their demands were not met.

The war had come to a standstill in the North and East, but there was still room to move in the West. The British were ready to end the war. They had been fighting with France for over 10 years, and with no quick end in sight, Britain was eager to end things squarely with the U.S. The Treaty of Ghent was signed Dec. 24\textsuperscript{th} 1814.

- Neither nation gained any territory, but Britain did stop supplying weapons to Indian tribes, and the westerners had defeated the Shawnee Confederation.
  - Once again, the U.S. had shown it could stand up against Great Britain’s military might, at least on home soil.

Even though the war ended in 1814, there were still battles to be fought.

- The British had sent a fleet of 8,000 soldiers, many of whom had experience from the Napoleonic Wars, to capture the city of New Orleans. The fleet was forced to land first in the Caribbean Islands to re-supply, thus delaying the battle.
  - Andrew Jackson had been promoted to Maj. Gen. of the 7\textsuperscript{th} district, which included New Orleans. He had been fighting to conquer parts of Florida from the British-supported Creek and Red Stick Indians since the Fort Mims massacre.
Jackson heard about the approaching British and had to hastily organize a defense of the city. He used militia volunteers from several states, as well as several-hundred pirate volunteers who had been operating in the area.

Jean LaFitte was able to supply Jackson with additional cannons and skilled artillerymen.

The Americans launched various small, skirmishing raids against the British, leading them through the swamps such that they would attack New Orleans where Jackson wanted.

On Jan. 8th, 1815, the British launched their full-scale attack against the American’s fortified position. Many of the British commander’s families and friends had come along for the campaign, expecting to make quick work of New Orleans and then getting to visit the city, stake out nearby land, etc.

Gens. Packenham and Gibbs were killed in the attack, and British casualties mounted up to some 800 killed and 1,500 wounded (Americans 55 KIA and 380 WIA).

It was a huge victory for America in terms of morale. It propelled Jackson into international fame and ensured that Britain would abide by the Treaty of Ghent.

iv. America After 1815

The Federalist Party was dishonored after the Hartford Convention, and to rub salt into its wounds, yet another Virginia man became president after James Madison—James Monroe.

James Monroe became president on Mar. 4th, 1817

- He had dropped out of college to fight in the American Revolution. After the war, he studies law and became a prominent lawyer.
- He was one of Jefferson’s ambassadors to France (bought LA)
- Served as Madison’s Secretary of State
- He had a farmer’s background, was a clear patriot, and was very popular.

It was great fortune to have a President liked by many different Americans, a great way to unify the country after the division of the War of 1812. His election in 1817, during which he won 80% of the vote (over Rufus King, a NY Federalist), brought about the “Era of Good Feelings” up through 1820.

This didn’t mean Monroe didn’t have problems.

- Seminole Indians were continuing to raid Georgian farms from their swamp bases in Spanish-controlled Florida.
  - Monroe sent Andrew Jackson in after them. Jackson defeated the Seminoles on several occasions, but never caught the tribe, and from time to time they would still raid farms up through the 1850s.
- While pursuing the Seminoles, Jackson also captured some Spanish forts that he suspected of helping the tribes. Spain was supposed to be stopping the raids, but couldn’t.
  - Spain protested Jackson’s force, but there was little they could do about it. Both Spain and the U.S. realized they couldn’t hold on to Florida. Many other Spanish colonies were already rebelling
  - Monroe sent J.Q. Adams who bought Florida for $5million in 1821
- Monroe also had to oversee the Missouri Compromise of 1820.
  - Missouri was applying for statehood, and this raised the question of what to do with slavery.
  - To balance out Missouri, Maine was formed as a separate, non-slave state in the North.
Congress also added that slavery would be prohibited in all new territories N. of 36’30 (the southern border line of MO).
The Federalist Party was almost nonexistent now, and Monroe ran unopposed for reelection in 1821.
Many Spanish colonies continued to gain their independence. Other European countries started to take note, either worrying about their own colonies or wanting these new ones.
- The U.S. issued the Monroe Doctrine in 1823, which stated that any European interference in non-European lands in the Western Hemisphere would be seen as aggression and would merit an American response.
  - American did not try to meddle in European affairs, and told Europe to stay out of New World affairs.
The 1824 election was much more heated. Andrew Jackson barely lost to John Quincy Adams, and alleged that the election had been rigged, Jackson had the support of many westerners and southerners in congress, and they refused to work with Adams.
  - Adams was extremely qualified. He spoke at least 4 languages, could read and write Greek, Latin, and Hebrew, and had been in politics since age 14.
  - He was one of the diplomats who worked on the Treaty of Ghent and the purchase of Florida.
  - None of his qualifications mattered much to public opinion.
  - Adams wanted to improve roads and public education, but could not get enough support. He was also unwilling to use his political powers to try and force Congress’ hand.
  - Adams did manage to pay off most of America’s outstanding debts, but he was unpopular and lost to Jackson in the 1828 election.
Andrew Jackson was sworn in on Mar. 4th, 1829.
  - Jackson’s inauguration was a huge affair. He was seen as the first common man to become president, and there was a lot of fanfare. More than ever, the common American felt involved in the political system.
  - The 1820s saw much increased voter participation. It was no longer necessary that males own land in order to vote (and many living in the crowded cities did not). The new voters looked for politicians more like themselves—coming from farms, born poor, etc., instead of wealthy Virginians or Bostonians.
  - Jackson was born on the frontier, had to fight and farm, studied to become a lawyer, and bought land in Tennessee.
  - He was also a national hero from New Orleans and Florida.
  - Old Hickory was famous, but still seemed ordinary.
  - Jackson paid off the national debt for the first and only time in American history.
  - Jackson believed in the “rotation” of federal offices—moving people from one government job to another often so they couldn’t settle in and become corrupt. However, he made many new appointments that were friends and benefactors, so cronyism came instead.
  - He fought against the national U.S. bank (2nd one), a 20-year charter to create a single institution backed by the government with a single currency to provide loans to Americans and foreigners alike, selling and buying debt.
    - Jackson saw it as a threat to common Americans and vetoed its re-chartering in 1832.
  - He squared off against John C. Calhoun, his own Vice President, in the nullification crisis, even though he sympathized with the southern states.
o He was an advocate of Indian removal and signed the Indian Removal Act in 1830, which forced many Indian tribes west of the Mississippi.

o On Jan 30th, 1835, Richard Lawrence attempted to shoot Jackson. Both of his pistols misfired and Jackson beat him with his cane before Lawrence was arrested.
  - Some people said the humidity caused the pistols to misfire, but when they were tested two times both functioned fine, adding to Jackson’s mythos.

2. **G.R.A.P.E.S.**
   a. Geography
      i. Topography does not play as much of a role in this unit as in others, but regional/geographical identity is a big part of the War of 1812 information, namely the different geographical (and subsequently, economic and political) blocks of the Federalist Northeast, South Central and Deep South states, and newer Central/Western States. Due to their differing economic and political interests, as well as demographic make-up, these regions (or, rather, representatives from) now find their cooperative bonds sorely tested in the first major challenges since ratification.

   b. Religion
      i. Not an explicit focus or clear factor in this unit at the 4th-grade level.

   c. Arts/Accomplishments
      i. Early American art could be shown, especially to put a face to the Presidents, but this would be complementary add-ons. The ‘Accomplishment’ category relates mostly to military and political developments within the realm of expanding American sovereignty, borders, and political precedents. Many specific accomplishments or developments will be unit objectives for their respective presidency (sub-unit), and will compile to expand the scope of the fronts of American history moving forward (Social—Indian Removal Act, Louisiana Purchase; Political—Washington’s cabinets, Monroe Doctrine; Economic; Louisiana Purchase, Jefferson’s Embargo; Military—Naval victories in 1813, Battle of New Orleans).

   d. Politics
      i. Applied or practical politics (vs. abstract/theoretical, from the previous unit) is the main framework of this unit, and students study events through the continuous narrative of subsequent presidencies. Students will study first and foremost the actual exercise of American Government relative to its intended function from the Constitution. They will study the rise and fall of political factions, of the effects of sectional politics, the balance between merit and political or popular appeal, and other details while reviewing and cementing their understanding of the core (though skeletal) functions and operations of the Federal political system.

   e. Economy
      i. Simple economic factors will play a role as a driving force behind some of the unit objectives, though they are not comprehension objectives themselves in the same way as the 4th grade Africa unit. Students will look at sectional economic interests in this unit, as well as the complications that come with economic ties between nations. However, with the understanding (and reminder) that economic factors are really human behavioral factors and thus ever-present in varying degrees, they are not as prominent of foci as the political points of this unit.

   f. Social Structure
      i. Social hierarchies and segregations are not factors in this unit, but sectionalism can be regarded as a sort of lateral national social structure, and in this regard, it is a point of repeated focus in the first four presidencies. Differing geographic, economic, and social factors contributed to different and increasingly opposed political blocs now vying for primary control of the new federal government. This is first characterized by the Dem-
Great Hearts Academies is the sole owner and possesses all right, title, and interest in and to all Proprietary Intellectual Property, including the documents produced/shared by Great Hearts as part of the Summer Reps. vs. the Federalists, but could also be seen as new vs. old states/colonies or western and southern states vs. northeastern. Students should exercise their observation or searching for this pattern and influence in the historical events they study. Although the sections (opposing structures) will change their names and borders and aspects of their identity, this theme will become increasingly prominent in American politics and culminate in the 5th grade Civil War unit.

3. (Where) does this fit into a larger framework?
   This unit fits into the 3rd-5th grade continuum of American History, studying some of the early, defining leadership and actions of the new nation. It adds increased levels of context and understanding to students’ knowledge of the American history narrative and their understanding of socio-political forces and sections that will continue through the K-5 American History sequence.

4. Is it a whole, a part of a whole, or both? What are its parts?
   This unit is a part of the 3rd-5th American History whole, and even within only the 4th-grade scope and sequence is still a part of the Am. Civ. course. It is subdivided into 7 presidencies of varying length, studied with varying detail, as well as one War.

5. What distinguishes this whole from other wholes (especially things that are like it)? What distinguishes this part from other parts in the whole?
   This unit is not a whole. It has many continuous themes from other parts of the American history whole, but also new contexts, developments, terms, events, etc. that are specific to this unit. The parts of this unit serve as applied narrative and tangible study of the ideas and formation to come out of the Constitution unit. They explore how the government will function and how the fledgling nation will define itself as it moves through young years into a sort of adolescence on the national level and respective of its place in the world and in history.

6. What patterns does it exhibit? Is it part of a larger pattern? What are its properties, qualities, quantities, boundaries? How does it react/interact with other things?
   This unit features many similar patterns of competing forces to the previous, now more easily labeled by the event. Local vs. National, North vs. South & West, Big government vs. Small government tend to be the dichotomy with domestic (and even international events in this unit). The largest, overarching pattern, or linear progression, is the changing face of government even within the same federal structure, something that is incremental and to 4th grade student not explicit, but will serve as specific marker point for later grades when students study the changing disposition and values of the American people through the 19th century, as well as those that hold constant.

7. What is it scientifically? What is it poetically (how does it affect a man’s soul)?
   Scientifically, this is a study of practical political applications chiefly addressing the question: How will this new, ambitious, and relatively un-tried form of government function in its duties of protecting rights and fostering representation for its citizens amid all of the other pressures from external rivals and internal needs. Poetically it is an examination about how local concerns can conflict with general concerns, or how different local concerns can conflict with each other. In a new nation with a new, relatively large and strong government, who will exercise control, how will they justly exercise power, and how will local or regional needs still be met even while they may conflict with other regions.

8. What makes it possible? What are its causes? Why is it here? Why does it happen?
   The core structure and events of this unit are made possible by the formation done in the previous, in combination with the usual drives student have been studying since 1st grade, that of people’s desire to establish security, then expand their opportunity within the context of their organic culture. Another large theme of this unit is sectionalism, which is made possible by the size and diversity of interests of
this new nation. It is brought into sharp relief until one side or the other is able to gain sufficient control of the federal government (using the appropriate systems in place) and move federal energies in a particular direction. There are reset and changes in the balance of power between competing interest within this unit and certainly within the scope of 3rd-5th grade American History, and these changes correspond to the growth of the nation and changes in needs and values relative to a fairly stable and representative (federal) system that is now being used to this effect.

9. **Why is it important/interesting? Why does it matter? Where is the mystery/profundity? (What are the elements of wonder about this thing?) Why is this a crucial part of understanding the story of mankind?**

After the important but abstract focus of the last unit, this is the meat and potatoes history for elementary students. There are relatable, real forces and factors, people and places and movement on maps, and a few battles for good measure. This unit continues to fill out the origin story and understanding of American history for students and does so with a new layer of personality, of relatability. It additionally matters because of these specific developments, studied more explicitly here than ever before, will have lasting ramifications for America’s growth as a country, for later struggles and triumphs that may happen in direct or, more interestingly, inverse relationship to these precedents. The profundity comes in seeing how real and relatable people now acted in cooperation or opposition within the theoretical framework that was studied in the previous unit, and how many of these patterns continue to today.

10. **What is the extent of the content appropriate for this grade? How much detail will we go into?**

Students will learn biographical information about each president, which is an added layer of specific detail for them. They will also be looking at and discussing implicit forces and factors in this unit (differences between parties or places, ramifications, etc.) with less certainty (everyone knows, overall, what happened in the Revolutionary War, but more of this unit is ‘new’ history) and therefore with more of an onus on clear anticipation and expression in their thoughts. The complexity of the information, the cause and effect discussion and examination of social and political forces is otherwise not at a higher level than other units, but the quicker pace will require students also to accelerate their thinking and deduction as a part of class discussions, homework, etc.

11. **What of the content is most essential? What elements will highlight meaningful threads to think through? What areas of content will lead to a Socratic inquiry (what can they figure out through good questions)? (list here or label on the topic map)**

The most essential elements of this content are the defining actions and, more importantly, effects of the respective presidencies (which have their own hierarchy of importance as well). This relates to the particular factual objectives of the unit. The other major content component of the unit is a heightened perspective and understanding of the evolving but ever-present factor that regional sectionalism plays in American politics and development. Looking at the geographic factors, and then economic needs and local cultural traditions of these regions will then lead to Socratic discussions of what the political interest of these regions will be, and how these will, in turn, affect the new Federal government. For each of the presidencies, there are initial opportunities or problems, which can be presented to the student to think through in the manner of “what could he do in respect to this? What would the results be? Who else will be affected positively or negatively?”

12. **How do I best introduce this THING as a whole (not as an abstract definition made up of abstract parts)?**

The sequencing of this unit is pretty seamless with the last. Asking students who they think will be the most likely candidate for 1st President (and ‘why’) and then covering the objective content there related will also set the stage for the student to anticipate who the next president will be. In addition to introducing this next set of historical sequence, teachers should also establish the framework for examining sectionalism in this unit, the other big piece. Teacher should look at maps of the early U.S. and review with student what the predominant economic factors, social needs, and political disposition
in different areas of the country are, as well as reviewing the Federalist (Bigger Gov) vs. Anti-Fed (Smaller Gov) positions and reasoning.

13. How best do I sequence the exploration of those parts
a. Conceptually: How does this affect other ideas/processes/events? How does this lay foundations for later content? What is a theme here that stretches across the subject area, year, etc.?
   i. This period of time and its developments contribute to a more westward-facing, confident nation overall, with Democratic-Republican ideas of government structure winning out over Federalist. It also serves as a precursor for increasingly stark sectional divides in American society, which will be central points of focus relating to the 5th grade Civil War unit.

b. Factually: What facts must come before it? What is necessary to know?
   i. Terms and definitions
      1. Historical Personage Names
         a. Washington, Jefferson, Adams, Hamilton
      2. Government terms
         a. Presidency, Judiciary, Legislature
         b. Political process for presidential election
      3. Regional Identites
         a. Northeast/New England Federalism
         b. Western and Southern agricultural expansionism
      4. General terms
         a. Embargo
         b. Precedent
         c. Political Party/Platform
         d. Commerce
   ii. Historical/scientific facts
      1. Animosity between Britain and France
      2. America being a new nation, though with substantial English cultural influence, composed of common goals and differing regional needs
      3. Preoccupation of ‘American’ land by indigenous peoples
   iii. Characters, figures, processes involved
      1. Washington, Jefferson, Adams, Hamilton
      2. Results of Revolutionary War
      3. Success of Constitutional Ratification (and contents)
      4. Inclusions of Bill of Rights
   iv. Comparative experiences (things that are LIKE this new concept/idea/knowledge)
      1. Study of English kings/terms of rules and political actions
      2. Discussion of local government and county divisions within AZ state history (why this is a necessity to meet local needs more quickly and efficiently—relates to sectional problems with which Federal government contends in this unit)

14. Objectives / Goals for this Unit
a. Builds on the following objectives targeted in previous grades:
   v. Separation of powers/checks and balances in American Government (2nd)
   vi. Factors in development and expansion of new American nation (2nd & 3rd)
   vii. Lewis and Clark’s escapades
   viii. Learning locations and characteristics (demographic, economic) of states (3rd)
b. **Objectives for this Unit (Identify, Define, Describe...to Connect)**

- Define the terms *cabinet* and *administration*
- Articulate the names and primary functions of the first cabinets and secretaries
- Describe the main political factions in the United States (Federalist and Dem.-Reps.) as well as their defining platforms and prominent leaders
- Identify George Washington as the first president, w/ election year and # of terms
  - Identify the President’s VP, political affiliation and state of origin
  - Describe the need for and role of the cabinet positions and secretaries
  - Define the term *precedent* and identify what precedent G.W. set with his terms of service
  - Describe the cause and result of the Whiskey Rebellion
- Identify John Adams as the second president, w/ election year and # of terms
  - Identify the Pres’s VP, political affiliation and state of origin
  - Describe main policy challenge(s), response(s), and results
- Identify Thomas Jefferson as the third president, w/ election year and # of terms
  - Identify the Pres’s VP, political affiliation and state of origin
  - Describe main policy challenge(s), response(s), and results
  - Describe the situation surrounding the Louisiana Purchase
  - Describe the purpose of the Lewis & Clark Expedition
  - Describe the effects of Jefferson’s *embargo*
- Identify James Madison as the fourth president, w/ election year and # of terms
  - Identify the Pres’s VP, political affiliation, and state of origin
  - Describe main policy challenge(s), response(s), and results
  - Describe the causes (3/4) leading to the War of 1812
    - Disrespect of Nat’l Sovereignty by FRA & GBR
      - Impressments and blockage of American shipping by GBR
    - GBR supply of Native resistance in western territories
    - Desire for land expansion to N. and S.
  - Describe the effect the War Hawks had on Congress
    - Identify and describe the significant historical irony and lesson from the War Hawk (Dem-Rep.) influence in Congress
- Identify the main actions and results of 1813
  - Failed attack on CAN and NE sectional resistance to war effort
- Identify the main actions and results of 1813
  - Oliver Perry’s Victory
  - Destruction of Shawnee Confederation
- Identify the main actions and results of 1814
  - Destruction of Washington D.C.
  - Stalwart Ft. McHenry and “Star Spangled Banner”
  - Cessation of hostilities w/ Treaty of Ghent
- Identify the main actions and results of 1815
  - Jackson victory at New Orleans
  - Embarrassment and dissipation of the Federalist Party
- Identify James Monroe as the fifth president, w/ election year and # of terms
  - Identify the Pres’s political affiliation, and state of origin
  - Describe main policy challenge(s), response(s), and results
    - Describe the Monroe Doctrine’s intent
    - Identify 2+ characteristics of the “Era of Good Feeling”
- Identify John Quincy Adams as the sixth president, w/ election year and # of terms
  - Identify the Pres’ political affiliation, and state of origin
  - Describe the dubious nature of JQA’s election and his problem with popularity
15. Refined Concept Map (Unit Outline/Map)

Terms and definitions to be learned in the unit:

a. **Sectionalism**: group political identities (and motives) existing within a larger group, often based on regional needs from economic, demographics, and/or geography, that can be opposed to each other.

b. **Electoral College**: an organization composed of elected officials from each state who vote for presidential candidates as an extension of their constituents' votes.

c. **Factions**: differing groups of opinions, purposes, etc. Within a given system or larger group.

d. **Cabinet**: a furnishment used to store domestic items, typically kitchenware or clothing. Also, a group of political advisers, typically with varying backgrounds and expertise.

e. **Embargo**: a prohibition of trade and interaction with a certain group

f. **Impressment**: the action of forcing people into involuntary work or movement, used almost exclusively in reference to British forcing sailors off of American ships

g. **Monroe Doctrine**: a political decree made during the Monroe administration claiming territorial authority and eminence around the United States and satellite territories, threatening intervention against European interference in said areas.

h. **Era of Good Feeling**: a time of relative political harmony, prosperity, and non-division following the very controversial War of 1812, running from approximately 1815-1825.

i. **Cronyism & nepotism**: the appointment of friends, former benefactors, or relatives into positions of authority within an organization in which one exercises power without regard for merit or these or other candidates.

j. **Trail of Tears**: a reference to the difficult, forced route and journey made by relocated Cherokee American Indians under the Jackson administration

16. Major concepts/parts (organized logically; perhaps include final diagrams students will know or basic timeline):

- G.W. as setting precedents with executive actions (2-term presidency, cabinet positions, etc.)
- GW’s warning against political party politics (Farewell Speech)
- Reasons for growing support of Dem.-Rep. vs. Federalist party
- Double-edged sword that comes with a full embargo
- Understanding of the sectional pros vs. cons in U.S. for war with Britain
- Understanding the political inversion that occurred in D.C. with the admission of new western states and election of War Hawks.
- Understanding the overall results of Mr. Madison’s War
- Understanding the gamble and failure of the Hartford Convention
- Understanding JQ Adams qualifications vs. perception and popularity problem
- Analyzing the effectiveness and excellence of A. Jackson’s presidency vs. his mythos as a hero
Larger Unit Plan

Grade Level:  4

Topic:  American Reformers

Pages in Core Knowledge:  228-235
# days/lessons available for whole unit:  4 + 1

Personal exploration of and reflection on the topic

1. Map out the topic (here or on a separate sheet):
   a. What is the thing I am teaching? (classify the noun – a time period? A person? An idea? A process?)
      • This unit covers a time period, roughly 1800-1840, but most of all covers the idea and process of social reform in early America. It re-introduces students to the idea of social reform, now examined respective of public education, provisions for mental health, abolition, and women’s rights, as socio-political forces developing in America. It is an expansion of the ideas of liberty and equality from the earlier American History units now specified for those groups whose rights still were not being protected by the current social and political framework. It is also a time for students to look at how social changes can happen at small or local levels even if it cannot happen right away at the highest/largest levels.
      • It should be noted that this unit examines particular historical characters and their actions, but most of the reforms examined and the actions attached do not result in definitive change at this point in American history (excepting public school expansion). There is also not a consistent sequencing of dates within the unit, nor a broader national perspective in relation to these more local people and actions, and most of the clear factual history is tied directly to specific people vs. specific events. As such, and without wanting to diminish the importance of the subject matter (which will be examined in much more detail in later units in 5th and 6th grade), this unit is more of a social studies addendum, recommended as a consideration in the 4th grade Am. Civ. course with time permitting. It usually does not include a formal unit test.
         1. It is a great source of material for cross-curricular connection for student writing/composition work near year’s end, recommended as an alternative assessment.
         2. It should also be noted that CK notes do not discuss the early temperance movement of this time, though the Pierson text does. Since there are not really prominent persons or developments associated with this movement at this time, excluding seems prudent.
   b. What is the essence of it that I need to know for myself? (create a set of personal notes)
      • The 1800s were a time of rapid development in all facets of American society; while it is difficult to speak broadly and still accurately about all of the different parts and places, the overall result is one of growth and development in national identity, composed of national values still being defined and tested. The Second Great Awakening of the 1790s (not explicitly discussed as unit content in 4th grade) and its rejection of predestination carried over momentum into early 1800s social reform movements with renewed focus on values like temperance, public education, and civil rights as aspects of moral living and good works in a Christian society. These values spread with the many fragmenting Baptist and Methodists Churches, as well as other denominations.
      For the context of this unit, especially given the number of lessons/days allotted (and where it occurs in the sequence, end of year) it is important to keep content focus to the respective movement attributes of this time. Many of these movements resurface later in American History with more famous and/or successful results, but teacher and students should not yet be connecting to these later developments within this unit’s context and content. Since times/dates overlap, this unit is broken down by cause/concept instead by sequence.
         1. **Abolitionism:** The foreign slave trade was ended in 1808, but domestic/internal continued and was entrenched in the Southern socio-economic fabric, though resistance to it also increased in other regions, especially after the compromise of 1820 (Missouri Comp.) which saw stasis at the federal level. Prominent abolitionists of the time were Frederick Douglass (former slave, writer, and lecturer), Sojourner Truth (former slave, public speaker), William Lloyd Garrison (*The Liberator* owner), Harriet Beecher Stowe (*Uncle Tom’s Cabin*).
2. Slavery was generally unpopular outside of the South (and wasn’t even that popular in much of the south) but Federal gridlock due to the Southern voting bloc and some worry about the social and economic implications of slavery abolition prevented much more than increased social awareness and articulation at this time (though northern states had legalized slavery).

2. Mental Hospitals: Up through the 1840s mentally ill persons who became wards of the state were often kept in jails or prisons, receiving little treatment, being exposed to criminal populations, and generally regarded as menaces to society. Dorothea Dix worked in Massachusetts as an educator and writer for 20 years and was finally able to deliver a report to her state legislature (MA) outlining the harsh conditions. She won support for state funding of a Mental Hospital in MA, which was adopted by more than a dozen other states and some Canadian provinces over the next 20 years.

3. Public Education: Massachusetts and other states had varying but thin provisions for public education dating back to colonial days (some earlier than others, w/ MA being the first). Horace Mann served as the State Sec. of Education in the late 1830s-1840s, where he was able to lobby to expand the length of the school year (which was only a couple months before) and teacher pay. He also lobbied to group students by age and grade and standardize instructional resources—all of these things can be prefaced in conversation with students.

4. Women’s Rights: Increased public awareness and discussion of abolitionism also contributed to increased awareness and discussion of women’s rights both in the U.S. and in Europe, where they were often denied public platforms in the political realm. Women were also often denied educational opportunities as well as land ownership and inheritance opportunities, and did not have the vote, in addition to facing other societal pressures about their fashion, behavior, and professions.

   a. *Some of the information included in the CK teacher text, as well as the Pearson text, is overly generalized or semi-erroneous. There were neither federal laws nor many state laws prohibiting property ownership, maternal rights, or entrance into universities or professional avenues such as law and medicine for women during this time. It was, however, very taboo and difficult for women to access these things in the contemporary society, so even without it being explicitly illegal, they would/could be denied these things anyway.

   Elizabeth Cady Stanton and Lucretia Mott were long-time abolitionists in the northeast and also organized the first women’s rights convention at Seneca Falls, NY, in 1848, which produced a ‘Declaration of Sentiments’ mirroring the Dec. of Independence but tailored towards equal recognition of women’s rights. Women’s rights advocates, such as Sojourner Truth, continued to support abolitionism, in part hoping to receive similar support after this primary cause was achieved. Although the federal government did not recognize women’s voting rights until 1920, many other smaller gains were made by way of federal legal protections, and many states granted voting rights in the interim.

2. G.R.A.P.E.S.
   a. Geography
      • Some of the reform movements were more regionally specific than other (e.g. abolitionism) but in the limited scope of this unit geography is not discussed as a factor.
   b. Religion
      • Religious motivations played a large role in galvanizing public support and strong individual conviction behind many of these movements. It was a clear transition from the holdover puritanism and Presbyterianism with more of the predestination focus, and looked instead at good works and social improvement as a part of the road to salvation. That being said, the direct religious connections are not specifically studied in this unit after the initial introduction.
c. Arts/Accomplishments
- Accomplishments in this unit relate mostly to “firsts” in development or articulation of social reforms. Student will look at specific developments or accomplishments relating to mental hospitals and public education. They will also learn about milestones in the women’s rights movement, though many of the clear accomplishments come later than the scope of this unit.

d. Politics
- These factors are more appropriately categorized in the Social Structure section for this unit.

e. Economy
- Other than some discussion/reminding about the Southern economic dependence on slavery, Economy is not a factor in this unit.

f. Social Structure
- This unit is chiefly all about social structure, namely how an emergent society ideally oriented towards equality and freedom for its citizens was still short of providing civil protections and recognition for all of its citizens. As such, this unit looks specifically at flaws in the American social structural (or, perhaps more accurately than flaws would be ‘gaps’ as this was a global problem) where minority groups & women did not have their rights protected.

3. (Where) does this fit into a larger framework? Is it a whole, a part of a whole, or both? What are its parts? What distinguishes this whole from other wholes (especially things that are like it)? What distinguishes this part from other parts in the whole?

This unit is a part of the U.S. History course for K-5. It specifically looks at social reform as a part of the U.S. History whole, but this unit does not follow the normal scale or scope and sequence of other American history units. It is broken down by particular reform (abolition, women’s rights, mental illness, and public education) with one or more prominent persons associated with that reform. Some of these reforms can boast clear and lasting accomplishments within the scope of this unit (Public Ed.) while others are studied as reminders and precursors of later accomplishments.

4. What patterns does it exhibit? Is it part of a larger pattern? What are its properties, qualities, quantities, boundaries? How does it react/interact with other things?

Although this unit does not exhibit very much specific detail from which to derive patterns, it roughly follows the progression of expanding awareness and articulation of minority group civil abuses, improved lobbying, federal inactivity, and some local accomplishments or backburner simmering.

5. What makes it possible? What are its causes? Why is it here? Why does it happen?

The events and processes of this unit are made possible by the combined momentum, from the Second Great Awakening and the overall opening and progression of American society into something stable, prosperous, and communicable (even amidst all of the injustices addressed in this unit). As great national concerns (such as independence, preserved sovereignty, functioning federal government, and solvency) fade into the background and focus turns to internal development or domestic expansion (Era of Good Feeling), there is now more bandwidth for these social issues to come to the fore. Improved stability in America comes with improvements in travel and communication that better networks the leaders in the movements with ready ears. All of that does not necessarily amount to enough force to overturn Federal inertia in quick time, but laid foundations for later development.

6. Why is it important/interesting? Why does it matter? Where is the mystery/profundity? (What are the elements of wonder about this thing?) Why is this a crucial part of understanding the story of mankind?

In earlier history units, students will perceive the injustices of the original societal and governmental framing against minority groups, and this unit provides further insight into how other people of the time were also responding and working for change. In a similar way to the Revolution unit, discussions of rights and injustice are readily personalized and consumed by students. This is of further importance because it leads to a closer completion of the American promise of equal rights, even as the societal
understanding of these rights continued to develop (or be articulated). Civil Rights and Reform movements are some of the most seminal, recognizable, and importance in American history, and in large part this is due to the universality of the underlying premises, and as in the American Revolution unit, this universal appeal is framed in a personal way for American students.

7. What is the extent of the content appropriate for this grade? How much detail will we go into?
In many ways, the skeletal content and specific detail of this unit is inappropriate for 4th grade, at least relative to other history units. The unit discusses general problems, ideas about those problems, and identifies a few people or did or tried to do something about them, without a lot of closure or attachment to clear. It would preferable either to expand this unit (which CK does not on its own). However, without a lot of specific and codified accomplishments for the time period respective of this unit’s categories of social reform, it is more of a precursor that is probably best left for 6th grade when students will study turn-of-the-century American history progressivism that did result in national results. Students can then start here (1820-1840s) as the origin study or reminder and look to such developments as Women’s suffrage and Prohibition. This unit’s blocks read and present more like exceptions for Bauer Writing assignments, and it is the professional recommendation of this reviewer that, with appropriate thematic framing and background, they be used to this affect with discussion and written exploration.

8. What of the content is most essential? What elements will highlight meaningful threads to think through? What areas of content will lead to a Socratic inquiry (what can they figure out through good questions)? (list here or label on the topic map)
Students are already aware—but the point should be driven home—that despite the successes and remarkableness of early American political development, as well as its relatively egalitarian social structure, there were still underrepresented and under protected groups in society. It is secondarily important that students see how the normal progression of social reform tends to be increased communication/education/awareness, followed by local change proving to be successful, which can then be copied or imitated in concentrically larger locales until these locales amount to a sufficient majority to affect national sentiment and policy. However, this scope of this unit and the events studied within it do not reach that final piece and tailor off somewhere in the middle, if even that far. Student can still work through this progression with specific examples and much as possible, and then think logically to anticipate what the next incremental steps would be.

9. How do I best introduce this THING as a whole (not as an abstract definition made up of abstract parts)?
Summarize for students some of the larger events they have recently studied, and then ask them review questions about what some of this new nation’s foundational principles were. From this point, ask students how those principles were protected by their governmental structure. Lastly, ask if this seems to yet apply to all people equally, or if some groups of people are being excluded. Students will already have wrestled with the inequality problem for slaves and possibly for women as well, and so can bring these examples back quickly. The instructor can then supply additional examples, such as the mentally ill or the destitute. Lastly, the instructor can bring up Jefferson’s quote about an educated populace, and then ask what might be most important in building a society that can recognize and protect everyone’s rights—then start with Horace Mann and education reform, as it is also the most successful reform within the context on this unit.

10. How best do I sequence the exploration of those parts
a. Conceptually: How does this affect other ideas/processes/events? How does this lay foundations for later content? What is a theme here that stretches across the subject area, year, etc.? i. The abolitionist movement is a big catalyst in the Civil War-era units of 5th grade, as is this unit as a whole for 6th grade American History studies w/ turn of the century. Themes of protecting rights for all citizens will ebb and flow in their prominence among later history
units, as will the progression of social change progressing from small/local incrementally to big/national.

b. **Factually:** What facts must come before it? What is necessary to know?

i. **Terms and definitions**
   1. Slavery/Abolition
   2. Underground Railroad
   3. Suffrage
   4. Public (vs. Private) funding distinction

ii. **Historical/scientific facts**
   1. Political voting and representation was predominantly reserved for white males
   2. Many minority groups did not receive full recognition and equal protection of rights under the new government (or any other)

iii. **Characters, figures, processes involved**
   1. Harriet Tubman

iv. **Comparative experiences (things that are LIKE this new concept/idea/knowledge)**
   1. Elements of the American Revolution unit relating to “rights of Englishmen” and rights either being trampled or not initially recognized, and how this is such a problem for a populace without voting rights.
   2. Relatedly, how ideas of reform/change (ultimately independence) developed and grew from familiar, local examples to reach critical mass on the national level.

11. **Objectives / Goals for this Unit**
   a. **Builds on the following objectives targeted in previous grades**
      • Define American founders’ understanding of natural rights and the role of government in relation to these rights.

   b. **Objectives for this Unit (Identify, Define, Describe...to Connect)**
      • Describe the extent to which the American government extended equal recognition and protections to all U.S. residents
      • Identify 3 social reform movements of the early 1800s
        1. Define/describe each movement’s cause or tenets
        2. Identify 1 prominent leader of each social reform movement
      • Describe the progression of how social movements build awareness and momentum towards increasing effect from a small to a large scale.

12. **Refined Concept Map (Unit Outline/Map)**
   a. **Terms and definitions to be learned in the unit**
      • People
        1. Frederick Douglass: former slave and powerful author, speaker, and abolitionist
        2. Sojourner Truth: former slave and powerful author, speaker, abolitionist, and feminist
        3. William Lloyd Garrison: a newspaper editor and prominent abolitionist
        4. Harriet Beacher Stowe: author of *Uncle Tom's Cabin* and abolitionist
        5. Dorothea Dix: early advocate for mental hospital reform/creation
        6. Horace Mann: advocate for public school expansion and improvement
        7. Elizabeth Cady Stanton: early suffragette, orchestrator of Seneca Falls convention
        8. Lucretia Mott: early suffragette, orchestrator of Seneca Falls Convention
        9. Amelia Bloomer: early suffragette, known for wearing pants contrary to social norms

      • Terms/Definitions
        1. Social Reform: changing public perception, attitude, and even civic laws in regards to certain social groups.
        2. Abolitionism: the ideology relating to ending slavery
3. Mental Hospital & Insanity: A medical facility designated to protect and help those suffering in illnesses relating to brain functioning and normal/safe social interaction and self-sufficiency
4. Public Education: government/society-provided education for its citizens
5. Suffrage: the right to vote

13. Major concepts/parts (organized logically; perhaps include final diagrams students will know or basic timeline):
   a. Despite the success and remarkableness of early American political thought and development, as well as its relatively egalitarian social structure, there were still underrepresented and under protected groups in American society, groups that lacked both full recognition of rights and lacked the ability to participate in the government to affect change directly.
   b. The typical progression of social reform tends to be increased communication/education/awareness on a small scale, in a more familiar and known setting, followed by local change proving to be successful, which can then be copied or imitated in concentrically larger locales until these locales amount to a sufficient majority to affect national sentiment and policy.