

Huntsville City Schools
Instructional Guide 2017-2018
Course U.S. History to 1900 Grade 10
1st Nine Weeks

Grades 9-12th Technology Course of Study Standards

- #3- Demonstrate advanced technology skills, including compressing, converting, importing, exporting, and backing up files.
- #5- Utilize advanced features of spreadsheet software, including creating charts and graphs, sorting and filtering data, creating formulas, and applying functions.
- #6- Utilize advanced features of multimedia software, including image, video, and audio editing.
- #8- Practice safe uses of social networking and electronic communication.
- #9- Practice ethical and legal use of technology systems and digital content.

2017-2018
Required Writing Prompts & Standards Alignment
 Social Studies
10th Grade U.S. History (Beginnings – Industrialization)

Grading Period	Explanatory Prompt	Argumentative Prompt
1 st 9 weeks	[ALCos.2] Compare regional differences among New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations. Provide evidence to support your analysis.	[ALCos.3] Evaluate the course of events that led to the American Revolution, and determine the single most influential event that precipitated the war. Provide evidence to justify your claim.
2 nd 9 weeks	[ALCos.9] Explain the ways in which the transportation systems, the plantation system, and the beginning of industrialism shaped economic nationalism in the United States. Provide evidence to support your analysis	[ALCos.4] Evaluate the political outcomes of the Constitutional Convention, and determine the provision that most strengthened the federal government. Provide evidence to justify your claim.

3 rd 9 weeks	[ALCos.13] Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism in the United States. Provide evidence to support your analysis.	[ALCos.11] Evaluate the major characteristics of religious, philosophical, and social reform movements of the nineteenth century, and determine the movement that most impacted society. Provide evidence to support your claim.
4 th 9 weeks	[ALCos.15] Compare and contrast the features of different Reconstruction plans presented after the Civil War. Provide evidence to support your analysis.	[ALCos.14] Evaluate the immediate and long-term impacts of Abraham Lincoln's executive actions during the Civil War. Provide evidence to support your claim.

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Standard	Resources	Pace
<p>#1) Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans.</p> <ul style="list-style-type: none"> Describe the influence of the Crusades, Renaissance, and Reformation on European exploration. Explain the triangular trade and the development of slavery in the colonies. 	<p><i>*Textbook references below correspond to Prentice Hall's "U.S. History" published by Pearson Education</i></p> <p>[Ch.1 Sec.2] http://classroom.synonym.com/did-crusades-affect-europe-holy-land-17215.html</p> <p>http://totallyhistory.com/protestant-reformation/</p> <p>[Ch.1 Sec.3 / Ch.3 Sec.1] http://www.twmuseums.org.uk/slavery/_files/learning-zone/Activity5b.pdf</p> <p>[Ch.1 Sec.4]</p>	8.5 class block s

<ul style="list-style-type: none"> Trace the course of the Columbian Exchange and analyze its impact on the global economy. Contrast European motives for establishing colonies, including, religious persecution, oppression, mercantilism, poverty, and new opportunities. Describe conflicts among Europeans that occurred regarding the colonies. 	<p>http://www.gilderlehrman.org/history-by-era/american-indians/essays/columbian-exchange</p> <p>[Ch.2 Sec.1 – Sec.5 / Ch.3 Sec.2] http://www.granburyisd.org/cms/lib/tx01000552/centricity/domain/287/fact_sheet_u1_comparison_of_eng_fr_sp_col.pdf</p> <p>http://www.mrvanduyne.com/revcauses/tightgrip02.htm</p> <p>[not referenced in textbook] http://www.gilderlehrman.org/history-by-era/imperial-rivalries/resources/treaty-tordesillas-resolving-%E2%80%9C-certain-controversy%E2%80%9D-over</p>	<p>Aug 2- Aug25</p>
<p>#2) Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations</p> <ul style="list-style-type: none"> Describe why Jamestown struggled and how it survived. Identify tensions that developed between the colonists and their local governments. Explain the significance of the House of Burgesses and New England town meetings in colonial society. Explain the role of essential documents in the establishment of colonial governments, including the Magna Carta, the English Bill of Rights, and the Mayflower Compact. Describe the influence of the Enlightenment and the Great Awakening on the 13 colonies. Compare differences in the social structure of the three major colonial regions. 	<p>[Ch.2 Sec.3] http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone</p> <p>[Ch.2 Sec.3] http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=28</p> <p>http://www.ushistory.org/us/2f.asp</p> <p>http://classroom.synonym.com/were-puritan-town-meetings-significant-7379.html</p> <p>[Ch.2 Sec.4 / Ch.3 Sec.2] http://classroom.synonym.com/describe-relationship-between-englands-magna-carta-us-constitution-5265.html</p> <p>https://www.youtube.com/watch?v=CbjWqsCOLpk</p> <p>[Ch.3 Sec.2] http://study.com/academy/lesson/the-first-great-awakening-religious-revival-and-american-independence.html</p> <p>[Ch.3 Sec.3] http://www.mpsaz.org/rmhs/staff/jxcollums/class2/core1/files/comparing_colonies.pdf</p>	<p>8.5 class blocks</p> <p>Aug 25- Sept 18</p>
	<p>[Ch.3 Sec.4]</p>	

<p>#3) Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington & Concord, the publication of <i>Common Sense</i>, and the signing of the Declaration of Independence.</p> <ul style="list-style-type: none"> • Identify tensions that developed between the colonists and Great Britain. • Describe the methods the colonists used to protest British taxes and laws. • Summarize major ideas of the Declaration of Independence, including the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau 	<p>http://www.gilderlehrman.org/history-by-era/thirteen-colonies/resources/french-and-indian-war</p> <p>http://www.wqed.org/tv/specials/the-war-that-made-america/timeline.html</p> <p>[Ch.4 Sec.1] http://www.historycentral.com/Revolt/causes.html</p> <p>[Ch.4 Sec.2] http://www.crf-usa.org/bill-of-rights-in-action/bria-20-2-c-hobbes-locke-montesquieu-and-rousseau-on-government.html</p>	<p>5 class blocks</p> <p>Sept 18- Sept 29</p>
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Huntsville City Schools
Instructional Guide 2017-2018
Course U.S. History to 1877 Grade 10
2nd Nine Weeks

Standard	Resources	Pace
<p>#3) Trace the chronology of events leading to the American Revolution and compare roles in and perspectives of the American Revolution from different regions and groups in society, including men, women, white settlers, free and enslaved African Americans, and Native Americans</p> <ul style="list-style-type: none"> • Explain the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette • Identify the significance of key battles including Bunker Hill, Trenton, Saratoga, and Yorktown. • Describe the reasons for American victory in the American Revolution • Contrast prewar colonial boundaries with those established by the Treaty of Paris (1783). • Examine how the treaty affected relations of the U.S. with European nations and Native Americans. 	<p>[Ch.4 Sec.1- Sec.3] http://www2.lhric.org/pocantico/revolution/leaders.htm</p> <p>[Ch.4 Sec.3- Sec.4] http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u4/</p> <p>http://teachingamericanhistory.org/static/neh/interactives/americanrevolution/</p> <p>http://library.sc.edu/blogs/academy/files/2011/08/South-Carolinians-in-the-Revolution-8-2.22.pdf</p> <p>[Ch.4 Sec.4] http://www.history.com/topics/american-revolution/siege-of-yorktown/videos/yorktown</p> <p>http://www.history.com/topics/american-revolution/american-revolution-history/videos/american-revolution</p> <p>http://www.prenhall.com/divisions/hss/app/faragher6/map7.6/</p> <p>http://www.ohiohistorycentral.org/w/Treaty_of_Paris_(1783)</p>	<p style="text-align: center;">6.5 class blocks Oct 9-Oct 24</p>

<p>#4) Describe the political system of the United States based on the Constitution of the United States</p> <ul style="list-style-type: none"> • Describe the inadequacies of the Articles of Confederation • Analyze the early government's plan for the settlement and governance of western lands, through the Land Ordinance of 1785 and the Northwest Ordinance of 1787. • Distinguish personalities, issues, ideologies, and compromises related to the Constitutional Convention, including the role of the Federalist Papers • Interpret the Preamble and key features of to the Constitution of the United States; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments. • Identify factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington's Farewell Address, and the election of 1800 	<p>[Ch.5 Sec.1] http://www.ewing.k12.nj.us/cms/lib6/NJ01001291/Centricity/Domain/122/articles%20of%20conf%20stength%20and%20weaknesses.pdf</p> <p>[Ch.5 Sec.2] http://www.in.gov/history/2695.htm</p> <p>[Ch.5 Sec.2] http://classroom.misd.org/users/0204/Compromise%20and%20Constitutional%20Convention.pdf</p> <p>http://www.cms-ca.org/pdf/cd_lessons/6b8_federalist_papers.pdf</p> <p>[Ch.5 Sec.2] http://www.archives.gov/legislative/resources/education/constitution/ http://www.archives.gov/legislative/resources/bill-of-rights.html</p> <p>[Ch.6 Sec.1 – Sec.2] http://edsitement.neh.gov/lesson-plan/first-american-party-system-us-political-parties-principle-legitimate-opposition https://www.youtube.com/watch?v=gtINf3DmbM4</p>	<p>7.5 class blocks Oct 24-Nov 8</p>
<p>#5) Explain key cases that helped shape the United States Supreme Court, including <i>Marbury versus Madison</i>,</p>	<p>[Ch.6 Sec.1] http://www.lcusd.net/cms/lib04/CA01000868/Centricity/Domain/274/JeffersonvHamilton_worksheets.pdf</p>	

<p><i>McCullough versus Maryland, and Cherokee Nation versus Georgia</i></p> <ul style="list-style-type: none"> • Explain the concepts of loose and strict interpretations of the Constitution of the United States • Describe the outcomes and impacts of court cases including Marbury versus Madison and McCullough versus Maryland. 	<p>[Ch.6 Sec.3] http://www.lcusd.net/cms/lib04/CA01000868/Centricity/Domain/274/JeffersonvHamilton_worksheets.pdf</p>	<p>1 class block Nov 8-9</p>
<p>#6) Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.</p> <ul style="list-style-type: none"> • Describe American relations with Britain, France, and Spain 	<p>[Ch. 6 Sec.2- Sec.3 / Ch.7 Sec.3] http://edsitement.neh.gov/lesson-plan/presidents-lips-concerns-led-sedition-and-alien-act#sect-thelesson http://www.learnnc.org/lp/pages/6710 http://www.eighteentwelve.ca/?q=eng/Category/XML_List_Content https://www.youtube.com/watch?v=V7umLV52Xk</p>	<p>2.5 class blocks Nov 13-17</p>
<p>#9) Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast.</p> <ul style="list-style-type: none"> • Analyze the rise of industry in the United States in the early 1800s. • Summarize key developments in the transportation revolution of the early 1800s. • Analyze the reasons that agriculture and slavery became entrenched in the South. • Explain how the American system demonstrated increasing nationalism. 	<p>[Ch.7 Sec.1] http://www.ushistory.org/us/22a.asp [Ch.7 Sec.1] http://www.eastconn.org/tah/1112ST1_Transportation%20Revolution%20Lesson.pdf [Ch.7 Sec.2] http://www.juliantrubin.com/bigten/whitneycottongin.html [Ch.7 Sec.3] http://glencoe.com/sites/common_assets/socialstudies/igo_08/taj_09/TAJ_ch10_sec3_1.pdf</p>	<p>2.5 class blocks Nov 27-Dec 1 The week before exams will be used for review</p>

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3rd Nine Weeks

Standard	Resources	Pace
<p>#10) Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.</p> <ul style="list-style-type: none"> • Analyze features of Jacksonian democracy, such as the spoils system, new party structure, expansion of voting rights, and other occurrences toward an expanding democracy • Evaluate the significance of the debate over tariffs and the idea of nullification. 	<p>[Ch.7 Sec.4] http://americainclass.org/the-expansion-of-democracy-during-the-jacksonian-era/</p> <p>[Ch.7 Sec.5] http://www.gilderlehrman.org/history-by-era/age-jackson/resources/nullification-crisis</p>	<p>1.5 class blocks Jan 2-Jan 5</p>
<p>#11) Evaluate the impact of American social and political reform on the emergence of a distinct culture.</p> <ul style="list-style-type: none"> • Explain the impact of the Second Great Awakening on the emergence of a national identity • Explain the emergence of uniquely American writers, such as James Fenimore Cooper, Henry David Thoreau, Edgar Allan Poe 	<p>[Ch.8 Sec.1] http://www.teachushistory.org/second-great-awakening-age-reform</p> <p>[Ch.8 Sec.1] http://www.ushistory.org/us/26f.asp</p> <p>[Ch.8 Sec.2 / Ch.8 Sec.4] https://www.nwhm.org/online-exhibits/reform/index.html</p>	<p>2.5 class blocks Jan 5-Jan 15</p>

<ul style="list-style-type: none"> Examine the influence of women such as Elizabeth Cady Stanton, Dorothea Dix, and Susan B. Anthony on the development of social reform movements prior to the Civil War 		
<p>#7) Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including... the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.</p> <ul style="list-style-type: none"> Identify the importance of the Louisiana Purchase Summarize the causes and effects of the removal of Native Americans in the early 1800s. Describe the causes and challenges of westward expansion Explain how the revolution in Texas led to war with Mexico. Trace the causes and effects of the California Gold Rush. 	<p>Ch. 6 Sec.3] http://www.prenhall.com/divisions/hss/app/faragher6/map9.2/map9-2.swf</p> <p>[Ch.7 Sec.4] http://www.prenhall.com/divisions/hss/app/faragher6/map9.2/map9-2.swf</p> <p>http://historymatters.gmu.edu/d/7402</p> <p>[Ch.9 Sec.1] http://sheg.stanford.edu/upload/Lessons/Unit%204_Expansion%20and%20Slavery/Manifest%20Destiny%20Lesson%20Plan.pdf</p> <p>http://www.the-map-as-history.com/demos/tome07/02d-westward_trails-oregon_demo.php</p> <p>[Ch.9 Sec.2] http://www.txindependence.org/</p> <p>http://americanaction.us/index.php/american-history/mexican-american-war/</p> <p>[Ch.9 Sec.3] http://www.readwritethink.org/classroom-resources/calendar-activities/gold-discovered-california-1848-20403.html</p>	<p>6.5 class blocks Jan 15-Feb 9</p>
<p>#8) Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.</p>	<p>[not referenced in textbook] http://www.history.com/topics/us-states/alabama</p> <p>http://www.aces.edu/impact/ag/</p> <p>[not referenced in textbook] http://www.encyclopediaofalabama.org/article/h-1820</p>	<p>1 class block Feb 9-12</p>

<ul style="list-style-type: none"> • Compare key components of Alabama history, including matters surrounding statehood and economic development, to that of other states. • Analyze the causes and effects of the Creek War in Alabama 		
<p>#12) Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner.</p> <ul style="list-style-type: none"> • Describe the rise of religious movements in opposition to slavery, including objections of the Quakers • Explain the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River • Describe the rise of the Underground Railroad and its leaders, including Harriet Tubman • Analyze the impact of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i>, on the abolitionist movement 	<p>[Ch.8 Sec.3] http://www.biography.com/people/groups/abolitionists</p> <p>[Ch.5 Sec.2] http://www.americanhistoryusa.com/northwest-ordinance-1787-effects/</p> <p>[Ch.10 Sec.2] http://teacher.scholastic.com/activities/bhistory/underground_railroad/</p> <p>[Ch.10 Sec.2] https://www.harrietbeecherstowecenter.org/utc/impact.shtml</p>	<p>3.5 class blocks Feb 13-Feb 22</p>
<p>#13) Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas-Nebraska Act, and the Dred Scott decision.</p> <ul style="list-style-type: none"> • Examine how sectionalism threatened the expansion of the Union. 	<p>[Ch.7 Sec.3 / Ch.10 Sec.1] http://edsitement.neh.gov/student-resource/early-threat-secession-missouri-compromise-1820-1821</p> <p>[Ch.10 Sec.2] http://www2.maxwell.syr.edu/plegal/uticatah/lehmanwq1.htm</p> <p>[not referenced in textbook] http://www.encyclopediaofalabama.org/article/h-1491</p>	<p>4 class blocks Feb 22-Mar 2</p>

<ul style="list-style-type: none">• Summarize the struggle over the issue of slavery as the nation grew larger.• Describe Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian Wars, and reliance on cotton.• Explain the effect of the Dred Scott decision on the slavery debate.• Analyze the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the U.S.	<p>[Ch.10 Sec.3] http://www.nps.gov/jeff/learn/education/upload/dred4.pdf</p> <p>[Ch.10 Sec.3 – Sec.4] http://www.edgate.com/elections/inactive/the_parties/</p>	
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4th Nine Weeks

Standard	Resources	Pace
<p>#14) Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman's March to the Sea.</p> <ul style="list-style-type: none"> • Identify key Civil War figures, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and William Tecumseh Sherman • Analyze the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation • Examine the significance of major battles of the Civil War. • Explain reasons border states remained in the Union during the Civil War • Describe nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address 	<p>[Ch.11 Sec.1 / Ch.11 Sec.4] http://blueandgraytrail.com/features/bestgenerals.html</p> <p>[Ch.11 Sec.1] http://www.gilderlehrman.org/history-by-era/american-civil-war/resources/north-south-comparisons</p> <p>http://historyblueprint.org/civil-war-lesson-3-strategies-and-battles.pdf</p> <p>[Ch.11 Sec.2 / Ch.11 Sec.4] http://www.history.com/interactives/civil-war-150</p> <p>[Ch.11 Sec.3] http://www.gilderlehrman.org/history-by-era/american-civil-war/resources/proclamation-suspension-habeas-corpus-1862</p> <p>[Ch.11 Sec.3 / Ch.11 Sec. 5] http://www.history.com/topics/us-presidents/abraham-lincoln/videos/lincolns-legacy-of-emancipation</p> <p>http://www.history.com/this-day-in-history/lincoln-delivers-gettysburg-address</p> <p>[Ch.11 Sec.3] http://www.americancivilwar.com/women/women.html</p>	<p>7.5 class blocks Mar 5-April 13</p>

<ul style="list-style-type: none"> Describe the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton Trace Alabama's involvement in the Civil War 	<p>[not referenced in the textbook] http://www.alabamamoments.alabama.gov/sec10.html</p>	
<p>#15) Compare congressional and presidential reconstruction plans, including African-American political participation.</p> <ul style="list-style-type: none"> Trace economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen's Bureau Explain causes for the impeachment of President Andrew Johnson Describe social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan Describe the Compromise of 1877 Explain the impact of the Jim Crow laws and <i>Plessey versus Ferguson</i> on the social and political structure of the New South after Reconstruction Analyze political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economics in Alabama 	<p><u>Textbook Note:</u> **Referenced from the "U.S. History Industrial Revolution to the Present" digital text in the Offline Content Folder</p> <div data-bbox="991 581 1705 784" style="border: 1px solid black; height: 125px; width: 100%;"></div> <p>[Ch.12 Sec.1] http://www.digitalhistory.uh.edu/exhibits/reconstruction/section3/section3_intro.html</p> <p>[Ch.12 Sec.1] http://www.pbs.org/wgbh/americanexperience/features/general-article/grant-impeachment/</p> <p>[Ch.12 Sec.1- Sec.2] http://www.eastconn.org/tah/1112JC1_ComparingReconstructionPlanslesson.pdf</p> <p>http://college.cengage.com/history/us/berkin/making_america/3e/shared/content/graphorg/ch16.html</p> <p>[Ch.12 Sec.3] http://www.pbs.org/wnet/jimcrow/struggle_congress.html</p> <p>http://www.history.com/topics/us-presidents/compromise-of-1877</p>	<p>7.5 class blocks April 13-May 1</p>

	<p>[Ch.12 Sec.2 / **Ch.7 Sec.1] http://www.pbs.org/tpt/slavery-by-another-name/themes/jim-crow/</p> <p>[not referenced in textbook] http://www.encyclopediaofalabama.org/article/h-3030</p>	
<p>#16) Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.</p> <ul style="list-style-type: none"> Describe the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad Identify the changing role of the American farmer, including the establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I Compare population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Exclusion Act regarding immigration quotas 	<p><u>Textbook Note:</u> **Referenced from the “U.S. History Industrial Revolution to the Present” digital text in the Offline Content Folder</p> <div data-bbox="991 581 1705 786" style="border: 1px solid black; height: 126px; width: 340px;"></div> <p>[**Ch.4 Sec.1 / **Ch.6 Sec.3] http://texasalmanac.com/topics/agriculture/cattle-drives-started-earnest-after-civil-war</p> <p>http://www.ushistory.org/us/41a.asp</p> <p>[**Ch.7 Sec.3] http://historymatters.gmu.edu/d/5361/</p> <p>[**Ch.6 Sec.2] http://www.nebraskastudies.org/0700/frameset_reset.html? http://www.nebraskastudies.org/0700/stories/0701_0143.html</p> <p>[**Ch.5 Sec.1] http://teacher.scholastic.com/activities/immigration/tour/stop1.htm</p>	<p>5 class blocks May 1-May 14 The last week will be used for review before finals</p>