TIME AND SPACE CONVERGENCE: A JOINT U.S. HISTORY-GEOGRAPHY CURRICULUM

A Creative and Challenging New Curriculum Framework for U.S. History Teachers that emphasizes Geographical Aspects of Historical Events, Places, and Ideas

Project funded by

The Thomas B. Fordham Foundation

Prepared by

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Introduction to the Project

Almost any intermediate or high school teacher of history will tell you that, "You can't teach good history without geography." In practice, this seldom happens, or if it does occur the geography tends to be map related, answering only the question "where." And yet, we all know from our experience and from our own learning and intuition that geography has played a crucial role in almost all historical events, and that geography shapes the characteristics of the places in which historical people, events, and ideas have run their course. For example, the westward moving pioneers would no doubt acknowledge the powerful forces that geography exerted upon their journeys. The political and strategic planners on both sides of the Civil War contended with the realities of geography as well as with their opponents' tactics. To a large extent, geography dealt the hand that determined the historical evolution of states and regions of the United States. Iowa possessed the land and climate that facilitated its development as a farm state while the presence of the sea and its resources led the people of Massachusetts to pursue a very different way of life. These examples are a bit simplistic but they convey a sense of the ways that geography – the physical and cultural characteristics of places, peoples, environments, and locations – exists as an essential ingredient to the outplay of historical circumstances.

This project was hatched in the Africa dining room of the National Geographic Society. Chester (Checker) E. Finn listened to Terry Smith of the Casados Group and to Dick Boehm, Director of the Grosvenor Center for Geographic Education, explain a proposed project that would result in a new, innovative curriculum framework for a U.S. History course in which each time period of American history would be enriched by indications of geographical influence. For the teacher each of these "indications" might serve as suggestions for lessons that are rich in content from both history and geography.

A further part of this project was to be the identification of places in the chronology of U.S. history where some basic geography needs to be taught so that students might develop an understanding of the rich and complex nature of geography and how it has, in fact, "constructed the stage on which history is played out," to use a fairly worn cliché. A final contribution is to offer a current geography of the U.S. for the time period that most historians would characterize as current events. Most U.S. history courses stop in the post World War II years, while the dynamic geography of the U.S. often begins at that point.

Mr. Finn and the Thomas B. Fordham Foundation agreed to support this project and the result is the publication of this monograph accompanied by a scope and sequence in U.S. history in which geography plays a new and important role in the course. Will historians and teachers of history embrace this innovation, this challenge? If they do, like the frontier travelers in the American West in the 19th century, they will become pioneers. To support this approach, historians at the university level will need to include geographic education as part of the history certification procedure, a tough task but one with a glittering payoff. Students need to come to grips with the intertwined power of combined history and geography. We have talked about it for years, now we have the template to do something about it.

R.G.B.

Acknowledgements

The philosophical underpinnings of this project were provided in a series of commissioned papers that were published in the 2001 Yearbook of the Middle States Council for the Social Studies*. These scholarly surveys were of extremely high quality, and their authors deserve enormous credit for drawing attention to the critical interface of history and geography. They are listed here separately, because without their contributions the overall project would have lacked credibility and authenticity. The project authors owe each of these scholars a continuing debt of gratitude.

Walter A McDougall, University of Pennsylvania. *"Geography, History, and True Education."*

Brian W. Blouet, Fred Huby Professor of Geography and International Education, College of William and Mary. *"Approaches to History and Geography."*

Paul Gagnon, Boston University. *"Essential History Content for K – 12."*

Pat Gober, Arizona State University. *"Essential Geography Content for K – 12."*

Development and review of the monograph and the scope and sequence matrix were carried out by the three project authors with the assistance of Terry Smith and Susan Munroe of the Casados Group; Chester E. Finn Jr., and Marci Kanstoroom at the Fordham Foundation; Douglas C.Wilms from East Carolina University (retired); and Ellen Foster, a Ph.D. student in geographic education in the Department of Geography at Southwest Texas State University.

* Copies of the Middle States Council for the Social Studies 2001 Yearbook are available for $12 (US Dollars) through the office of the Treasurer, MSCSS, Rider University, 2083 Lawrenceville Road, Lawrenceville NJ 08648

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Introduction

Jared Diamond, in his highly popular Guns, Germs and Steel: The Fate of Human Societies, develops, at many scales, the notion that "the long-term histories of peoples of the different continents have been due not to innate differences in the peoples themselves but to differences in their (physical) environments" (Diamond, 1998, p. 405). Geographers would describe such writing as "environmental determinism," a paradigm of the 1930's and 40's that has been replaced largely by recognition of the dynamic impacts that human free will and modern technology exert on the environment. Examples of such impacts include global warming, sea level changes, ozone depletion, and the deterioration of the world's fisheries, all of which seem to result at least in part from human activity. Yet even today it is clear that the physical environment is crucial to our survival and that it exerts various influences upon human activity. Many scientists, including geographers, are closely monitoring these dynamic interactions, and Diamond's work shows that he and other contemporary historians are revisiting the interface between their subject matter and geography.

Such commingling of history and geography was first practiced by the early Greeks. For example, Herodotus (c. 484-425 BC), widely referred to as the "Father of History," traveled extensively for 17 years throughout the known world. His entire nine volume History is a marvel of people, places, events, and environments. Five centuries later, Strabo (63 BC-24 AD), wrote Historical Memoirs and Geography in 17 books. Although Historical Memoirs has been lost, Geography is an easy mixture of history, geography, and culture in which Strabo describes land

and life in his era with a broad interpretation of the nature of history and geography (for more information on the contributions of Herodotus and Strabo, see Thompson, 1948).

Disciplinary differences and turf battles were less an issue to the Greek scholars than they would become to succeeding generations. Unfortunately, today history and geography are taught and learned in separate academic departments on university campuses, and only limited sporadic communication occurs between the two camps. This polarized approach to knowledge has spread to America's schools as well, where history and geography exist as separate subjects, and even when both are taught together as part of the social studies, each demands individual attention within the curriculum. History courses deal with time but geography courses embrace space, and geography teaching focuses upon the contemporary whereas history is chronological and often stops at about the time that present-day geography begins. Consequently, the historical component is usually left out of coursework in geography while history courses fail to incorporate important geographical elements. This situation handicaps learning in both disciplines and leads to insufficient awareness of the complexities present in the dynamics associated with the human/environment interactions that both geographers and historians recognize as crucial.

In spite of the divide that exists between history and geography, most teachers of these subjects, or of the more general social studies, will say, "You can't teach one subject without the other." During a six-year time period, within the context of forty-six summer institutes in which over 1600 history, geography, and social studies teachers were involved in professional development activities sponsored by the Texas Alliance for Geographic Education (TAGE) and the National Geographic Society (NGS), the lead author of this paper could not remember a single teacher who was willing to argue the point addressed in this quote. Nonetheless, despite

virtual unanimity of teachers to this principle, in practice, little high quality interdisciplinary (history/geography) teaching takes place. Because the two professions have not resolved how history and geography work together, and how one subject complements the other, history is not taught as well as it should be and the geography that is taught tends to be merely location/place information, a superficial reflection of a rich subject area. This present document presents the results of a project designed to address this problem through development of a high-school-level United States History curriculum framework, a framework that offers teachers the opportunity to teach a traditional American History course enriched by a consistent injection of the geographical aspects that interact with the important historical people, events, and ideas.

A Leap in Space and Time

The Gilbert M. Grosvenor Center for Geographic Education at Southwest Texas State University launched a project to address the long-standing difficulties associated with the joint teaching and learning of history and geography in America's schools. Funded by the Thomas B. Fordham Foundation, the Grosvenor Center set out to build a high-school-level United States History curriculum framework that provides opportunities to teach and learn the chronology of a traditional American History course that is enriched by the geographical aspects of important historical people, events, and ideas. Thus, for example, migration becomes more than an idea when it includes the concepts of origin, destination, transportation means, settlement realities, the "why, where, and how" to go along with the "when." Similarly, western expansion becomes a story influenced by questions related to the "push-pull effect." What caused Americans to move to the West? What factors made it easy for them to leave Boston, Philadelphia, and New York City? How did they make their way westward and what were the barriers as well as the

roadways? How were settlers able to live off the land during the westward trek, and how did they adjust to new environments once they reached their destinations?

These and many other geographical questions, along with their answers, provide the unique flavor to this project. Part Two (see pp. 25-40) of this document is a matrix of space and time, a bold attempt to challenge history teachers to teach their students to learn under a new paradigm. Familiar time eras in column one of the matrix will anchor teachers and students of U.S. History, but it is column two that is most creative and the one that holds the greatest promise for a truly interdisciplinary approach to U.S. history. This column displays opportunities for the joint teaching of history and geography and suggests new ways of seeing how our history unfolds. Ideas abound, and maps become necessary ingredients, not merely backdrops for the two-dimensional question "where?" Column three may be the biggest challenge of all for history teachers because it calls upon them to do two things for which it is likely that they have had little education and training. It suggests: (1) that there is some basic geography that is essential to any understanding of history, and (2) that contemporary geography helps to complete the historical record of how things got to be what and where they are in our daily lives.

History and Geography in the School Curriculum

The national model standards movement, reaching public attention through the publication of a 1991 Executive Plan, titled by President George Bush America 2000,* called for "world class standards for schools, teachers and students in the five core subjects: math, science, English, history, and geography" (U.S. Department of Education, 1991, p. 3), and it indirectly challenged the primacy of the social studies in America's schools. The national model standards

* This was first articulated during the 1989 Governors' Education Summit that was held in Charlottesville, VA and was attended by the state Governors and President George Bush.

initially made a case for the separate teaching and learning of history and geography, but then later, included civics and economics, all subjects that were traditionally grouped together into a broad, process-oriented, affective domain dominated, school subject called the social studies. Beyond these four important subject areas, the social studies frequently include subject matter from anthropology (culture), psychology, and sociology, along with an emphasis on social and civic responsibility through problem solving, analysis, values clarification, democratic decision making, recognizing and dealing with diversity, and fostering a world view, to mention just a few. In some schools, the social studies also include anti-drug programs, anti-violence strategies, and peer communication.

It is this well-established collection of social studies components that single subject national model standards sought to penetrate by emphasizing the primacy of discipline-specific subjects. However, several factors made this objective difficult to achieve. One of the more important factors was the publication of Expectations for Excellence by the National Council for the Social Studies (NCSS, 1994), in which ten "themes" were identified within the social studies, none of which advertised a clear disciplinary home or demonstrated explicit subject matter content*. A second inhibiting factor involved the standards documents themselves in which demand was made by each subject for more class time. Such demand was unlikely to be accommodated when time in the school day for the social studies had become increasingly diminished or even replaced by more heavily tested subjects such as reading, writing, math, and science. Consequently, even in high schools, social studies courses including history and geography began to face heavy competition for class time.

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* The strands developed by NCSS include: 1) culture, 2) time, continuity, and change, 3) people, places, and environments, 4) individual development and identity, 5) individuals, groups, and institutions, 6) power, authority, and governance, 7) production, distribution, and consumption, 8) science, technology, and society, 9) global interconnections, and 10) civic ideals and practices.

Standards Implementation Problems

This project suggests implementation of a combined U.S. History/Geography curriculum, so it is useful to further explore the problems and successes that history and geography national model standards have had with regards to their implementation into social studies frameworks at the state level. In 1998, the Fordham Foundation reported slow progress in the integration of history national model standards language into social studies curriculums (Saxe, 1998). Using letter grades to designate the quality and quantity of penetration of history standards language, only 13 of 38 states surveyed got a grade of "C" or better. Only one state, Virginia, received a score of "A." Two years later, there was some improvement but only ten states of the 46 surveyed rated a grade of "A" or "B" and twenty-four states received either a "D" or "F" (Finn and Petrilli, 2000). David Warren Saxe states that improvement from 1998 to 2000 resulted from two factors:

> What makes the greatest difference in the improvement (or lack thereof) in state scores is, in a word: content. States that earned higher grades (from 1998 to 2000) or demonstrated improvements provided stronger content in their standards. . .
>
> . . . A second source of better grades in many states was special interests' diminishing influence in preparing state history standards (Saxe, 2000, p. 11).

The reasons why model history standards at the state level are so uneven are a mystery with few precise answers. But again, Saxe argues that

> Many of the states with poor grades still use the ahistorical approach found in the so-called 'national social studies standards' promulgated by the National Council for the Social Studies (NCSS). Nationally though, the trend seems to be to recognize NCSS as one of many special interests that strive to influence state standards. This (recognition) represents progress. So does the growing distance between most states' standards and the so-called

> 'voluntary national history standards' that were promulgated in 1994 amid much furor. . .
>
> . . .While the flaws of the national history standards are now well known, fewer people understand the problems with the NCSS approach. Briefly stated, that organization has abandoned efforts to promote a balanced history-rich curriculum. Instead, NCSS has taken up the banner of multiculturalism and diversity-based citizenship education by promoting a rather politicized and non-history-based curriculum (Saxe 2000, pp. 11-12)

In the face of this litany of problems related to the history standards, Saxe lightens the load a bit and states, "Happily, this review confirms that good history standards can and are being written. The next challenge is to ensure that textbooks, statewide tests, teacher preparation programs, certification requirements, in-service training, and college history departments develop complementary programs, policies, and practices" (Saxe 2000, p. 14).

In 1998, the Fordham Foundation also surveyed the extent to which language from the geography national standards had been integrated into state social studies curriculums – a study that also revealed slow progress (Munroe and Smith, 1998). Only 3 of 38 states surveyed received a grade of "A." An additional 3 states received a grade of "B," while 17 states received an "F." A follow-up study two years later (Munroe 2000) showed some improvement in these scores but not much. Of the 46 states that were surveyed in the second study, 7 states received a grade of "A," eight states got "B's," but there were 23 "D's" and "F's." These works by Munroe and Smith (1998) and Munroe (2000) clearly demonstrate an uneven implementation process for the national model geography standards, published as Geography for Life (GESP 1994). There are likely many reasons for this, some of which are similar to those serving to handicap model history standards. The competition for classroom time within the social studies curriculum is ferocious and the standards movement seems to have made matters worse by inviting stand-alone subject areas to compete against one another as they each write and advocate their own

standards. Another problem is that development of the geography standards advanced without a clear content-based scope and sequence so that national model standards in geography had to be inserted into existing social studies curriculum frameworks that may or may not have been amenable to those standards and in which another subject area, history, was already king.

Various curriculum framework models have been used to inform state social studies curricula, and a review of the key curriculum frameworks suggests that none are especially supportive of geography, particularly stand-alone geography courses (Hume and Boehm, 2001). The Expanding Horizons Model, which recommends geographical study from local to global scales, has diminished in importance, except in grades K-3. In its place, the Chronology Model, a by-product of the California History-Social Studies Framework, uses history as the organizing framework and seems to be gaining in strength, with lead states Virginia and Massachusetts being seen as a model for other states when curriculum framework revision is conducted. This model, if not prepared with the assistance of thoughtful history educators and clever geographic educators, may display itself virtually devoid of elegant, useful, and contemporary geography content and skills. One geographer's analysis of the mid 1990s Virginia framework tells a grim story.

> The Virginia Standards of Learning in History and the Social Studies barely mention geography at most grade levels. The geography [that is] included lacks sequential development of geographic themes, concepts, skills and perspectives.
>
> ...[O]verall the Virginia Standards display no consistent and clear attention to geography and lack appreciation of the importance of spatial and environmental learning. The Virginia Standards of Learning demonstrate a strong bias in favor of chronological and temporal perspectives when studying natural or human events. This bias promotes the marginalization of geographical study and is likely to inhibit the development of spatial and environmental perspectives (Morrill, 1998, p. 7).

A third curriculum framework is the Core Knowledge Framework, a project of the Core Knowledge Foundation, which is an outgrowth of the cultural literacy movement championed by E.D. Hirsch, Jr. (Hirsch, 1987). Core knowledge is a content-based curriculum emphasizing big, important events and people across time and place (Core Knowledge Foundation, 1995). Minimal skills are involved. The loss here is the chance for systematic learning. For example, "deserts" are identified as a 6th grade content focus but no mention is made of the other 9 or 10 major climatic areas of the world (Core Knowledge Foundation, 1995). For geography, this is a "hit or miss" curriculum framework in which national standards are lost or effectively ignored.

The themes offered by the National Council for the Social Studies' framework titled Expectations for Excellence (NCSS, 1994) and discussed in the previous section of this paper can be found in some states' social studies frameworks. Although rich geography and history content lies hidden within the NCSS themes, it has to be teased out because of the lack of a content specific scope and sequence. In order for students to achieve competence in any standards in geography or any individual subject area, teachers and students must know what the content and standards are and where they are located in the K-12 sequence.

An additional hindrance to the implementation of model standards at the state level has been the lack of a comprehensive development process. More than ten years after the beginning of the model standards movement this lack was recognized by President George W. Bush and the 107th Congress of the United States when they passed into law the No Child Left Behind Act of 2001 (Public Law 107 – 110, 2002). This act promotes "comprehensive school reform [that] includes measurable goals for student academic achievement and benchmarks for meeting such goals" (Public Law 107 – 110, 2002, p. 180). Figure 1 presents a model of a comprehensive process that should have been used in developing standards-based education in the social studies subject

areas during the mid-1990s. The model starts with each subject area preparing a content-based scope and sequence that defines the absolutely necessary knowledge elements in each discipline by grade level. Then effective standards can be written that make clear statements about what students should know and be able to do, standards that include discipline-related skill sets. Performance standards with benchmarks can then be written to help teachers, school officials, and parents to discern how well students are doing. And finally, assessments can be written based on the standards, assessments capable of providing measurements linked to the benchmarks, thus providing summative and formative information. While such a model (Figure 1) was not followed in the rush to "standards-based education" in the mid-1990s, it is recommended that such a process inform states as they proceed to revise curriculum frameworks in the post "No Child Left Behind" environment.

Several benefits would accrue if such resources were available in each of the selected social studies content areas:

1. By having clear-cut content recommendations, states would not have to rely on "themes" which are wide open to perspective and interpretation.
2. Content standards would be clearly stated and easily understood.
3. With performance standards (benchmarks) and appropriately developed assessment instruments, student learning becomes testable and social studies teaching becomes more accountable.
4. Articulation among schools would improve, a benefit of high value to students whose families move from one place to another, and to publishers who are stressed mightily to include every state's requirements in each textbook.

So the evidence presented above indicates that model national standards failed to penetrate state curriculum documents to the extent that was originally hoped, and specifically shows how standards for history and geography fared rather poorly in this process. The model national standards movement sought to establish world-class standards of what students should know and be able to do in discipline-specific subjects as a means to improve education in the United States. This movement has achieved only partial success in the disciplines of history and geography, and the present project provides a tool for improving this success.

Figure 1. A model for standards-based education in selected social studies content areas.

A Content-Driven Scope and Sequence	Content Standards	Performance Standards (Benchmarks)	Assessment
A grade-by-grade enumeration of critical content elements. May be concepts, events, people, places, ideas, processes, movements, legislation, etc.	A series of statements indicating how students will demonstrate mastery of the content elements in the scope and sequence. Activities may be suggested to help teachers.	A method to determine how well students master content standards. At the very least, benchmarks should stipulate "above average," "average," and "below average."	A protocol designed to demonstrate student mastery of content. Will allow the application of benchmarks to how well standards have been met. May be short answer or constructed response.
Related Skills	"Able to do" Statements	Benchmarks	Authentic Assessment
Appropriate for content learning	Problem-solving format	Rubric – A scale from simple to more complex	Portfolios

Why History and Geography Should Be Taught Together

As the initial step of this project, the Grosvenor Center for Geographic Education commissioned a series of four investigative essays designed to search the literature and inform us about the logic of joint teaching and learning of history and geography. These four papers, all written by highly respected scholars in the fields of history and geography, appear as a special issue of the Middle States Council for the Social Studies 2001 Yearbook *. An additional essay, to be published as a stand-alone monograph, was written by project co-director David Warren Saxe. This essay focuses specifically on U.S. history, and provides broad essential topics presented in a chronological order that emphasizes the concepts of land and liberty, that is, the geographical issues and the governing principles that provided the genesis and growth of the American nation**.

The first commissioned essay titled "Geography, History, and True Education," written by Walter A. McDougall the noted University of Pennsylvania historian, addresses the functional association between the disciplines of geography and history. With reference to the school curriculum, McDougall states, "history and geography should be kept as close as possible to each other, perhaps even merged, because so much of history is best approached through geography, and so much geography is taught best through an historical approach...the human stage is the world, and the plot of the play is the activity of human beings in relation to their environment and each other" (McDougall 2001, p. 27). McDougall, clearly a fan of geography, promotes three fundamental reasons why the subject is indispensable to a sound school curriculum.

> [First,] We are all geographers; after all, from the moment we learn to navigate the playpen or find the bathroom and refrigerator, to the years we

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** This will be available through the Grosvenor Center for Geographic Education, Southwest Texas State University, 601 University Drive, San Marcos TX 78666. Cost is $30 (US Dollars).

explore the neighborhood on our bicycles and take a family vacation, to the careers we pursue as adults. The general, admiral, or statesman is a geographer, but so too is the common soldier or sailor, the corporate executive deciding where to build a plant and which markets to target, but so too the salesperson, not to mention the farmer, fisherman, miner, oil worker, pilot, engineer, truck or taxi driver, real estate agent, manufacturer, [or] consumer.

Second, geography is fundamental to the process of true education in that it serves as a springboard to virtually every other subject in the sciences and humanities. Children, as a British government study observed, are like the mongoose in the Rudyard Kipling tale: "The motto of the mongoose family is 'run and find out' and Rikki-Tikki-Tavi was a true mongoose." Children's minds are much the same. They "will enjoy merely discovering what is 'just round the corner' or finding out from pictures, and most will need no encouragement to explore the banks of the river or visit a farm or even to investigate the well-known streets of their own town...So, too, when faced with glimpses of Everest, the Victoria Falls, the lonely deserts of Arabia, Tibet and Antarctica, they often find food for their senses of wonder and feeling for beauty." What happens next, usually in secondary school, is that the student who was originally enthralled just by the sheer variety of the world and its people, begins to ask, not only "what?" and "where?" but "why?" and "how?" Why are deserts or rain forests here and not there? Why do Asians eat rice and Mexicans tortillas, instead of bread? Why did the Europeans discover routes to China instead of the Chinese discovering routes to Europe? Why did democracy emerge in Greece and not Egypt? How did the colonial powers manage to conquer the world, and how did today's two hundred odd countries emerge? What is a "country," for that matter, and why are some big, rich, populous, and mighty, while others are small, poor, or weak? Asking such questions inspired by geography opens up a universe of intellectual inquiry, because to answer them the student must turn to geology, oceanography, meteorology, and astronomy, anthropology, economics, comparative religion, sociology, and history. Geography is the window on the world of the ***mind*** as well as the senses, and can be dispensed with no more than reading, writing, and arithmetic.

Yet, a third reason why geography is fundamental to true education is that students without geographic knowledge are helpless when confronted with adult issues, whether in school or outside of it. Geography is vital to the examination of economic competition, poverty, environmental degradation, ethnic conflict, health care, global warming, literature and culture, and needless to say, international relations (McDougall, 2001, pp. 3 – 4).

Noticing the struggle that history and geography have to maintain a significant place in the school curriculum, McDougall offers some useful guidelines. While doing so, he strengthens again the call for combined history/geography teaching and learning and gives footing for the intellectual underpinnings of this project. He suggests:

> Assuming a given state or school board is persuaded of the need to reintroduce geography into the K-12 curriculum, what principles should guide its planning?
>
> First, teachers, textbook authors, and curriculum designers must restore an "old-fashioned" emphasis on basic topography, place names, and map reading. For whatever our ideological preferences, the grammar of geography is conventional and grounded in reality. The Earth, as Galileo insisted under his breath, does revolve around the sun and rotate on its axis, and that was not just his "point of view." The motions of the Earth and heat of the sun are what create climate, vulcanism, erosion, and all the features of lands and waters. On some points we may argue, for instance whether Europe ought to have been considered a continent separate from Asia, or whether the term Middle East is a Eurocentric conceit. But the geographical and cultural distinctions that first inspired people to invent those terms were real and are also worth understanding. Likewise, the Mississippi River exists. Its name, like all names, is a social convention, but the river is real, and no student can claim to "know" American history without understanding the river's importance. . .
>
> . . .Second, history and geography should be kept as close as possible to each other, perhaps even merged, because so much of history is best approached through geography, and so much geography is taught best through an historical approach. The former point is obvious; the human stage is the world and the plot of the play is the activity of human beings in relation to their environment and each other. The latter point may be less obvious. . .
>
> . . .Third, history and geography teachers ought to convey to students how the realities of space and time have indeed changed over the millennia, centuries, and sometimes mere decades as a function of human technology, which is the nexus between mankind and its environment. From the first irrigation systems to the Space Age the evolution of civilizations and their relationship to nature have been a function of tools. The history of technology might even be called the "third dimension" that rounds out our picture of the past. Geography, the first dimension, describes terrestrial space. History, the second, describes change over time. Technology, the third, describes how human conceptions of space

> and time have evolved. But just as algebra students cannot handle solid geometry until they have mastered plane geometry, so history students are not ready to question human conventions of space and time until they know the "lay of the land" know how to "tell time" historically (McDougall, 2001, pp. 27 – 28).

The second investigative essay produced for this project was written by Brian Blouet (Blouet, 2001) and strengthens the arguments made by McDougall. Blouet, the Huby Professor of Geography and International Education at the College of William and Mary, offers eight mega-topics that can benefit enormously from combined historical and geographical teaching and learning. These topics are rich in geography and history content and provide a useful organizational structure for presenting that content in a comprehensive manner. They include:

i. Origins of Agriculture
ii. The Age of Discovery
iii. River Valley Civilizations
iv. Mediterranean Civilizations
v. Migration
vi. Settlement Patterns and Urbanization
vii. Industrialization
viii. Regions and the History of Regions

According to Blouet, United States history cries out for enrichment with geographical perspectives such as the physical environment, the location and contributions of ethnic groups, territorial expansion, resources, rivers as barriers and roadways, the nature of settlements, the growth of cities, the evolution of agriculture and ranching, and understanding of transportation systems, to mention just a few. These concepts and others make an appearance in the proposed course matrix that appears later in this document. Blouet completes his essay with a thoughtful guiding principle. It fits nicely with earlier comments in this paper.

> In sum, students, who need to be prepared to enter the global marketplace, should study world developments, and the evolution of the United States, from the perspective of history and geography. The history courses should be taught by teachers with majors in history, and the geography courses by teachers qualified to teach geography. But, there is room for rich

> interaction and cross-fertilization. Students will then be able to link history on the map and understand the importance of time and space, in relation to changing events (Blouet, 2001, p. 46).

The third and fourth investigative essays produced for this project address a point made earlier in this paper that it is necessary for any curriculum framework to begin with a content-based scope and sequence (Figure 1). This is true for the complete school curriculum framework in social studies or in separate subjects such as history or geography. With respect to the current project, the content framework for the United States History course was provided in "The Essential Content of K-12 History" (Gagnon, 2001), while Pat Gober's essay, "Essential Content of K-12 Geography" (Gober, 2001), provides the essential geography content.

Gagnon's essay identifies a chronology-driven set of 60 essential topics in U.S. History that are drawn from five national history curriculum frameworks and eleven major state history frameworks. Gagnon's intention is to select from the "mounds of detail" present in these frameworks an essential body of subject matter that realistically can be taught and learned within the constraints of a 180 day school year. He further states that teachers "must be free and knowledgeable to select which [topics] to treat in some depth and which to do more quickly" (Gagnon, 2001, p. 50). Gagnon could have said that teachers need to be properly knowledgeable to determine which of these 60 topics have serious and interesting geographic implications so that the two subjects could be taught and learned together. As a practical exercise, Gagnon's 60 essential elements of U.S. History were examined to determine which had compelling spatial/geographic context or necessary skills. This qualitative analysis yielded 39-41 instances (a few were debatable) where necessary history content could be presented by teachers to students with an appropriate seasoning of essential and useful geography. As a result, this essay

builds upon the others as it helps lay the foundation for the U.S. History course by specifying the essential historical content and the essential geography that can be woven in.

In addition to Gagnon's essay, the monograph written by David Warren Saxe (see footnote on page 13) infused important history elements into the combined history/geography matrix presented in Part Two of this document. The monograph by Saxe first provides the chronological eras into which the history and geography content are organized. Second, this monograph emphasizes the "animating principles of history," that is, the underlying guidelines that actually produce accurate accounts of history. These animating principles include chronology; event, place, and time; change and continuity; cause and effect; primary and secondary sources; perspective; and historical truth, historical propaganda, and presentism. These principles first serve to equip teachers and students to exercise discipline against their own biases, and second, they provide important explanatory historical topics and the collateral geographical explorations that were used to deepen the substance of the 60 essential topics developed by Gagnon.

To add the essential geography foundation necessary for a combined teaching of U.S. history and geography we direct attention now to the fourth investigative essay of the project. Written by Pat Gober, geographer at Arizona State University and past president of the Association of American Geographers, the essay is titled "Essential Content of K-12 Geography" (Gober, 2001), and it provides the nature and scope of this essential geography content. Gober analyzes the five themes of geography (JCGE, 1984), the voluntary national standards published in Geography for Life (GESP, 1994), and the Grosvenor Center for Geographic Education project, Path Toward World Literacy: A Scope and Sequence in Geographic Education, K-12,

that recommends essential content in K-12 geography (GCGE, 2001). Rationale and logic are visited to define geography and to determine what is essential. As Gober states:

> The proposed structure and set of ideas represents a realistic middle ground between the public's legitimate concern about the astonishing level of ignorance in the United States about our own country and the rest of the world and the discipline of geography's desire to infuse K-12 education with geographic perspectives and methods. Included are facts, ideas, and methods that are required for students to see themselves, the places where they live, and human events in their geographic context (Gober 2001, p. 76)

Gober also directs attention back to the goal of the project, to demonstrate the ways in which history and geography are related, and to provide a curriculum framework tool that demonstrates how to teach and learn the two simultaneously in a U.S. History course.

> Little of the proposed [geography] subject matter is devoid of historical content. Indeed, to understand contemporary regions, regional interaction, cultural landscapes, urban structure, migration patterns, transportation systems, state and national boundaries, modern territorial rivalries, patterns of resource use, and human adjustment to extreme natural events one must learn about history. Places are as much accumulations of the past as they are products of current events. Thus, much of geography's subject matter can be integrated with history's into a social studies curriculum that views human activities through time and across space (Gober 2001, p. 76).

Blueprint for Action: A Joint History/Geography Model for Teaching U.S. History

What follows in Part Two of this document is a U.S. History course design that is, on the one hand, traditional in that it follows a chronology that is widely accepted by the history community, and on the other, very creative and forward looking by suggesting opportunities for joint teaching of history and geography. In the highly charged competition for classroom time, courses that offer joint subject approaches will yield the best and most interesting learning material for students. While this project focuses on history and geography, other opportunities

beckon, such as history/civics, geography/economics, and history/economics. And, these suggestions are all within the current standards-based models for the separate content areas of the social studies. Realistic opportunities also exist for teaching geography/earth science, history/area studies, world history and world geography/global studies, and perhaps others on a smaller scale, such as in Advanced Placement (AP) courses or in pre-AP honors-type courses.

The course matrix in Part Two has three columns: the first defines the chronology and essential topics for the U.S. History course; the second or middle column displays opportunities for joint history/geography teaching and learning organized into the eras and topics; and a third column, suggests where pure geography can be taught to either clarify the understanding of history or to extend it to contemporary times, a period in which the historical record has yet to be formed and generally agreed upon.

Is this course of study likely to be taught or even considered to be taught? The obstacles are considerable. For this curriculum framework to be accepted and for it to be taught in more than a cursory fashion, there will need to be changes in pre-service teacher education and in-service professional development opportunities. Implementation into pre-service teacher education faces what has been called the "tyrannical machines" of American colleges of education that possess a lack of dynamism, a penchant for self-preservation, and failure to educate students for the task at hand (Cheney, 1990). Boehm, Brierley, and Sharma (1994) point out the frequent disconnect between what teachers need and what university professors give them. In the world of the university, it is student credit hours, the favorite course or subject matter of the professor, and endless "turf" battles that often govern the nature and scope of the content preparation of teachers, seldom the curriculum framework that the teachers will be teaching once they get out of the university and into the schools. In respect to in-service teacher

education, diffusing this matrix to the thousands of school districts across the nation poses a substantial challenge. Nevertheless, the response it is likely to receive promises to be favorable. The matrix has been presented at several professional conferences, and when reading the middle column that shows the geography that lies within history, many teachers have exclaimed, "I already teach that!" Excellent! We hope that the document shows history teachers the ways in which they are already teaching geography and provides these teachers a tool to improve the geography that they already teach. For those teachers who cannot say they already teach the geography topics in the middle column, this is a clarion call for in-service workshops, new lesson plans, and maybe some summer coursework or institute involvement such as the training offered by the National Geographic Society sponsored state alliance summer institutes or the various advocacies offered by the National Council for History Education, Inc.

Two additional obstacles to implementation involve the existing structures of K-12 educational sequences and curriculum development processes. In respect to the first point, although one purpose of this project is to reduce pressure on teachers to add more content to an already over committed school schedule, the content proposed in Part Two of this document should be allocated, as Gagnon (2001) states, to a two-year course sequence time frame. While some state curriculum frameworks, notably California, assign the teaching of early U.S. History to the 8th grade and later U.S. History to the 11th grade, many other states do not have such a sequenced approach. Nonetheless, this framework offers dynamic enrichment even for more traditional U.S. history courses and curriculum sequences because the middle column contains ideas for teaching activities that will expand and enhance U.S. history in whatever form it is taught. In respect to the curriculum development process, this paper has already discussed an effective model for development of standards-based education in selected social studies content

areas, a model that begins with a content-driven scope and sequence and then moves into the development of content standards, performance based benchmarks that determine student mastery of the content standards, and assessment instruments that provide protocols to demonstrate student mastery. Some states are moving in the direction of this type of development process, notably the state of Texas which is producing a state-wide testing program, called the Texas Assessment of Knowledge and Skills (TAKS), that is directly linked to the content standards found in the previously established Texas Essential Knowledge and Skills (TEKS). As the No Child Left Behind 2001 legislation is implemented across the nation, more states may adopt similar models in their attempts to establish "comprehensive school reform" that "includes measurable goals for student academic achievement and benchmarks for meeting such goals" (Public Law 107 – 110, 2002, p. 180). The history/geography matrix presented in Part Two of this paper provides the content component that can serve as the foundation for comprehensive curriculum development.

So, this project is our challenge and our answer to Walter McDougall's reminder that "history and geography should be kept as close as possible to each other..." The ultimate goal of this project can be summarized by a story that McDougall (2001) relates of a friend of his who correctly predicted geopolitical events in Bosnia during the mid 1990s. When asked how he predicted those events he stated that he had "done the map," a reference to his understanding of geography. McDougall concludes:

> My dream is that every teacher and student of history and geography, at the end of every block of instruction, can say proudly and knowledgeably, "I've done the map." Because that means they know who they are, where they are, and how to get where they want to go. That means they have had true education" (McDougall (2001, p. 28).

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Part Two
U.S. History and Geography Curriculum Framework

Period #1
Setting the Stage: Time before 1492

History Content	History & Geography Taught Simultaneously	Geography Taught As A Stand-Alone Subject
a. Prehistory		❑ Physical geography of Western Hemisphere (landforms, water systems, differing climates, vegetation & ecosystems) ❑ Resources of North America ❑ Comparison of physical geography of Western Hemisphere and Europe ❑ Physical geography of the North Atlantic Ocean
b. Native populations	❑ Migrations of early peoples • Changing climate – Ice Age ends and warming begins • Bering Land Bridge – Removal of intervening obstacles ❑ Indian settlement locations and tribal distribution patterns ❑ 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.)	❑ Interpret ancient maps of the "known world" and the Roman Empire. What was the extent of the "known world?" ❑ What factors limited travel during most of the Middle Ages? What changes increased travel? ❑ What was the effect of improved map-making technologies? ❑ The church as the great unifier of Western Civilization (connections, interdependence, and accessibility among places) ❑ Spread and impact of Enlightenment thinking through Europe ❑ Networks of trade and commerce in the Old World ❑ Development of towns and cities, urban structures (linear, cluster, etc.), variations of the pre-industrial city ❑ The effects of increasing European trade networks and knowledge of the East (e.g. Marco Polo, William Rubriquis) ❑ What were the nature and types of goods that Europeans sought from Eastern trade centers? ❑ Ocean travel improvements resulting from Prince Henry's efforts ❑ Application of the magnetic compass ❑ Summary and generalization of the geographic elements of the Old World and assessment of the factors that contributed to New World discovery and exploration	

Period #2
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	❑ 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? ❑ Publication of Ptolemy's *The Geography* ❑ Attraction of wealth available in other lands ❑ Desire to bring religious conversion to other lands ❑ Potential increase in status and power ❑ Why was North America viewed as a "virgin land?" Why was it called the "New World" or a "land of opportunity?" ❑ Invention and discovery of ocean-sea travel innovations, ship construction, etc.	
b. Explorers and conquerors	❑ Comparisons of various explorers. How did different motivations, skills, perspectives, etc, influence the effectiveness of the expeditions? ❑ Comparisons of various European countries. What made some countries better suited for exploration, discovery, trade, and travel? ❑ Comparisons of various explorations (routes, environments, logistics, etc.) ❑ Geopolitics – effects of the increasing scale of contact between people and people-groups (change from local and regional to intercontinental and transatlantic) ❑ 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 ❑ Maps of the trading routes of the Americas. Where were they located, why those locations, what places did they connect?	
c. European Settlement	❑ Entitlements to soil – Act of discovery/Act of conquest Act of Discovery: Columbus for Spain, Cabot for England, Cartier for France ❑ Comparisons of various settlements and European countries. What made some settlements viable, and what made some countries more effective at establishing settlements? ❑ What areas of the Americas were explored and settled? Why these areas? ❑ Locations and boundaries of colonies ❑ Environmental challenges associated with different colonial settlements	
d. Colombian Exchange	❑ Medical geography – origins and diffusion patterns of diseases ❑ Agricultural products – 2 way trans-Atlantic interactions ❑ Technology – calendar, wheel, architecture ❑ Fashion	

Period #3
Colonial Period: 1607 to 1763

History Content	History & Geography Taught Simultaneously	Geography Taught As A Stand-Alone Subject
a. Motives for colonization (international politics, domestic policies, religious, economic)	❑ Mercantilism and trade • 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 ❑ Motives for colonization interacted with push-pull factors • 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	❑ 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	❑ Locations and boundaries of the continued explorations by the colonial powers • French exploration of the interior • British penetration west from the Atlantic coast • Spanish exploration from the south and west ❑ What were the major differences between French, British and Spanish settlements and use of land and resources? ❑ Boundaries and frontiers circa 1763 (the setting for the coming conflict between colonies and colonial powers)	
e. Founders & religions	❑ Religious differences/interactions influence history and geography (e.g. territorial boundaries, place names) ❑ 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)	❑ How was trade efficiency improved or hindered by mercantilism (raw materials to Europe, slave and finished products to New World)? ❑ Physical geographic influences upon mercantile efficiency and social conditions – Triangle Trade (Trade winds and Gulf Stream influence sailing directions) ❑ Social effects of the changing technologies of resource exploitation, agricultural production, and manufacturing	
g. Transportation	❑ 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 ❑ Significance and importance of water transportation (e.g. St. Lawrence River as "water road" to the interior, intercoastal waterway) ❑ Beginnings of colonial road network (potentials, constraints, and interactions between physical geography and human activities)	

h. Settlements and Livelihoods	❑ Land use differences • 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? ❑ European roots of American culture (architecture, farming and fishing practices, customs, other social practices and institutions) ❑ Growth of settlements – Where? When? Why there? Why then? ❑ 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.) ❑ Effects of the good ports and harbors along the Atlantic coast ❑ 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. ❑ Why did different peoples settle in different regions? How well were there livelihood practices adapted to the new locations they occupied?	❑ Regional differences in settlement patterns • Northeast – village • South – plantation • Middle Atlantic – single homestead

Period #4
Revolutionary America: 1763 to 1789

History Content	History & Geography Taught Simultaneously	Geography Taught As A Stand-Alone Subject
a. Consequences of French & Indian War	❑ Geographic aspects of the war (e.g. battlefield conditions, munitions routes, climate and other environmental issues) ❑ British limited colonial territorial expansion toward the west	
b. Causes of American Revolution (events, ideas, activists)	❑ 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) ❑ What factors led to greater demand for land ownership in the colonies and the resulting push to explore the "forbidden West?" ❑ 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) ❑ 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. ❑ Although British law prohibited relations between the colonies and other countries, where did these develop,	

	and why in those places? ❑ Transportation • 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. ❑ Spread of literacy through the colonies increased knowledge of events in other colonies and abroad	
c. Revolutionary War (leaders, morale, foreign aid, turning points)	❑ Geopolitics - French/British rivalry, German contribution to the Americans ❑ Logistics of war in the 18th century • 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 ❑ American coastline was 1,000 miles long and full of bays, harbors, and estuaries, that inhibited British control ❑ Spatial distribution of American colonies was too spread out to allow British conquering as a whole ❑ Use by European powers and colonial leaders of wars and disputes among native peoples to establish strategic alliances over critical strategic geographic locations ❑ Geographic aspects of individual battles ❑ Geographic aspects of major campaigns at sea (weather, currents, depth of water, etc.) ❑ Importance of location in Revolutionary War events (sources of raw materials, water crossing points, mountain passes, etc.)	
d. Conclusion of the War	❑ New boundaries circa 1783 ❑ Effects upon the emerging American free-market economy ❑ Conflicting land claims among the various states	
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.)	❑ Organization and mapping of the new territory • Orderly surveying and distribution of land • Land Ordinance of 1785 – Township and Range System developed to establish territorial government and system of land annexation ❑ Difficulties of commerce under the Articles of Confederation	

Period #5
Early Republic: 1789 to 1820

History Content	History & Geography Taught Simultaneously	Geography Taught As A Stand-Alone Subject
a. Constitution (separation of powers, Federalists and anti-Federalists, Bill of Rights, etc.)	❑ Regional differences in population profiles (e.g. total population, racial make-up) affected, apportionment, the Electoral College, interstate commerce, and admission of new states ❑ Geopolitical - International relations	
b. Statesmen, Party System	❑ In his "Farewell Address," what was Washington's advice to the nation in terms of national expansion and foreign relations, and how did this advice effect national policy?	
c. Evolution of Supreme Court		
d. Territorial expansion (political issues, Manifest Destiny)	❑ How did the explorers/geographers (e.g. Lewis and Clark, Zebulon Pike) conduct their expeditions? (means of travel, dangers, allegiances, local guides, etc.) ❑ What were the findings of the expeditions of the explorers/geographers and how did these reports affect government policy? ❑ What resources made the interior of the new United States (east of the Mississippi and west of the Appalachians) attractive to settlers? ❑ What factors led Napoleon Bonaparte to sell the lands that became the Louisiana Purchase to the United States? ❑ What obstacles prevented western settlement and how were these obstacles overcome? • Mountains = Obstacles (Adirondacks, Great Smoky) • Water routes – Rivers (e.g. Ohio, Mississippi) • Land routes – Gaps and Passes (Genesee Road, National Road) ❑ Constraints on expansion • 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) ❑ Eventual defeat of Indians east of the Mississippi ❑ Development of new skills (e.g. mapping, observation, investigation, data collection, sampling, recording) ❑ What was the mission of the new U.S. Navy? Where were its bases of operation?	
e. Economic Expansion	❑ Growth of primary sector economic activities as means to provide for the growing population (farming, lumber, fur trade, etc.) ❑ 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 ❑ Expansion of U.S. into world economic trade (trade routes, whaling, international commerce) ❑ What areas of the U.S. favored and opposed tariffs and why?	
f. Early Industrial Revolution	❑ Transportation revolution and its effect on the expansion of U.S. trade and settlement • Steam engine • Road systems (e.g. coastal roads, Lancaster Pike, "Indian Trails," Cumberland Gap Wilderness Road, etc.) • Canal System	❑ Resource development (PA coal fields, mining, forestry)

	• Factory locations ❑ Beginnings of rural to urban migration (craftsman in villages convert to workers in cities) ❑ Regional similarities / differences – North (capital, land, factories, trade); South (land, agriculture, slavery, trade)	
g. Socio /Economic Conditions and Processes	❑ 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? ❑ To what extend did religious and ethnic diversity exist across the United States? ❑ Growth of plantations in the South with their characteristic land use ❑ Effects of Samuel Slater's water powered mills on manufacturing ❑ Shift in U.S. population centers	
h. Geopolitical / International Relations	❑ Effects of foreign trade policies on American industry and commerce ❑ Effects of American international neutrality upon American growth ❑ What was the level of power and influence of the new United States in world affairs ❑ Emerging rivalry between the U.S. and Britain in both economic and political spheres ❑ Increasing European demand for cotton affected U.S. land resources, growth of slavery, and future events	

Period #6
Economic Growth & Expansion: 1820 to 1861

History Content	History & Geography Taught Simultaneously	Geography Taught As A Stand-Alone Subject
a. Industrial, Urban, and Agricultural Growth	❑ Population density and distribution by region (e.g. urban population increased by 500% from 1790 to 1860) ❑ Development of infrastructure and utilities for pure water, refuse disposal, housing, police and fire protection ❑ Spread of epidemics (e.g. cholera epidemic in New York, typhus brought to U.S. by Irish immigrants) ❑ What regions benefited from the applications of tariffs and what regions did not? ❑ Focus on city development in Boston, New York, Philadelphia, Baltimore, and Washington D.C., and establishment of cities in Midwestern and far-western regions ❑ Focus on the development of small cities as correlated with the locations of waterpower and transportation systems. ❑ 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 ❑ 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) ❑ Impact of new technologies upon agriculture and the ripple effects of those changes upon society in general. ❑ Relationships between the lumber and steel industries (e.g. location of forests in relation to steel production, denudation of forests in steel production areas) ❑ Effects of expanding rural to urban migration • 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	❑ Inventory of nature and location of resources in North America

	• Industrial output began to rival that of farms and plantations ❑ 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 *fruits* of American liberty	
b. New immigrants	❑ Geopolitical push-pull factors • Irish famine, Central European revolutions • Opportunity for work, land, & freedom in U.S. ❑ Cultural contact between diverse ethnicities & religions led to conflict	
c. Attempts at reform (labor issues, women's rights, asylums, etc.)	❑ Geographic location of movements, and reasons these movements arose in these places	
d. Jacksonian era (political campaigns, white male suffrage, Trail of Tears)	❑ Numerous native people groups were forced out of familiar environments to alien landscapes (e.g. Seminoles, Cherokees, Choctaws) ❑ Map election results and voting distributions, and correlate these with socio/cultural factors and emerging perceptual regions	
e. Westward migration (war with Mexico, Gold Rush, Indian wars, etc.)	❑ Geographic influences on the various wars and battles ❑ Factors that attracted the "next generation" of settlers to the "West" • 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 ❑ Indian tribes native to lands east of the Mississippi experienced impacts of forced migration to lands west of the Mississippi that possessed drastically different landforms, climate, vegetation, and natural resource base ❑ Physical geographic influences upon the routes of the Oregon and Santa Fe trails ❑ Geographic influences for new centers of growth and settlement (Where were the centers? Why were they in these locations?) • Growth in the Ohio alley (Ohio was the 3rd most populous state by 1840s) • Growth in the Missouri Valley • Settlement and development of Texas • Expansion in Oregon and California ❑ Effects of increasing and rapid occupation of the West affect natural ecosystems and human interactions ❑ The geographic extent and source for Manifest Destiny • 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 boarders, 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 ❑ Demographic pressures propel migration • 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) ❑ Army Corps of Topographical Engineers – mapping/exploring for the military and civilian purposes ❑ Role of technological innovation in westward expansion	

	• 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)	
f. Slave society	❑ Underground Railroad • Navigational tools included constellations, song lyrics, landmarks • Religious geography (location of Quaker settlements) • Proximity to embarkation terminals increased rate of migration ❑ How did geographic factors and features influence where slavery would grow and spread? ❑ 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	❑ Balance of slave vs. free states	
h. Improved transportation and communications systems	❑ Emerging technologies/methods and their effects • 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 ❑ Various networks of trade (Boston's mills and Southern cotton) ❑ 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 ❑ Trace the routes and physical geographic settings of the major western trails – Santa Fe, Spanish, California, Mormon, Great Salt Lake, and Oregon ❑ The value of a sea route through the Central American isthmus connecting the Caribbean Sea and Pacific Ocean	

Period #7
The Union in Crisis: 1861 to 1877

History Content	History & Geography Taught Simultaneously	Geography Taught As A Stand-Alone Subject
a. Abraham Lincoln (election, plea for peace/compromise, secession)	❑ Differing geographic patterns of slave & free states	
b. Civil War	❑ 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%) ❑ Compare and contrast North versus South agricultural base	

	❑ Compare and contrast North versus South infrastructure base (e.g. rail lines, road networks, communication networks) ❑ Compare and contrast North versus South resource base and products • 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 ❑ Examples of where geography influenced major Civil War battles on land and sea (e.g. hills, woods, rivers, plains, valleys, and coastlines influenced such things as supply lines and other logistical supports, military fortifications and defenses, and domestic infrastructure) ❑ Trace the troop movements, logistical requirements, and the associated physical environments of various commanders: • 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, 13th, 14th, and 15th Amendments)	❑ Demographic changes • Blacks migrating north • Black population now counts fully for apportionment	
d. Reconstruction	❑ "Solid South" election pattern develops (Southern states vote along similar patterns) ❑ Migration of carpetbaggers & greenhorns to the South and West in search of economic opportunities ❑ Demographic changes – blacks migrating North, post-Civil War blacks were now fully counted in census ❑ 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)	❑ Monroe Doctrine – exposes different perceptions of regions & places ❑ Explorers and Naturalists open up and study the western territories (e.g. Clarence King, John Wesley Powell, Ferdinand Hayden) ❑ How did the government continue to attract immigrants from abroad in spite of the war? ❑ Expansion of U.S. trade networks throughout the world ❑ 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)	❑ Distance decay – difficulty in governing at a distance ❑ Completion of trans-continental railroad (Golden Spike) and the importance of this event in both symbolic and in real effects ❑ How did spanning the Ohio (Cincinnati, 1867) and Mississippi (St. Louis, 1874) rivers with bridges affect travel, trade, expansion, settlement, and manufacturing? ❑ Continued growth of ranches and cattle production networks ❑ Expansion of agriculture in the West ❑ Indian Wars begin occurring west of the Mississippi, and Indians are moved to reservations ❑ Problems associated with governing the distant Western territories from Washington DC ❑ The replacement of the Shawnee Trail with the Chisholm Trail (used to move cattle to Eastern markets) ❑ 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	❑ 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 ❑ Industrial specialization forced formally self-sufficient communities to rely on neighboring towns and cities ❑ 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) ❑ How did the distribution of citizens by race, nation of origin, age, and gender change after the Civil War?	

Period #8
Emergence of Modern America: 1877 to 1890

History Content	History & Geography Taught Simultaneously	Geography Taught As A Stand-Alone Subject
a. Expanding economic growth (industrial, agricultural, transportation, etc.)	❑ Increasing rate of urban growth: • 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 ❑ Agricultural revolution/resource development – mechanization increases yields and frees labor to move to work in factories ❑ Impact of imported species on environment (e.g. gypsy moth) ❑ Demographic transition – improved health and public services reduce death rates while economic growth encourages reduced birth rates ❑ Continued population and demographic shifts across the nation ❑ Continued inventions and improvements in technology ❑ Geographic growth and spread of Rockefeller's Standard Oil as America's first modern monopoly (acquisition of refineries, oil fields, railroad options, price fixing) ❑ Growth and spread of Andrew Carnegie's steel company along with other steel operations: • 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 in Alabama and Tennessee) • Locations and interactions among the transportation networks that delivered ingredients to steel plants ❑ Compare and contrast the post-Civil War industrial revolution in the South with the pre-Civil War industrial revolution in the North	
b. New world of business (Wall Street, capital boom, The Gospel of Wealth, etc.)	❑ Geographic prerequisites for this new world of business: • 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	
c. Labor (grievances, strikes, conflicts, etc.)	❑ Location of company towns and the resulting patterns of power	
d. Closing of American Frontier (Fredrick Jackson Turner's Thesis using 1890	❑ Limits on population in the West: • Although permanent settlements extended across American territory, population density varied • Population density per total acreage compared to population density per arable acreage	

census)	❑ Questioning the idea of the limitless frontier ❑ Natural hazards (e.g. extreme weather, droughts, soil loss) affected the lives of farmers, ranchers, and miners across the West.	
e. Social / Cultural / Political Events and Issues	❑ Geographic spread of women's rights lobby groups	
f. International Relations	❑ Continued and increasing expansion of America' international trade networks and influence/interaction on a global scale ❑ America's increasing interests and concerns in lands beyond the continental U.S. (beginning with the Samoa Treaty of 1878)	

Period #9
Rise of America As a World Power & World War I: 1890 to 1920

History Content	History & Geography Taught Simultaneously	Geography Taught As A Stand-Alone Subject
a. Populist movement (farm subsidies, redistribution of wealth, election reform, etc.)	❑ Geographical distribution of Populist power (West & South) due to support for farmers, restrictions on immigration, public ownership of railroads)	❑ Development of agricultural regions ❑ Uniform regions based on physical and cultural characteristics
b. U.S. as a World power (imperialism, Spanish-American War, etc.)	❑ Geopolitical issues influence U.S. imperial motives • 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 ❑ U.S. global military expansion • 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.)	❑ National Park System • Preservation, conservation, and development debates (Muir was a preservationist, Pincho was a conservationist) • Yosemite vs. Hetch Hetchy	
d. Immigration (unprecedented migration, assimilation, etc.)	❑ Migration (push-pull factors) • Push – political persecution, conscription, poverty, religious persecution • Pull – opportunities in America • Chain migration – role of political machines and patronage ❑ Expansion or a multicultural society • 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	❑ Geopolitical and Geoeconomic Networks – the need by both Allied & Central Powers for trade with U.S. to secure resources led to Atlantic naval conflict and U.S. involvement ❑ War induced technological improvements • Transportation (tanks, autos) • Communication (radio) • Manufacturing (factory system) • Beginning of air power (especially for reconnaissance) ❑ U.S. emerges as global peace broker	
f. Postwar isolationism (Wilson's defeat, rejection of League of Nations, etc.)		
g. Postwar economic boom	❑ Increasing role of U.S. in international economic trade	❑ Time zones enacted in U.S.

Period #10
The Time Between the Wars: 1920 to 1939

History Content	History & Geography Taught Simultaneously	Geography Taught As A Stand-Alone Subject
a. Social expansion • Women's suffrage (19th Amendment) • NAACP, Marcus Garvey		
• Birth control	❑ Demographic engineering	
• Free public education	❑ Rural/urban dichotomies	
b. Cultural expansion • Mexican immigration	❑ Migration patterns change from rural to urban	
• Emergence of Pop Culture (Harlem Renaissance, film, sports stars, etc.)	❑ Regular commercial radio broadcasts ❑ Emergence of Los Angeles & West Coast as urban/cultural center – rise of movie industry	
• Proliferation of automobiles (Federal Highway Act)	❑ Growth of highway system improved interstate and national connectivity ❑ Growth of roads improved inter-urban and regional connectivity and fostered the development of suburbs	
• Underside of cultural expansion (KKK, nativism, race conflict, poverty)		

c. Economic expansion and prosperity (1922-1929, industrial efficiency, social and economic changes)	❑ Change from steam power to electric power in manufacturing allowed greater flexibility in site location ❑ Urban residents become majority in U.S.; rural becomes the minority ❑ Provision of residential utilities improved ❑ Improved nutrition due to better transportation and technology • Refrigerated railroad cars promoted the eating of fresh fruits and vegetables • Expansion of the canning industry generated more widespread distribution of vegetables.	
d. Great Depression/Dust Bowl (monetary & fiscal policy problems, 1929 crash, New Deal)	❑ Dust Bowl – Migration from Oklahoma to California • Forced migration • Culture transplanted with the migrants ❑ Depression • Global economic connections affected entire world economy • Development of Hoovervilles ❑ New Deal - CCC, WPA, TVA • 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)	❑ Soil erosion, straight row plowing, clear field harvesting, recurring droughts, dry winds ❑ Conservation, watershed management, low impact agriculture, sustainability

Period #11
World War II & American Global Preeminence: 1939 to 1957

History Content	History & Geography Taught Simultaneously	Geography Taught As A Stand-Alone Subject
a. Precursors (dictatorships in Japan, Germany, Italy; isolationism in U.S.)	❑ International relations – U.S. implements Neutrality Acts affecting trade and travel as well as ethnic settlement at home	
b. W.W.II	❑ Threat to sovereignty of U.S. territory (Hawaii, Alaska, California, Texas) ❑ Wartime industrial production – boom towns & widespread movements of people (including racial minorities) ❑ Widespread environmental degradation due to war destruction ❑ Scale of destructive effects of weaponry increased with development of more powerful technologies, up to the atomic bomb ❑ War logistics (prominence of air power, aircraft carriers, oceanography, weather prediction, etc.)	
c. Containment of Communism (Marshall Plan, NATO, UN, etc.)	❑ 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)	❑ Fair Deal programs generated regional & sect oral redistribution of wealth (i.e. from corporations, businesses, and suburban areas to inner cities and rural areas) ❑ Increasing growth of suburbs, decline of family farm	❑ Population dynamics

	❑ Population dynamics • *Baby Boom* begins • Population of children (<15 years of age) increases • Population pyramids ❑ Multiple nuclei model of urban morphology ❑ Green Revolution	
e. Affluent & mobile society	❑ Vacation travel ❑ "Drive-in" businesses ❑ Beginning of Frost Belt to Sun Belt migration ❑ Commercial air travel	
f. Beginnings of civil rights (*Brown v. Board of Education*, Montgomery bus boycott, Little Rock, etc)	❑ Regional differences in racial inequity and attitudes toward racial difference	

Period #12
Technological Advances, Vietnam, & Social Upheaval: 1957 to 1973

History Content	History & Geography Taught Simultaneously	Geography Taught As A Stand-Alone Subject
a. Intensification of Cold War	❑ Domino Theory – effects on U.S. foreign policy of the proximity influence of communists in Asia & Latin America ❑ 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) ❑ Peace Corps	❑ 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	❑ Television's effects around the world ❑ Satellite communication & a shrinking world ❑ NASA & geographic research ❑ Resource development and use for plastics and chemical industries ❑ Diffusion of new antibiotics and vaccines	❑ Improved Earth imaging – aerial photography, satellite images
c. Vietnam War	❑ Human/Environment Interaction (Agent Orange, Napalm, etc) ❑ Cultural contact/conflict ❑ Evaluate the effectiveness of high tech weaponry and tactics	❑ Tropical ecosystem
d. Social Upheaval (civil rights, assassinations, disillusionment)	❑ Migrant farm worker movement (migration patterns and regional distribution) ❑ Counterculture movement – Hippies and communes (migration patterns and regional distribution) ❑ Selective Service (draft dodgers, regional inequalities in draft boards)	❑ Sense of place as reflection of social conditions (Berkeley, Woodstock, etc.) ❑ Polynucleated models of urban morphology ❑ Growth of Placelessness - Generic landscapes of

	❑ Ghetto crowding & race riots ❑ Regional differences in resistance to change in race relations ❑ *Baby Boomer* generation effects (need for schools and other government services, growth of child oriented goods and services, etc.)	consumption
e. Environmental Upheavals	❑ Human/Environment Interaction – the recognition and responses to environmental pollution (Water Quality Improvement Act, EPA, Clean Air Act) ❑ Legislation against pesticide (DDT, etc.) ❑ Spread of nuclear weapons ❑ Spread of nuclear power ❑ Oil crisis	❑ Renewable & non-renewable resources ❑ Environmental ethics ❑ Earth as a closed system (views from space)

Period #13
Cold War Climax & New World Order: 1973 to Present

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

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