



Paul Cuffe

Standards & Learning Objectives

AP US History

American and National Identity (NAT)

Politics and Power (PCE)

America in the World (WOR)

Social Structures (SOC)

Migration and Settlement (MIG)

Work, Exchange, and Technology (WXT)

Unit 2: Learning Objective A - Explain the context for the colonization of North America from 1607 to 1754.

KC-2.1.III Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

KC-2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

KC-2.2.I Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

KC-2.2.II Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographical characteristics of those colonies.

Unit 2: Learning Objective D - Explain causes and effects of transatlantic trade over time.

KC-2.1.III.A An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.

KC-2.1.III.B Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.



KC-2.2.I.C The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.

Unit 2: Learning Objective E - Explain how and why interactions between various European nations and American Indians changed over time.

Unit 2: Learning Objective F - Explain the causes and effects of slavery in the various British colonial regions.

KC-2.2.II.A All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

Unit 2: Learning Objective I - Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

KC-2.1.III.D The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.

KC-2.2.I.D Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

Unit 3: Learning Objective A - Explain the context in which America gained independence and developed a sense of national identity.

KC-3.1 British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

KC-3.1.II The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.



Unit 3: Learning Objective C - Explain how British colonial policies regarding North America led to the Revolutionary War.

KC-3.1.II.A The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.

KC-3.1.II.B Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.

KC-3.1.II.C The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.

KC-3.1.II.D In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.

Unit 3: Learning Objective D - Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.

KC-3.2.I.A Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.

KC-3.2.I.B The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's *Common Sense* and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.

Unit 3: Learning Objective O - Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.

Unit 3: Learning Objective P - Explain how the American independence movement affected society from 1754 to 1800.

KC-3.3 Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

KC-3.3.I In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending



KC-3.3.II The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

Unit 4: Learning Objective A - Explain the context in which the republic developed from 1800 to 1848.

Unit 4: Learning Objective B - Explain the causes and effects of policy debates in the early republic.

KC-4.1.I.A In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.

Unit 4: Learning Objective E - Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.

Unit 4: Learning Objective F - Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.

Unit 4: Learning Objective K - Explain how and why various reform movements developed and expanded from 1800 to 1848.

KC-4.1.III.B.i Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights.

KC-4.3.II.B.i Antislavery movements increased in the North.

Unit 4: Learning Objective L - Explain the continuities and changes in the experience of African Americans from 1800 to 1848.

KC-4.1.II.D Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.

Unit 4: Learning Objective N - Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.



NCSS

- 3 PEOPLE, PLACES, AND ENVIRONMENTS
- 6 POWER, AUTHORITY, AND GOVERNANCE
- 9 GLOBAL CONNECTIONS
- 4 INDIVIDUAL DEVELOPMENT AND IDENTITY
- 5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

Learning Objectives:

At the end of this lesson:

Students will list 3 accomplishments of early American Paul Cuffe.

Students will describe the remarkable accomplishments of one of the most wealthy, well-traveled persons of color during the early American republic.

Students will describe the varied roles a person of color might have played in the early American republic.

Students will describe the complex dynamics between the antislavery, abolitionist, and the “Back to Africa” colonization movements of the late 18th and early 19th centuries.

Students will explain how one early American entrepreneur navigated the difficult, evolving trade conditions between the Revolutionary War and War of 1812.

Students will describe what a loyalist was and how this relates to exile.

Students will explain the Back to Africa colonization movement and why some people supported it and others opposed it.

Vocabulary

Mariner

Solidarity

Scrounging

Colonization

Abundant

Swindler

Indigenous

Renowned

Anglicized

Illicit

Interred

Prejudice

Diaspora

Nadir

Advocate

Seafaring

Extract

Brig

Repatriate

Align