

**UNITED STATES
HISTORY AND GEOGRAPHY
FINAL DRAFT**

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**Produced by
The Gilbert M. Grosvenor Center
for Geographic Education
Department of Geography
Southwest Texas State University**

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Setting the Stage: Time before 1492

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
|--|---|---|
| a. Prehistory | | <ul style="list-style-type: none"> <input type="checkbox"/> Physical geography of Western Hemisphere (landforms, water systems, differing climates, vegetation & ecosystems) <input type="checkbox"/> Resources of North America <input type="checkbox"/> Comparison of physical geography of Western Hemisphere and Europe <input type="checkbox"/> Physical geography of the North Atlantic Ocean |
| b. Native populations | <ul style="list-style-type: none"> <input type="checkbox"/> Migrations of early peoples <ul style="list-style-type: none"> • Changing climate – Ice Age ends and warming begins • Bering Land Bridge – Removal of intervening obstacles <input type="checkbox"/> Indian settlement locations and tribal distribution patterns <input type="checkbox"/> Cultural characteristics of native populations and their relationships with the varied natural environments (crops grown, housing types used, clothes worn) | |
| c. European Foundations (Roman and Greek influences, Judeo-Christian moral precepts, Renaissance, Enlightenment, etc.) | <ul style="list-style-type: none"> <input type="checkbox"/> Interpret ancient maps of the “known world” and the Roman Empire. What was the extent of the “known world?” <input type="checkbox"/> What factors limited travel during most of the Middle Ages? What changes increased travel? <input type="checkbox"/> What was the effect of improved map-making technologies? <input type="checkbox"/> The church as the great unifier of Western Civilization (connections, interdependence, and accessibility among places) <input type="checkbox"/> Spread and impact of Enlightenment thinking through Europe <input type="checkbox"/> Networks of trade and commerce in the Old World <input type="checkbox"/> Development of towns and cities, urban structures (linear, cluster, etc.), variations of the pre-industrial city <input type="checkbox"/> The effects of increasing European trade networks and knowledge of the East (e.g. Marco Polo, William Rubriquis) <input type="checkbox"/> What were the nature and types of goods that Europeans sought from Eastern trade centers? <input type="checkbox"/> Ocean travel improvements resulting from Prince Henry’s efforts <input type="checkbox"/> Application of the magnetic compass <input type="checkbox"/> Summary and generalization of the geographic elements of the Old World and assessment of the factors that contributed to New World discovery and exploration | |

Discovery and Exploration: 1492 to 1607

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
|---------------------------------------|--|---|
| a. Reasons for discovery and conquest | <ul style="list-style-type: none"> <input type="checkbox"/> Barriers to the East led to exploration to the west. What was the basis for the belief that by travel toward the west one could arrive in the East? <input type="checkbox"/> Publication of Ptolemy’s <i>The Geography</i> <input type="checkbox"/> Attraction of wealth available in other lands <input type="checkbox"/> Desire to bring religious conversion to other lands <input type="checkbox"/> Potential increase in status and power <input type="checkbox"/> Why was North America viewed as a “virgin land?” Why was it called the “New World” or a “land of opportunity?” <input type="checkbox"/> Invention and discovery of ocean-sea travel innovations, ship construction, etc. | |
| b. Explorers and conquerors | <ul style="list-style-type: none"> <input type="checkbox"/> Comparisons of various explorers. How did different motivations, skills, perspectives, etc, influence the effectiveness of the expeditions? <input type="checkbox"/> Comparisons of various European countries. What made some countries better suited for exploration, discovery, trade, and travel? <input type="checkbox"/> Comparisons of various explorations (routes, environments, logistics, etc.) <input type="checkbox"/> Geopolitics – effects of the increasing scale of contact between people and people-groups (change from local and regional to intercontinental and transatlantic) <input type="checkbox"/> Results of exploration and conquest for European peoples in the New and Old Worlds – Growing curiosity about places, experience of a sense of adventure, and the development of skills in route selection, wayfinding, and site selection <input type="checkbox"/> Maps of the trading routes of the Americas. Where were they located, why those locations, what places did they connect? | |
| c. European Settlement | <ul style="list-style-type: none"> <input type="checkbox"/> Entitlements to soil – Act of discovery/Act of conquest Act of Discovery: Columbus for Spain, Cabot for England, Cartier for France <input type="checkbox"/> Comparisons of various settlements and European countries. What made some settlements viable, and what made some countries more effective at establishing settlements? <input type="checkbox"/> What areas of the Americas were explored and settled? Why these areas? <input type="checkbox"/> Locations and boundaries of colonies <input type="checkbox"/> Environmental challenges associated with different colonial settlements | |
| d. Colombian Exchange | <ul style="list-style-type: none"> <input type="checkbox"/> Medical geography – origins and diffusion patterns of diseases <input type="checkbox"/> Agricultural products – 2 way trans-Atlantic interactions <input type="checkbox"/> Technology – calendar, wheel, architecture <input type="checkbox"/> Fashion | |

Colonial Period: 1607 to 1763

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
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| a. Motives for colonization (international politics, domestic policies, religious, economic) | <input type="checkbox"/> Mercantilism and trade <ul style="list-style-type: none"> • Affected early settlement patterns, organization of land and people • Identify significant physical geographic features and natural resources that became important as mercantilism evolved and associated technological inventions were employed <input type="checkbox"/> Motives for colonization interacted with push-pull factors <ul style="list-style-type: none"> • Push factors (e.g. religious persecution, population pressures, limited availability of land, forced migration of criminals) • Pull factors (e.g. economic opportunities, religious freedom, civil freedom, abundant availability of land, family commitments) | |
| b. Coexistence / conflict between native peoples & Europeans | <input type="checkbox"/> Effects of exploration and settlement on Indian populations and European populations in the Americas (assimilation, acculturation, segregation, and decimation across space and time) | |
| c. Coexistence / conflict between rival European powers | Boundaries and cultural contact across boundaries | |
| d. Expansion of the frontier | <input type="checkbox"/> Locations and boundaries of the continued explorations by the colonial powers <ul style="list-style-type: none"> • French exploration of the interior • British penetration west from the Atlantic coast • Spanish exploration from the south and west <input type="checkbox"/> What were the major differences between French, British and Spanish settlements and use of land and resources? <input type="checkbox"/> Boundaries and frontiers circa 1763 (the setting for the coming conflict between colonies and colonial powers) | |
| e. Founders & religions | <input type="checkbox"/> Religious differences/interactions influence history and geography (e.g. territorial boundaries, place names) <input type="checkbox"/> Effects of religious differences and similarities on travel/trade, exploration, and settlement | |
| f. Socio/Economic Conditions and Processes (slavery, servitude, land, labor, capital, politics, power) | <input type="checkbox"/> How was trade efficiency improved or hindered by mercantilism (raw materials to Europe, slave and finished products to New World)? <input type="checkbox"/> Physical geographic influences upon mercantile efficiency and social conditions – Triangle Trade (Trade winds and Gulf Stream influence sailing directions) <input type="checkbox"/> Social effects of the changing technologies of resource exploitation, agricultural production, and manufacturing | |
| g. Transportation | <input type="checkbox"/> Locations of North American and European ports, the travel time between them, and the resulting constraints imposed upon colonial governance and socio/economic relations between colonial power and colonies <input type="checkbox"/> Significance and importance of water transportation (e.g. St. Lawrence River as “water road” to the interior, intercoastal waterway) <input type="checkbox"/> Beginnings of colonial road network (potentials, constraints, and interactions between physical geography and human activities) | |
| h. Settlements and | <input type="checkbox"/> Land use differences | <input type="checkbox"/> Regional differences |

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| <p>Livelihoods</p> | <ul style="list-style-type: none"> • Influences of varied physical geography on regional differences in land use (agriculture, resource exploitation, etc.) • Variations by region in labor & land use intensity (New England – fishing, South – cotton, Mid Atlantic – livestock) • Ecosystem changes/Expansion of human land uses (drain wetlands, replace native vegetation) • What adaptations and new inventions were applied to modify the environment for farming, fishing, construction, and other uses? <ul style="list-style-type: none"> <input type="checkbox"/> European roots of American culture (architecture, farming and fishing practices, customs, other social practices and institutions) <input type="checkbox"/> Growth of settlements – Where? When? Why there? Why then? <input type="checkbox"/> What physical geographic features were correlated with the various colonial settlements? What influences existed between the physical geography and the settlements? (e.g. Appalachian Mountains as obstacle, Fall Line as a resource, etc.) <input type="checkbox"/> Effects of the good ports and harbors along the Atlantic coast <input type="checkbox"/> Immigration patterns – Identify the spread of different groups of people to different regions and correlate those movements with religion, country of origin, and other recognizable characteristics. <input type="checkbox"/> Why did different peoples settle in different regions? How well were there livelihood practices adapted to the new locations they occupied? | <p>in settlement patterns</p> <ul style="list-style-type: none"> • Northeast – village • South – plantation • Middle Atlantic – single homestead |
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Revolutionary America: 1763 to 1789

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
|--|---|---|
| <p>a. Consequences of French & Indian War</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Geographic aspects of the war (e.g. battlefield conditions, munitions routes, climate and other environmental issues) <input type="checkbox"/> British limited colonial territorial expansion toward the west | |
| <p>b. Causes of American Revolution (events, ideas, activists)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Geographic reasons for the development of communications and smuggling among individuals, regions, and colonies (e.g. irregular coastline, navigable routes along the inter-coastal waterway, need for products not produced locally, etc.) interact with political and economic issues (Navigation Acts, Stamp Acts, trade regulation) <input type="checkbox"/> What factors led to greater demand for land ownership in the colonies and the resulting push to explore the “forbidden West?” <input type="checkbox"/> In spite of British restrictions, frontiersmen develop routes through the Appalachian Mountains (e.g. Daniel Boone and the Cumberland Gap, Ebenezer Zane and Zane’s Trace) <input type="checkbox"/> Colonists’ shift from the mercantilism of the British colonial policy to the development of capitalism as a local entrepreneurial invention resulting from local trade among the colonies. <input type="checkbox"/> Although British law prohibited relations between the colonies and other countries, where did these develop, and why in those places? <input type="checkbox"/> Transportation | |

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| | <ul style="list-style-type: none"> • Travel time to England hindered Trans-Atlantic mercantilism but promoted local economic growth • Communications between colonies through newspapers trade networks, and political contacts created a sense of regional identity in the colonies as separate from England. <p><input type="checkbox"/> Spread of literacy through the colonies increased knowledge of events in other colonies and abroad</p> | |
| c. Revolutionary War (leaders, morale, foreign aid, turning points) | <p><input type="checkbox"/> Geopolitics - French/British rivalry, German contribution to the Americans</p> <p><input type="checkbox"/> Logistics of war in the 18th century</p> <ul style="list-style-type: none"> • Inability of British to adequately supply troops 3000 miles away • Americans' local knowledge and ability to use land as a “weapon” versus English manpower and advanced technology <p><input type="checkbox"/> American coastline was 1,000 miles long and full of bays, harbors, estuaries, that inhibited British control</p> <p><input type="checkbox"/> Spatial distribution of American colonies was too spread out to allow British conquering as a whole</p> <p><input type="checkbox"/> Use by European powers and colonial leaders of wars and disputes among native peoples to establish strategic alliances over critical strategic geographic locations</p> <p><input type="checkbox"/> Geographic aspects of individual battles</p> <p><input type="checkbox"/> Geographic aspects of major campaigns at sea (weather, currents, depth of water, etc.)</p> <p><input type="checkbox"/> Importance of location in Revolutionary War events (sources of raw materials, water crossing points, mountain passes, etc.)</p> | |
| d. Conclusion of the War | <p><input type="checkbox"/> New boundaries circa 1783</p> <p><input type="checkbox"/> Effects upon the emerging American free-market economy</p> <p><input type="checkbox"/> Conflicting land claims among the various states</p> | |
| e. Political heritage of U.S. system (Greco-Roman, Magna Carta, Enlightenment, etc.) | | |
| f. Documents and Debates (Declaration of Independence, Articles of Confederation, Northwest Ordinance, etc.) | <p><input type="checkbox"/> Organization and mapping of the new territory</p> <ul style="list-style-type: none"> • Orderly surveying and distribution of land • Land Ordinance of 1785 – Township and Range System developed to establish territorial government and system of land annexation <p><input type="checkbox"/> Difficulties of commerce under the Articles of Confederation</p> | |

1789-1820 Early Republic

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
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| a. Constitution (separation of powers, Federalists and anti-Federalists, Bill of Rights, etc.) | <p><input type="checkbox"/> Regional differences in population profiles (e.g. total population, racial make-up) affected, apportionment, the Electoral College, interstate commerce, and admission of new states</p> <p><input type="checkbox"/> Geopolitical - International relations</p> | |
| b. Statesmen, Party | <p><input type="checkbox"/> In his “Farewell Address,” what was Washington’s advice to the nation in terms of national expansion and</p> | |

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| System | foreign relations, and how did this advice effect national policy? | |
| c. Evolution of Supreme Court | | |
| d. Territorial expansion (political issues, Manifest Destiny) | <input type="checkbox"/> How did the explorers/geographers (e.g. Lewis and Clark, Zebulon Pike) conduct their expeditions? (means of travel, dangers, allegiances, local guides, etc.) <input type="checkbox"/> What were the findings of the expeditions of the explorers/geographers and how did these reports affect government policy? <input type="checkbox"/> What resources made the interior of the new United States (east of the Mississippi and west of the Appalachians) attractive to settlers? <input type="checkbox"/> What factors led Napoleon Bonaparte to sell the lands that became the Louisiana Purchase to the United States? <input type="checkbox"/> What obstacles prevented western settlement and how were these obstacles overcome? <ul style="list-style-type: none"> • Mountains = Obstacles (Adirondacks, Great Smoky) • Water routes – Rivers (e.g. Ohio, Mississippi) • Land routes – Gaps and Passes (Genesee Road, National Road) <input type="checkbox"/> Constraints on expansion <ul style="list-style-type: none"> • War with Indians (battles at Fallen Timbers, Ft. Mimms, Tippecanoe, and Horseshoe Bend) • Conflicts with other nations (advance of Spanish frontier from the south, War of 1812 and its battles) <input type="checkbox"/> Eventual defeat of Indians east of the Mississippi <input type="checkbox"/> Development of new skills (e.g. mapping, observation, investigation, data collection, sampling, recording) <input type="checkbox"/> What was the mission of the new U.S. Navy? Where were its bases of operation? | |
| e. Economic Expansion | <input type="checkbox"/> Growth of primary sector economic activities as means to provide for the growing population (farming, lumber, fur trade, etc.) <input type="checkbox"/> Effects of government land sales for low prices, credit – both total effects across the nation and effects upon local and regional areas and relative influence <input type="checkbox"/> Expansion of U.S. into world economic trade (trade routes, whaling, international commerce) <input type="checkbox"/> What areas of the U.S. favored and opposed tariffs and why? | |
| f. Early Industrial Revolution | <input type="checkbox"/> Transportation revolution and its effect on the expansion of U.S. trade and settlement <ul style="list-style-type: none"> • Steam engine • Road systems (e.g. coastal roads, Lancaster Pike, “Indian Trails,” Cumberland Gap Wilderness Road, etc.) • Canal System • Factory locations <input type="checkbox"/> Beginnings of rural to urban migration (craftsmen in villages convert to workers in cities) <input type="checkbox"/> Regional similarities / differences – North (capital, land, factories, trade); South (land, agriculture, slavery, trade) | <input type="checkbox"/> Resource development (PA coal fields, mining, forestry) |
| g. Socio /Economic Conditions and Processes | <input type="checkbox"/> Historical origins of American place names. Why were specific names selected? What can those names tell us about the landscapes and places that were named? <input type="checkbox"/> To what extent did religious and ethnic diversity exist across the United States? <input type="checkbox"/> Growth of plantations in the South with their characteristic land use <input type="checkbox"/> Effects of Samuel Slater’s water powered mills on manufacturing <input type="checkbox"/> Shift in U.S. population centers | |
| h. Geopolitical / International Relations | <input type="checkbox"/> Effects of foreign trade policies on American industry and commerce <input type="checkbox"/> Effects of American international neutrality upon American growth | |

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| | <input type="checkbox"/> What was the level of power and influence of the new United States in world affairs <input type="checkbox"/> Emerging rivalry between the U.S. and Britain in both economic and political spheres <input type="checkbox"/> Increasing European demand for cotton affected U.S. land resources, growth of slavery, and future events | |
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1820 to 1861 Economic Growth & Expansion

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
|---|--|---|
| a. Industrial, Urban, and Agricultural Growth | <input type="checkbox"/> Population density and distribution by region (e.g. urban population increased by 500% from 1790 to 1860) <input type="checkbox"/> Development of infrastructure and utilities for pure water, refuse disposal, housing, police and fire protection <input type="checkbox"/> Spread of epidemics (e.g. cholera epidemic in New York, typhus brought to U.S. by Irish immigrants) <input type="checkbox"/> What regions benefited from the applications of tariffs and what regions did not? <input type="checkbox"/> Focus on city development in Boston, New York, Philadelphia, Baltimore, and Washington D.C., and establishment of cities in Midwestern and far-western regions <input type="checkbox"/> Focus on the development of small cities as correlated with the locations of waterpower and transportation systems. <input type="checkbox"/> Development of nested hierarchies of cities along the Eastern Seaboard – financial centers controlling smaller centers where manufacturing, trading, banking, canals, roads, railways, and harbors were found <input type="checkbox"/> Regional competition for economic growth (e.g. New York as gateway to the west via Hudson River and Erie Canal versus Philadelphia and Ohio attempting to establish a canal and portage system) <input type="checkbox"/> Impact of new technologies upon agriculture and the ripple effects of those changes upon society in general. <input type="checkbox"/> Relationships between the lumber and steel industries (e.g. location of forests in relation to steel production, denudation of forests in steel production areas) <input type="checkbox"/> Effects of expanding rural to urban migration <ul style="list-style-type: none"> • Craftsmen and farmers in villages convert to urban workers • Increase in wage economy versus local trade and barter • Increasing percentage of employment in secondary (manufacturing) sector and decreasing percentage of employment in primary (agricultural) sector • Industrial output began to rival that of farms and plantations <input type="checkbox"/> The shift from classical icons of power (e.g. defiant eagles) as symbolic of American liberty to pictures and posters displaying images of rich fields, factories, and merchant ships as the <i>fruits</i> of American liberty | <input type="checkbox"/> Inventory of nature and location of resources in North America |
| b. New immigrants | <input type="checkbox"/> Geopolitical push-pull factors <ul style="list-style-type: none"> • Irish famine, Central European revolutions • Opportunity for work, land, & freedom in U.S. <input type="checkbox"/> Cultural contact between diverse ethnicities & religions led to conflict | |
| c. Attempts at reform (labor issues, women’s rights, asylums, etc.) | <input type="checkbox"/> Geographic location of movements, and reasons these movements arose in these places | |
| d. Jacksonian era (political | <input type="checkbox"/> Numerous native people groups were forced out of familiar environments to alien landscapes (e.g. Seminoles, | |

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| <p>campaigns, white male suffrage, Trail of Tears)</p> | <p>Cherokees, Choctaws)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Map election results and voting distributions, and correlate these with socio/cultural factors and emerging perceptual regions | |
| <p>e. Westward migration (war with Mexico, Gold Rush, Indian wars, etc.)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Geographic influences on the various wars and battles <input type="checkbox"/> Factors that attracted the “next generation” of settlers to the “West” <ul style="list-style-type: none"> • Voluntary migration to gold fields • Popular perception of the western frontier – (idyllic portrayal of West in both visual, literary and performing arts) • Rich resources (land, timber, minerals, etc.) of the West <input type="checkbox"/> Indian tribes native to lands east of the Mississippi experienced impacts of forced migration to lands west of the Mississippi <input type="checkbox"/> Physical geographic influences upon the routes of the Oregon and Santa Fe trails <input type="checkbox"/> Geographic influences for new centers of growth and settlement (Where were the centers? Why were they in these locations?) <ul style="list-style-type: none"> • Growth in the Ohio valley (Ohio was the 3rd most populous state by 1840s) • Growth in the Missouri Valley • Settlement and development of Texas • Expansion in Oregon and California <input type="checkbox"/> Effects of increasing and rapid occupation of the West affect natural ecosystems and human interactions <input type="checkbox"/> The geographic extent and source for Manifest Destiny <ul style="list-style-type: none"> • The geographic extent of the land covered by Manifest Destiny • The extreme positions of Manifest Destiny (William Walker, Ostend Manifesto) • Geographic aspects of protecting American interests (sea travel, defensible borders, access to resources) • The effect of Manifest Destiny in settling and developing the West • War with Mexico, Texas Republic, California Republic, and Indian Wars as fruits of Manifest Destiny <input type="checkbox"/> Demographic pressures propel migration <ul style="list-style-type: none"> • Difficulty of farmers to pass on (through inheritance) adequate intact-arable land to children (Connecticut example) • Soil exhaustion reduces carrying capacity of the land (e.g. Maryland tobacco lands) <input type="checkbox"/> Army Corps of Topographical Engineers – mapping/exploring for the military and civilian purposes <input type="checkbox"/> Role of technological innovation in westward expansion <ul style="list-style-type: none"> • Application of steel plow to farm the western prairie • Barbed wire protected agriculture from grazing animals • Cattle drives dependent upon physical environment and railway technology • Railroad expansion influenced settlement and economic patterns (e.g. functional regions & hierarchies of places developed around train depots) | |
| <p>f. Slave society</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Underground Railroad <ul style="list-style-type: none"> • Navigational tools included constellations, song lyrics, landmarks • Religious geography (location of Quaker settlements) • Proximity to embarkation terminals increased rate of migration | |

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| | <input type="checkbox"/> How did geographic factors and features influence where slavery would grow and spread? <input type="checkbox"/> Map the growth and spread of slavery from 1820 to 1860, and correlate this spread with other physical/environmental and socio/cultural factors and with emerging perceptual regions | |
| g. Failure of attempted compromises | <input type="checkbox"/> Balance of slave vs. free states | |
| h. Improved transportation and communications systems | <input type="checkbox"/> Emerging technologies/methods and their effects <ul style="list-style-type: none"> • Pony express – more rapid connections with the distant West • Telegraphy – near instantaneous communication • Railroads – ability to haul heavy goods and large numbers of people • Canals – Succeeded in some places, failed in others <input type="checkbox"/> Various networks of trade (Boston’s mills and Southern cotton) <input type="checkbox"/> Compare and contrast the four railroad routes selected as potential main rail arteries to cross the continent to the Pacific as authorized by the 1853 Army Appropriations Act <input type="checkbox"/> Trace the routes and physical geographic settings of the major western trails – Santa Fe, Spanish, California, Mormon, Great Salt Lake, and Oregon <input type="checkbox"/> The value of a sea route through the Central American isthmus connecting the Caribbean Sea and Pacific Ocean | |

1861 to 1877 The Union in Crisis

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
|---|--|---|
| a. Abraham Lincoln (election, plea for peace/compromise, secession) | <input type="checkbox"/> Differing geographic patterns of slave & free states | |
| b. Civil War | <input type="checkbox"/> Compare and contrast North versus South industrial capacity (both had a full range of industrial capacity but North had 81% of total U.S. production and the South only had 19%) <input type="checkbox"/> Compare and contrast North versus South agricultural base <input type="checkbox"/> Compare and contrast North versus South infrastructure base (e.g. rail lines, road networks, communication networks) <input type="checkbox"/> Compare and contrast North versus South resource base and products <ul style="list-style-type: none"> • North – textiles, iron and steel, flour, lumber mining. Major centers at New York, Baltimore, Philadelphia, Chicago, St. Louis • South – lumber, mining, iron and steel. Major centers at Richmond and New Orleans <input type="checkbox"/> Examples of where geography influenced major Civil War battles on land and sea (e.g. hills, woods, rivers, plains, valleys, and coastline influenced such things as supply lines and other supports, military fortifications and defenses, domestic infrastructure) <input type="checkbox"/> Trace the troop movements, logistical requirements, and the associated physical environments of various commanders: | |

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| | <ul style="list-style-type: none"> • North – McClellan, Grant, Meade, Joseph Hooker, Ambrose Burnside, William T. Sherman • South – Braxton Bragg, Joseph Johnston, Jon B. Hood, Jackson | |
| c. War & Lincoln’s aims (Emancipation Proclamation, 13 th , 14 th , and 15 th Amendments) | <input type="checkbox"/> Demographic changes <ul style="list-style-type: none"> • Blacks migrating north • Black population now counts fully for apportionment | |
| d. Reconstruction | <input type="checkbox"/> “Solid South” election pattern develops (Southern states vote along similar patterns) <input type="checkbox"/> Migration of carpetbaggers & greenhorns to the South and West in search of economic opportunities <input type="checkbox"/> Demographic changes – blacks migrating North, post-Civil War blacks were now fully counted in census <input type="checkbox"/> Destruction of the Southern plantation economy and the rise of the industrial North, and the long-term implications of these events. | |
| e. International Relations (French invasion of Mexico, Seward’s Folly, etc) | <input type="checkbox"/> Monroe Doctrine – exposes different perceptions of regions & places <input type="checkbox"/> Explorers and Naturalists open up and study the western territories (e.g. Clarence King, John Wesley Powell, Ferdinand Hayden) <input type="checkbox"/> How did the government continue to attract immigrants from abroad in spite of the war? <input type="checkbox"/> Expansion of U.S. trade networks throughout the world <input type="checkbox"/> Design and laying of the Trans Atlantic Cable connecting the U.S. with Great Britain and Europe | |
| f. Continued Westward expansion (Homestead Act, Morrill Act) | <input type="checkbox"/> Distance decay – difficulty in governing at a distance <input type="checkbox"/> Completion of trans-continental railroad (Golden Spike) and the importance of this event in both symbolic and in real effects <input type="checkbox"/> How did spanning the Ohio (Cincinnati, 1867) and Mississippi (St. Louis, 1874) rivers with bridges affect travel, trade, expansion, settlement, and manufacturing? <input type="checkbox"/> Continued growth of ranches and cattle production networks <input type="checkbox"/> Expansion of agriculture in the West <input type="checkbox"/> Indian Wars begin occurring west of the Mississippi, and Indians are moved to reservations <input type="checkbox"/> Problems associated with governing the distant Western territories from Washington DC <input type="checkbox"/> The replacement of the Shawnee Trail with the Chisholm Trail (used to move cattle to Eastern markets) <input type="checkbox"/> Compare and contrast the reality of life in the West with the myth of the “Wild West” | |
| g. Changes in the fabric of American life | <input type="checkbox"/> Cheap land created the world’s largest nation of independent farmers at the same time that industrialization was rapidly changing social, economic, and cultural conditions <input type="checkbox"/> Industrial specialization forced formally self-sufficient communities to rely on neighboring towns and cities <input type="checkbox"/> The growth of transportation and communication systems stimulated the growth of cities and curtailed some economic autonomy in small towns (e.g. railroads and Chicago slaughterhouses reduced such operations across the prairies) <input type="checkbox"/> How did the distribution of citizens by race, nation of origin, age, and gender change after the Civil War? | |

1877 to 1890 Emergence of Modern America

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
|---|--|---|
| <p>a. Expanding economic growth (industrial, agricultural, transportation, etc.)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Increasing rate of urban growth: <ul style="list-style-type: none"> • Impact of railroads on the growth of industry and the spread of urbanization. • New centers of population grew across the region which was to become known as the Midwest • Growth and rebirth of Southern cities <input type="checkbox"/> Agricultural revolution/resource development – mechanization increases yields and frees labor to move to work in factories <input type="checkbox"/> Impact of imported species on environment (e.g. gypsy moth) <input type="checkbox"/> Demographic transition – improved health and public services reduce death rates while economic growth encourages reduced birth rates <input type="checkbox"/> Continued population and demographic shifts across the nation <input type="checkbox"/> Continued inventions and improvements in technology <input type="checkbox"/> Geographic growth and spread of Rockefeller’s Standard Oil as America’s first modern monopoly (acquisitions of refineries, oil fields, railroad options, price fixing) <input type="checkbox"/> Growth and spread of Andrew Carnegie’s steel company along with other steel operations: <ul style="list-style-type: none"> • Locations of basic ingredients of steel: iron ore (Great Lakes regions), coal manufactured into coke and lime (Pennsylvania), manganese (Virginia) • Growth of steel and coal production in the South (especially I Alabama and Tennessee) • Locations and interactions among the transportation networks that delivered ingredients to steel plants <input type="checkbox"/> Compare and contrast the post-Civil War industrial revolution in the South with the pre-Civil War industrial revolution in the North | |
| <p>b. New world of business (Wall Street, capital boom, The Gospel of Wealth, etc.)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Geographic prerequisites for this new world of business: <ul style="list-style-type: none"> • Availability of cheap raw materials • Abundant food supply (see Agricultural Revolution in point “a” above) • Few to no foreign enemies • Good water supplies • Requisite energy supplies | |
| <p>c. Labor (grievances, strikes, conflicts, etc.)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Location of company towns and the resulting patterns of power | |
| <p>d. Closing of American Frontier (Fredrick Jackson Turner’s Thesis using 1890 census)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Limits on population in the West: <ul style="list-style-type: none"> • Although permanent settlements extended across American territory, population density varied • Population density per total acreage compared to population density per arable acreage <input type="checkbox"/> Questioning the idea of the limitless frontier <input type="checkbox"/> Natural hazards (e.g. extreme weather, droughts, soil loss) affected the lives of farmers, ranchers, and miners across the West. | |
| <p>e. Social / Cultural /</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Geographic spread of women’s rights lobby groups | |

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| Political Events and Issues | | |
| f. International Relations | <input type="checkbox"/> Continued and increasing expansion of America’ international trade networks and influence/interaction on a global scale <input type="checkbox"/> America’s increasing interests and concerns in lands beyond the continental U.S. (beginning with the Samoa Treaty of 1878) | |

1890 to 1920 Rise of America As a World Power & World War I

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
|--|--|---|
| a. Populist movement (farm subsidies, redistribution of wealth, election reform, etc.) | <input type="checkbox"/> Geographical distribution of Populist power (West & South) due to support for farmers, restrictions on immigration, public ownership of railroads) | <input type="checkbox"/> Development of agricultural regions <input type="checkbox"/> Uniform regions based on physical and cultural characteristics |
| b. U.S. as a World power (imperialism, Spanish-American War, etc.) | <input type="checkbox"/> Geopolitical issues influence U.S. imperial motives <ul style="list-style-type: none"> • Weakness of Spain allows opportunities in Cuba and Philippines • Increasing imperialistic aims of European powers fostered American resolve in Latin America (e.g. Monroe Doctrine, Roosevelt Corollary) • Marxist revolution in Russia fostered American nationalism <input type="checkbox"/> U.S. global military expansion <ul style="list-style-type: none"> • Development of U.S. as a sea power (Alfred Thayer Mahan) • U.S. movement into strategically important places (e.g. Hawaii, Guam, Panama, etc.) | |
| c. Progressive movement (reforms, Theodore Roosevelt, etc.) | <input type="checkbox"/> National Park System <ul style="list-style-type: none"> • Preservation, conservation, and development debates (Muir was a preservationist, Pincho was a conservationist) • Yosemite vs. Hetch Hetchy | |
| d. Immigration (unprecedented migration, assimilation, etc.) | <input type="checkbox"/> Migration (push-pull factors) <ul style="list-style-type: none"> • Push – political persecution, conscription, poverty, religious persecution • Pull – opportunities in America • Chain migration – role of political machines and patronage <input type="checkbox"/> Expansion or a multicultural society <ul style="list-style-type: none"> • Differences between “old” (relatively homogenous) vs. “new” (characterized by extraordinary ethnic diversity) immigrants • Settlement in urban areas of Northeast and Midwest | |
| e. W.W.I | <input type="checkbox"/> Geopolitical and Goeconomic Networks – the need by both Allied & Central Powers for trade with U.S. to | |

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| | secure resources led to Atlantic naval conflict and U.S. involvement <input type="checkbox"/> War induced technological improvements <ul style="list-style-type: none"> • Transportation (tanks, autos) • Communication (radio) • Manufacturing (factory system) • Beginning of air power (especially for reconnaissance) <input type="checkbox"/> U.S. emerges as global peace broker | |
| f. Postwar isolationism (Wilson’s defeat, rejection of League of Nations, etc.) | | |
| g. Postwar economic boom | <input type="checkbox"/> Increasing role of U.S. in international economic trade | <input type="checkbox"/> Time zones enacted in U.S. |

1920 to 1939 The Time Between the Wars

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
|--|--|---|
| a. Social expansion <ul style="list-style-type: none"> • Women’s suffrage (19th Amendment) • NAACP, Marcus Garvey | | |
| • Birth control | <input type="checkbox"/> Demographic engineering | |
| • Free public education | <input type="checkbox"/> Rural/urban dichotomies | |
| b. Cultural expansion <ul style="list-style-type: none"> • Mexican immigration | <input type="checkbox"/> Migration patterns change from rural to urban | |
| • Emergence of Pop Culture (Harlem Renaissance, film, sports stars, etc.) | <input type="checkbox"/> Regular commercial radio broadcasts <input type="checkbox"/> Emergence of Los Angeles & West Coast as urban/cultural center – rise of movie industry | |
| • Proliferation of automobiles (Federal Highway Act) | <input type="checkbox"/> Growth of highway system improved interstate and national connectivity <input type="checkbox"/> Growth of roads improved inter-urban and regional connectivity and fostered the development of suburbs | |
| • Underside of cultural expansion (KKK, nativism, race conflict, poverty) | | |
| b. Economic expansion and prosperity (1922-1929, | <input type="checkbox"/> Change from steam power to electric power in manufacturing allowed greater flexibility in site location <input type="checkbox"/> Urban residents become majority in U.S.; rural becomes the minority | |

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| industrial efficiency, social and economic changes) | <input type="checkbox"/> Provision of residential utilities improved <input type="checkbox"/> Improved nutrition due to better transportation and technology <ul style="list-style-type: none"> • Refrigerated railroad cars promoted the eating of fresh fruits and vegetables • Expansion of the canning industry generated more widespread distribution of vegetables. | |
| c. Great Depression/Dust Bowl (monetary & fiscal policy problems, 1929 crash, New Deal) | <input type="checkbox"/> Dust Bowl – Migration from Oklahoma to California <ul style="list-style-type: none"> • Forced migration • Culture transplanted with the migrants <input type="checkbox"/> Depression <ul style="list-style-type: none"> • Global economic connections affected entire world economy • Development of Hooverilles <input type="checkbox"/> New Deal - CCC, WPA, TVA <ul style="list-style-type: none"> • Watershed management (e.g. flood control, hydroelectric power, swamp reclamation) • Conservation (e.g. local parks development, reforestation, soil conservation) • Infrastructure development (e. g. bridges, airports, roads, electric power) | <input type="checkbox"/> Soil erosion, straight row plowing, clear field harvesting, recurring droughts, dry winds <input type="checkbox"/> Conservation, watershed management, low impact agriculture, sustainability |

1939 to 1957 WWII & American Global Preeminence

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
|--|--|--|
| a. Precursors (dictatorships in Japan, Germany, Italy; isolationism in U.S.) | <input type="checkbox"/> International relations – U.S. implements Neutrality Acts affecting trade and travel as well as ethnic settlement at home | |
| b. W.W.II | <input type="checkbox"/> Threat to sovereignty of U.S. territory (Hawaii, Alaska, California, Texas) <input type="checkbox"/> Wartime industrial production – boom towns & widespread movements of people (including racial minorities) <input type="checkbox"/> Widespread environmental degradation due to war destruction <input type="checkbox"/> Scale of destructive effects of weaponry increased with development of more powerful technologies, up to the atomic bomb <input type="checkbox"/> War logistics (prominence of air power, aircraft carriers, oceanography, weather prediction, etc.) | |
| c. Containment of Communism (Marshall Plan, NATO, UN, etc.) | <input type="checkbox"/> Emergence of global scale competition between U.S. as leader of free world and USSR as leader of Communist | |
| d. Postwar prosperity (faith in progress, home ownership) | <input type="checkbox"/> Fair Deal programs generated regional & sect oral redistribution of wealth (i.e. from corporations, businesses, and suburban areas to inner cities and rural areas) <input type="checkbox"/> Increasing growth of suburbs, decline of family farm <input type="checkbox"/> Population dynamics <ul style="list-style-type: none"> • <i>Baby Boom</i> begins • Population of children (<15 years of age) increases | <input type="checkbox"/> Population dynamics |

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| | <ul style="list-style-type: none"> • Population pyramids <input type="checkbox"/> Multiple nuclei model of urban morphology <input type="checkbox"/> Green Revolution | |
| e. Affluent & mobile society | <ul style="list-style-type: none"> <input type="checkbox"/> Vacation travel <input type="checkbox"/> “Drive-in” businesses <input type="checkbox"/> Beginning of Frost Belt to Sun Belt migration <input type="checkbox"/> Commercial air travel | |
| f. Beginnings of civil rights (<i>Brown v. Board of Education</i> , Montgomery bus boycott, Little Rock, etc) | <ul style="list-style-type: none"> <input type="checkbox"/> Regional differences in racial inequity and attitudes toward racial difference | |

1957 to 1973 Technological Advances, Vietnam, & Social Upheaval

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
|--|--|---|
| a. Intensification of Cold War | <ul style="list-style-type: none"> <input type="checkbox"/> Domino Theory – effects on U.S. foreign policy of the proximity influence of communists in Asia & Latin America <input type="checkbox"/> Reasons for and implications of military buildup/space race (e.g. Intercontinental Ballistic Missile trajectories and distances, Distant Early Warning System, potential for satellite surveillance and weapons in orbit over the earth) <input type="checkbox"/> Peace Corps | <ul style="list-style-type: none"> <input type="checkbox"/> Great circle routes, polar map projections, and the short distance between the U.S. and U.S.S.R. over the North Pole |
| b. Technological improvements | <ul style="list-style-type: none"> <input type="checkbox"/> Television’s effects around the world <input type="checkbox"/> Satellite communication & a shrinking world <input type="checkbox"/> NASA & geographic research <input type="checkbox"/> Resource development and use for plastics and chemical industries <input type="checkbox"/> Diffusion of new antibiotics and vaccines | <ul style="list-style-type: none"> <input type="checkbox"/> Improved Earth imaging – aerial photography, satellite images |
| c. Vietnam War | <ul style="list-style-type: none"> <input type="checkbox"/> Human/Environment Interaction (Agent Orange, Napalm, etc) <input type="checkbox"/> Cultural contact/conflict <input type="checkbox"/> Evaluate the effectiveness of high tech weaponry and tactics | <ul style="list-style-type: none"> <input type="checkbox"/> Tropical ecosystem |
| d. Social Upheaval (civil rights, assassinations, disillusionment) | <ul style="list-style-type: none"> <input type="checkbox"/> Migrant farm worker movement (migration patterns and regional distribution) <input type="checkbox"/> Counterculture movement – Hippies & communes (migration patterns and regional distribution) <input type="checkbox"/> Selective Service (draft dodgers, regional inequalities in draft boards) <input type="checkbox"/> Ghetto crowding & race riots <input type="checkbox"/> Regional differences in resistance to change in race relations <input type="checkbox"/> <i>Baby Boomer</i> generation effects (need for schools and other government | <ul style="list-style-type: none"> <input type="checkbox"/> Sense of place as reflection of social conditions (Berkeley, Woodstock, etc.) <input type="checkbox"/> Polynucleated models of urban morphology <input type="checkbox"/> Growth of Placelessness - Generic landscapes of consumption |

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| | services, growth of child oriented goods and services, etc.) | |
| Environmental Upheavals | <input type="checkbox"/> Human/Environment Interaction – the recognition and responses to environmental pollution (Water Quality Improvement Act, EPA, Clean Air Act) <input type="checkbox"/> Legislation against pesticide (DDT, etc.) <input type="checkbox"/> Spread of nuclear weapons <input type="checkbox"/> Spread of nuclear power <input type="checkbox"/> Oil crisis | <input type="checkbox"/> Renewable & non-renewable resources <input type="checkbox"/> Environmental ethics <input type="checkbox"/> Earth as a closed system (views from space) |

1973 to 2001 Cold War Climax & New World Order

| History Content | History & Geography Taught Simultaneously | Geography Taught As A Stand-Alone Subject |
|---|--|--|
| a. Final chapter of U.S. Soviet Competition | <input type="checkbox"/> Proxy conflicts increase in Third World trouble spots (e.g. Central America, Iran, Afghanistan) <input type="checkbox"/> U.S. resolve increases & Soviet Union collapses | |
| b. Environmental Issues | <input type="checkbox"/> Toxic wastes & clean-up | <input type="checkbox"/> Acid rain (Dying trees and increasing pH in rivers and lakes in northwest USA and Canada) <input type="checkbox"/> Biodiversity (Everglades, Pacific Northwest Salmon, Hawaii) <input type="checkbox"/> Environmental/economic tradeoffs (hydrocarbon fuels versus global warming, spotted owl ecosystem versus logging interests) <input type="checkbox"/> Global epidemics (AIDS, Flu, TB) <input type="checkbox"/> Natural disasters (Hurricane Andrew, Mt. St. Helens) <input type="checkbox"/> Oil spills (Exxon Valdez, Galapagos 2001) <input type="checkbox"/> Nuclear waste/plants (Three Mile Island, Chernobyl) <input type="checkbox"/> Hazardous Wastes (Love Canal, Superfund programs) <input type="checkbox"/> Bioregionalism |
| Economic Issues | <input type="checkbox"/> Rapidly increasing global interdependence & connections <input type="checkbox"/> Rust Belt to Sun Belt changes <input type="checkbox"/> Decline of agriculture & manufacturing vs. rise of service industries | <input type="checkbox"/> Technology/Information based global society (Internet, electronic banking and stock trading) <input type="checkbox"/> Supranational trading blocs (EU, NAFTA, GATT) <input type="checkbox"/> Outsourcing & post-Fordism (reduction of permanent workforce and rise of contractors, fall of company towns) <input type="checkbox"/> Primary, Secondary, Tertiary industries |
| New World Order | <input type="checkbox"/> U.S. as single world superpower | <input type="checkbox"/> U.S. mediator role in world regional conflicts (Mideast, Balkans) <input type="checkbox"/> Global diffusion of American culture (Coca Cola, <i>Baywatch</i> , <i>Dallas</i> , Levi's) |