10th Grade / U.S. History I

Summit Public Schools
Summit, New Jersey
Revised 2021
Length of Course: One-Year Survey
PACING GUIDE

33 weeks active teaching of new material

Unit 1: Colonization and the American Revolution (1585-1783)	3 weeks
Unit 2: The Young Republic (1783-1820)	7 weeks
Unit 3: The Emergence of the Common Man (1820-1850)	8 weeks
Unit 4: The Civil War & Reconstruction (1850-1877)	7 weeks
Unit 5: The Second Industrial Revolution (1865-1915)	8 weeks
Amistad Connections * Units 1, 3, 4, 5	
Holocaust & Genocide Connections * 1, 3, 5	
LGBTQ/Disabilities Mandate * Units 1, 2, 3, 4, 5	

Main Texts:

Cayton, Andrew, Elisabeth Israels Perry, Linda Reed, and Allan Winkler. America Pathways to the Present. Upper Saddle River, N. J.: Prentice Hall, 2003.

Yong, Chen, Frank Devarona, Daniel J. Gelo, Linda L. Greenow, and Debra Gray-White. American History. Parsippany, N.J.: Globe Fearon, 2003.

Supplemental Texts:

Garcia, Juan, Sharon Harley and John Howard. One Nation Many People. Parsippany, N. J.: Globe Fearon, 1995.

Jordan, Winthrop D., Miriam Greenblatt, and John S. Bowes. The Americans. New York: McDougal, Littell, & Company, 1994.

King, David C., Norman McRae, and Jaye Zola. The United States and Its People. New York: Addison-Wesley, 1995.

Course Description:

This one year survey of our nation's history from the early colonial times of the seventeenth century through the industrialization and urbanization of the late nineteenth and early twentieth centuries emphasizes an understanding of the foundations of our government and the ideals on which the nation was constructed. Students develop an awareness of the process by which the nation expanded, became embroiled in sectional strife, and disintegrated into civil war. The profound changes brought about by postwar industrialization are examined closely. The course emphasizes the evolution of social, political, economic, and intellectual patterns as they influenced the nation's development. In addition the course stresses the critical thinking, analytical, and media literacy skills students will need to be active and productive citizens in a democracy.

Unit 1: Colonization & the American Revolution (1585-1783)

Standard 6.1 America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Big Idea: *Content Statement*

Whether pulled by the promise of profits or pushed by the pains of religious persecution of the Stuart monarchs, Englishmen, in quick succession, founded several prosperous North American colonies during the 17th century. For the first fifty years of the 18th century, these colonies developed in an atmosphere virtually free of external interference. By 1760, the French and Indian War necessitated a shift in British policy away from the tradition of Salutary Neglect. These new "requirements of empire" stirred opposition and ultimately rebellion in British North America.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What "push" and "pull" factors motivated the earliest colonists to risk their lives and fortunes in North America? 2. What ethnic, religious, economic, and geographic factors combined to produce the surprising diversity of Great Britain's North American colonies? 3. To what extent did a collection of essentially independent colonies find unity in their opposition to Great Britain's colonial policies? 4. What fortuitous combination of circumstances and decisions produced an American victory in the Revolutionary War?	Students will understand that… 1. Americans strive vigorously for freedom. 2. America's diversity has proven a source of strength. 3. The appropriate apportionment of political power between the states and the national government is a point of perpetual contention. 4. The degree of self governance afforded the individual has continuously expanded 5. Coordinated action by groups or individuals can effect change in social relationships, economic practices, and government policy.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will master following NJCCS 6.1.12.CivicsPI.1.a - colonial government 6.1.12.CivicsPD.1.a - political rights 6.1.12.GeoGI.1.a - colonial geography, economy and trade 6.1.12.EconGE.1.a - mercantilism / capitalism 6.1.12.HistoryCC.1.a - native Americans 6.1.12.CivicsPI.2.a - New Jersey Constitution 6.1.12.HistoryCC.2.b - Declaration of Independence 6.1.12.HistoryUP.2.a - African Americans, Native Americans, and women in the revolution 6.1.12.GeoPP.2.a - creation of American identity Unit Proficiencies: 1. Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government 2. Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. 3. Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). 4. Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. 5. Assess the impact of the interactions and	Instructional Focus: 1. The founding of Britain's North American colonies. 2. The diverse and divergent nature of Britain's North American colonies. 3. The growing American dissatisfaction with Britain's colonial policies and the principal reasons behind the resulting political rupture. 4. The foundations of American political theory. 5. The course and consequences of the American Revolution. **Sample Assessments**: Multiple Choice Quizzes and Tests Essay and Short Answer Tests Illustrated and Annotated Timeline of the events leading to the American Revolution **(CCS#3 Literacy: Analyze a series of events described in a text)** Creative Historical Journal: *Life as an Indentured Servant* **(CCS#3 Writing: Write narratives to develop real or imagined experiences)** Colonial Website: Create a "colorful" and "attractive" colonial web site c. 1750. Each site should be designed to be informative and attract potential settlers. **(CCS#6 Writing: Use technology to produce and publish writing and to collaborate with others; CCS#8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.)**

conflicts between native groups and North American settlers. 6. Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution. 7. Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights). 8. Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. 9. Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	Essay - Document Based Questions: 1. To what degree was ineffective government (poor leadership) responsible for the hardships and tragedies experienced by the early settlers of Jamestown? **(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics)** 2. Although settled primarily by Englishmen, New England and the Chesapeake by 1700, these two regions were dramatically different. What factors account for these differences? **(CCS#2 Writing: Write informative/explanatory texts to examine and convey complex ideas)** 3. Essay - Pretending you are the British prime minister, draft a letter to King George III explaining the findings of a parliamentary committee charged with investigating the primary reasons for Great Britain's defeat in America. Remember: His majesty is a bright fellow with a keen interest in detail. Therefore citing specific examples, identify what you consider to be the committee's three most important findings. Conclude the letter with a suggestion or two as to how his majesty should deal with the United States from this point (1781) forward. **(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics)** **Instructional Strategies:** *Primary Source Documents:* John Winthrop's *City on A Hill* Sermon **(CCS#2 Literacy: Determine the central ideas or information of primary source)** William Penn Describes Pennsylvania **(CCS#1 Literacy: Cite specific textual evidence to support analysis of a primary source)**

	The Declaration of Independence **(CCS#5 Literacy: Analyze how a text uses structure to emphasize key points; CCS#10: By the end of 10th grade, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.)** DBQ Project: What Caused the Salem Witch Trial Hysteria? **(CCS#1 Literacy: Cite specific textual evidence to support analysis of sources. CCS#1 Writing: Write arguments to support claims using relevant evidence)** **Interdisciplinary Connections:** Literature: *Last of the Mohicans* Art: John White's Water Colors of *Algonquin life. West's *The Death of General Wolfe* Copley's Paul Revere Vanderlin's *The Death of Jane McRae* Leutze's *Washington Crossing the Delaware* Trumbull's Revolutionary War series ***Science:** Excerpts from Dr Benjamin Rush's *Observations and Inquiries upon the Diseases of the Mind,* published in 1812, **Technology Integration:** Colonial Website c. 1740 (Word, Power Point, or wiki program) Global Perspectives
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy

	Civic Literacy Health Literacy

Unit 2: The Young Republic (1783-1820)

Standard 6.1 America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Big Ideas: *Course Objectives / Content Statement(s)*

Victory in the Revolutionary War and subsequent independence in no way guaranteed the unity and good governance of the Thirteen Original States. From 1781-1789, Americans were deeply divided over the meaning of the trials through which they had just passed. Was the American Revolution a triumph of individual liberty and self-governance or was it the forging of a great and united "Empire" ready to assume its station among the world's sovereign states? The answer to this critical question would lead to a profound revision of the federal charter followed by a deep and often-bitter partisan battle produced by the implementation of the new federal government.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. To what extent were the Articles of Confederation reflective of the political beliefs of the Revolutionary Era? 2. To what extent was the U.S. Constitution a conservative response to the "excesses" of the more democratic state governments? 3. In what unanticipated ways did the American political system take shape under the U.S. Constitution? 4. To what extent could the transfer of power from the Federalists to the Democratic-Republicans be considered a "revolution"?	Students will understand that… 1. In the absence of crisis, unity is difficult to maintain. 2. The appropriate apportionment of political power between the states and the national government is a point of perpetual contention. 3. The degree of self-governance afforded the individual has continuously expanded. 4. Commercial political and economic interests often run counter to the interests of agriculture.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will master following NJCCS: 6.1.12.CivicsPI.2.a - N.J. Constitution vs. U.S. Constitution 6.1.12.CivicsPD.2.a - Federalists vs. Republicans 6.1.12.CivicsPR.2.a - Judicial Review 6.1.12.CivicsPI.2.b - Party Wars of the 1790s 6.1.12.GeoPP.2.b - Northwest Ordinance 6.1.12.EconEM.2.a - Emergence from British mercantilism 6.1.12.EconEM.2.b - American Economic Issues 6.1.12.EconEM.2.c - Impact of Technology & International Trade 6.1.12.HistoryCC.2.a - Foreign & Domestic Policies Unit Proficiencies: 1. Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution. 2. Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance. 2. Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.	Instructional Focus: 1. The Articles of Confederation 2. The Constitutional Convention 3. Ratifying the Constitution 4. The New Government 5. The Federalist Era 6. The Jefferson, Madison, and Monroe Years **Sample Assessments**: 1. Multiple choice quizzes and tests 2. Essay - What benefits did Alexander Hamilton feel would be gained by the creation of a national bank? Why did he feel that Congress had the authority to create such a financial Institution? What were Thomas Jefferson's constitutional objections to Hamilton's bank? Finally, what did Jefferson feel was Hamilton's true objectives? **(CCS# 2 Writing: Write informative/explanatory texts to examine and convey complex ideas)** 3. Essay - Examine Hamilton's proposal concerning the full funding of the national debt and the assumption of state debts, and explain the political and economic assumptions upon which they are based. Additionally, please explain why these proposals generated such controversy and opposition in Congress. **(CCS#2 Writing: Write informative/explanatory texts to examine**

3. Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties. 4. Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery 5. Explain how the United States economy emerged from British mercantilism. 6. Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues. 7. Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. 8. Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies. 9. Discuss the political, economic, and expansionary issues associated with the War of 1812. 10. Analyze American territorial expansion for the period of 1783-1820, including but not limited to *****Lewis and Clark. 11. Analyze and evaluate the consequences of the Monroe Doctrine and Missouri Compromise. 12. *****Analyze Dr. Benjamin Rush's forward	**and convey complex ideas)** 4. Essay - The political disputes and partisanship of the 1790s were similar to the domestic disputes in our own era. How do you think the two giants of the party wars, Alexander Hamilton and Thomas Jefferson, would analyze recent events? In a well-developed essay, citing specific positions and opinions, explain how you think Mr. Hamilton and Mr. Jefferson would feel about current events. (Things to consider: The Wall St. meltdown and reversal, stock/accounting swindles, government bailouts, the *election of Barack Obama, the War in Iraq, the War on Terror, current issues of racism and the social justice movement, America's overall wealth and power, our rapidly expanding national debt) You need to discuss at least three topics and the opinions of Mr. Hamilton and Mr. Jefferson must reflect their established historical positions. **(CCS#2 Writing: Write informative/explanatory texts to examine and convey complex ideas; CCS#8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.)** 5. Essay - In the Election of 1800, the Democratic Republicans presented themselves as the party of limited government, strict constitutional construction, laissez-faire economics, and the agrarian ideal. In a well-developed essay, citing and explaining three specific circumstances, assess how well the Jefferson and Madison administrations lived up to these ideals. **(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics; CCS#8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism)**

thinking attitude about mental illness being a disease to be treated, as opposed to some sort of demonic possession. 13. Demonstrate mastery of all relevant vocabulary identified in the Appendix.	**Instructional Strategies**: *Primary Source Documents:* - The Constitution - Bill of Rights - Letters and publications produced by Thomas Jefferson and Alexander Hamilton**(CCS#6 Literacy: Compare the point of view of two or more authors; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.)** - George Washington's Farewell Address**(CCS#2 Literacy: Determine the central ideas of a primary source; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.)** - Alien and Sedition Acts**(CCS#2 Literacy: Determine the central ideas of a primary source)** - Virginia and Kentucky Resolutions - Jefferson's First Inaugural Address **(CCS#2 Literacy: Determine the central ideas of a primary source)** - "OBRABME" political cartoon - President Madison's War Message - Hartford Convention Resolutions - The Federalist #10 **(CCS#4 Literacy: Determine the meaning of words and phrases as they are used in a text)** - Patrick Henry and Edmund Pendleton Debate How Powerful the National Government Should Be **(CCS#6 Literacy: Compare the point of view of two or more authors)** DBQ Project: How Did The Constitution Guard Against Tyranny? **(CCS#1 Literacy: Cite specific textual evidence to support analysis. CCS#2 Writing: Write informative/explanatory texts)**

	Interdisciplinary Connections ***Literature:*** - "I Am the People, the Mob" by Carl Sandburg *Art:* - Gilbert Stuart. *George Washington, 1796*. (NEH Picturing America Series) - John Trumbull. *John Adams, 1793*. National Portrait Gallery - Gilbert Stuart. *Thomas Jefferson, 1805*. National Portrait Gallery *****Science: -Excerpts from Dr. Benjamin Rush's *Observations and Inquiries upon the Diseases of the Mind,* published in 1812, -Lewis and Clark Expedition *Technology Integration:* Mock television newscast for the 1790s **(CSS#6 Writing: Use technology to produce and publish writing)** http://billofrightsinstitute.org http://avalon.law.yale.edu http://gilderlehrman.org The Constitution module The New Nation module The Jeffersonian Era module Global Perspectives: American influence over the French Revolution Impact of the Napoleonic Wars on U.S. politics.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills

	21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Unit 3: The Emergence of the Common Man (1820-1850)

Standard 6.1 America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Big Idea: *Content Statement*

In March of 1829, the usually dignified formalities of Inauguration Day were supplanted by a riotous demonstration of a triumphant democracy. Andrew Jackson, the first "commoner" elected President of the United States, ushered a new age of democratic fervor. The refined concepts of "Classical Republicanism" were rapidly falling before an ever expanding and increasingly boisterous electorate. This new "Era of the Common Man," witnessed the rise of powerful and transformative forces that redefined the nation's political, religious, social, and economic life.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. To what extent were the economic interests of the North and South complementary during the Antebellum Era? 2. What factors accounted for the	Students will understand that… 1. Americans strive vigorously for freedom. 2. The appropriate apportionment of political power between the states and the national government is a point of perpetual contention.

transformation of federal Indian policy from "assimilation" to removal? 3. What were the principal political innovations of the Jacksonian Era and to what extent did they contribute to a more democratic society? 4. To what extent did Andrew Jackson contribute to the expansion of democratic ideals? 5. *****To what extent were the reform movements of the 1830s and 1840s an expression of American religious and political idealism? 6. How did American expansion into the far west (Manifest Destiny) transform the economic and political future of the United States.	3. The degree of self governance afforded the individual has continuously expanded 4. Commercial political and economic interests often run counter to the interests of agriculture 5. Coordinated action by groups or individuals can effect change in social relationships, economic practices, and government policy. 6. Immigration transformed the United States socially, economically and politically
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will master following NJCCS 6.1.12.EconGE.3.a – Technological and Economic Developments 6.1.12.HistoryUP.2.b - Black Communities 6.1.12.HistoryUP.2.c – Constitutional ideals 6.1.12.HistorySE.2.a - Rights and roles for women 6.1.12.HistoryCA.2.a – American identity 6.1.12.HistoryUP.3.b – *Slavery 6.1.12.CivicsDP.3.c - *Antislavery Movement and the Amistad Case 6.1.12.CivicsPI.3.a - Democratic institutions and practices 6.1.12.CivicsPI.3.b - Power of Supreme Court 6.1.12.CivicsDP.3.a - Reform Movements 6.1.12.CivicsDP.3.b - Native American Removal 6.1.12.GeoSV.3.a - Westward Expansion	Instructional Focus: 1. A New Two-Party System Develops 2. The Administration of Andrew Jackson 3. *Reformers Work for Social Changes 4. First Industrial Revolution 5. The Nation Expands Westward 6. The Mexican War **Sample Assessments**: 1. Multiple Choice Quizzes and Tests 2. Document Based Question-Essay – The Jacksonians believed themselves to be guardians of the U.S. Constitution, champions of democracy,

6.1.12.EconET.3.a - Resources and Economic Development 6.1.12.EconNE.3.a - Education and its Impact 6.1.12.HistoryUP.3.a - Impact of Expansion 6.1.12.HistoryCA.3.a - States' Rights and Politics 6.1.12.HistoryCA.3.b - Impact of Immigration 6.1.12.HistoryCC.3.a - American Culture **Unit Proficiencies** 1. Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. 2. Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before the Civil War. 3. Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law, and individual rights) 4. Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them. 5. Research multiple perspectives to explain the struggle to create an American identity. 6. Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments. 7. Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on	and promoters of economic opportunity. To what extent is their view of themselves accurate? **(CCS#1 Writing: Write arguments to support claims)** 2. Illustrated and Annotated Timeline 3. *****Essay –In what ways did apologists for slavery favorably contrast the South's "peculiar institution" with the perils of factory labor? **(CCS#2 Writing: Write informative/explanatory texts to examine complex ideas)** 4. Essay - In a well-developed essay, citing specific examples, describe both the positive and negative aspects that a young woman of the 1830s would have encountered working in the Lowell mills. **(CCS#9 Writing: Draw evidence from literary texts to support analysis)** **Instructional Strategies:** *Primary Source Documents:* Monroe Doctrine **(CCS#2 Literacy: Determine the central ideas of a primary source)** President Jackson's Bank Veto **(CCS#2 Literacy: Determine the central ideas of a primary source)** "Hydra of Corruption" political cartoon South Carolina Ordinance of Nullification **(CCS#2 Literacy: Determine the central ideas of a primary source; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.)** "King Andrew I" political cartoon Webster-Hayne Debate **(CCS#6 Literacy: Compare the point of view of two or more authors for how they treat the same topic)** Tecumseh's Plea to the Choctaw and Chickasaw Seneca Falls Declaration of Sentiments **(CCS#5 Literacy: Analyze how a text uses structure to emphasize key points)**

the movement. 8. Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices. 9. Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. 10. Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance). 11. Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. 12. Evaluate the impact of Western settlement on the expansion of United States political boundaries. 13. Relate the wealth of natural resources to the economic development of the UnitedStates and to the quality of life of individuals. 14. Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens. 15. Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).	*****"Memorial to the Legislature of Massachusetts" 1843 by Dorothea Dix "On Equality for Women" by Sarah Grimke *"Appeal to the Colored Citizens of the World" by David Walker *"On Manifest Destiny" by John O'Sullivan James K. Polk on the Mexican War DBQ Project: Was the U.S. Justified in Going to War with Mexico? **(CCS #9 Literacy: Compare and contrast treatments of the same topic; CCS#1 Writing: Write arguments to support claims in analysis of topics)** James Kent and David Buel Debate Who Should Be Allowed to Vote **(CCS#6 Literacy: Compare the point of view of two or more authors)** Chart: Changing Voting Requirements Table: Choosing Presidential Electors **(CCS#7 Literacy: Integrate quantitative analysis)** **Interdisciplinary Connections:** *Literature:* *McGuffey's Reader* "The Young American", by Ralph Waldo Emerson (1844) "Resistance to Civil Government" by Henry David Thoreau (1848) *Democracy in America* by Alexis de Tocqueville (1835) *Woman in the 19th Century* by Margaret Fuller (1845) **Narrative of the Life of Frederick Douglass*(1845) *Art:* "American Progress" by John Gast "The Trail of Tears" by Robert Lindneux "The Oxbow" by Thomas Cole (NEH *Picturing America)* "The County Election" by Thomas Hart Benton

16. Use evidence to demonstrate how states' rights and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). 17. Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration. 18. Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.	(NEH *Picturing America)* *Technology Integration:* http://gilderlehrman.org The Jacksonian Era module Antebellum Reform module *****Slavery module Westward Expansion module http://memory.loc.gov/ammem/ http://pbs.org/wgbh/aia Global Perspectives
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Unit 4: Civil War and Reconstruction (1850-1877)

Standard 6.1
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
Big Ideas: *Course Objectives / Content Statement* The Civil War was perhaps the most wrenching war to be fought by Americans. It took more American lives than any other war in which Americans have fought. It obliterated the normal patterns and circumstances of life. It unleashed drastic economic and political change as well. Americans in the North and South experienced inflation, higher taxes, and shortages of many items. To the alarm of many, the powers of the federal government and of the president increased during the war. Ultimately, the Civil War forced on the nation new social and racial arrangements. After the war, Southerners threw all their efforts into rebuilding their lives. Some Southerners despaired over their losses. Yet others saw great opportunity and worked to build a new South. Reconstruction of the South was not without problems. Northern soldiers occupied the South. Graft and corruption became a way of life. Slavery came to an end, but the freed slaves were not truly free; the war did little to improve their daily lives. Feelings of anger and futility were common among Northerners and Southerners.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. Why do nations go to war? 2. How are the lives of combatants and civilians affected when the United States is at war? 3. How do the powers of the government change during war? 4. How was Lincoln's leadership style responsible for guiding the nation through its most existential crisis? 5. What factors promote democracy? What factors are toxic for democracy?	Students will understand that… 1. Unresolved political and economic conflicts can cause war. 2. When the United States has engaged in war, the lives of civilians, as well as military personnel are often drastically affected. 3. The national government may increase its scope of power during war. 4. *Racial and ethnic hatred have at times prevented the full flowering of democracy in the United States.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will master the following NJCCS: 6.1.12.CivicsDP.4.a - Reconstruction Amendments 6.1.12.CivicsDP.4.b - Democratic Ideals 6.1.12.CivicsPR.4.a - Reasons for the Civil War 6.1.12.GeoSV.4.a - Impact of geography on the Civil War 6.1.12.GeoP.4.a - Reconstruction Migration 6.1.12.EconET.4.a - Economy and the Civil War 6.1.12.EconNE.4.a - Economic Effects of the Civil War 6.1.12.HistoryCC.4.a - Relationship between federal and state governments 6.1.12.HistoryUP.4.a - Different perspectives on Reconstruction 6.1.12.History UP.4.b - Experiences of African Americans during the Civil War 6.1.12.HistoryCC.4.b - American Civil War and the world	Instructional Focus: 1. The Union Divides 2. Military Events of the War 3. Life Behind the Lines 4. Devastation and New Freedom 5. Presidential Reconstruction 6. Radical Reconstruction 7. Birth of the New South 8. The End of Reconstruction **Sample Assessments:** 1. *Produce a multimedia presentation on the contributions of African-American soldiers and civilians during the Civil War.

6.1.12.HistoryCA.4.c - The Success of Reconstruction	
Unit Proficiencies: 1. Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans' ability to participate in influencing governmental policies. 2. *Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Emancipation Proclamation and the Gettysburg Address). 3. Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and the Dred Scott decision) in the North and the South led to the Civil War. 4. Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the Civil War. 5. Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction. 6. Assess the role that economics played in enabling the North and South to wage war. 7. Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South. 8. Analyze the extent of change in the relationship between the national	(Enduring Understanding #2) **(CCS#6 Writing: Use technology to produce writing)** 2. *Produce a multimedia presentation that analyzes the extent to which Reconstruction was a success. (Enduring Understanding #4) **(CCS#9 Writing: Draw evidence from texts to support analysis)** 3. *****Create a children's book that depicts the life of one of the following: a Confederate soldier returning home in 1865; a plantation mistress in Georgia in 1864; a newly freed slave in 1865. (Enduring Understanding #2) **(CCS#3 Writing: Write narratives to develop real or imagined experiences)** 4. *Create a visual representation of how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all. (Enduring Understanding #4) 5. Essays: a. Compare and contrast the ways that the North and the South raised the money and men needed to maintain the war effort. (Enduring Understanding #2) **(CCS#2 Writing: Write informative/explanatory texts to convey complex ideas)** b. *Describe the various means used to deprive African Americans of their right to vote during the late 1800s. (Enduring Understanding #4) **(CCS#2 Writing: Write informative/explanatory texts to convey complex ideas)** c. Describe the ways that President Lincoln expanded executive powers during the war, and evaluate to what

and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

9. Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

10. Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

11. Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

12. Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

extent the actions that Lincoln took were legal. (Enduring Understanding #3) **(CCS#1 Writing: Write arguments to support claims in an analysis of a topic)**

6. Create a video news program that examines the events of the 1850s that led to the outbreak of the Civil War. (Enduring Understanding #1) **(CCS #6 Writing: Use technology to produce writing)**

7. *****Create a blog/journal from the perspective of a Northerner/Southerner that conveys their feelings about the events of the 1850s (e.g., the Fugitive Slave Act, *Uncle Tom's Cabin,* the Dred Scott decision, John Brown's raid). (Enduring Understanding #1) **(CCS#3 Writing: Write narratives to develop real or imagined experiences)**

Instructional Strategies:

Primary Source Documents:

DBQ Project: * What Caused the Civil War? **(CCS#2 Literacy: Determine the central ideas of sources; CCS#7 Literacy: Integrate quantitative analysis)**

Excerpts from *The Fugitive Slave Act

South Carolina Ordinance of Secession

Lincoln's First Inaugural Address **(CCS#2 Literacy: Determine the central idea; CCS#5 Literacy: Analyze how a text uses structure to emphasize key points)**

*****The Emancipation Proclamation

The Gettysburg Address **(CCS#2 Literacy: Determine the central idea; CCS#5 Literacy: Analyze how a text uses structure to emphasize key points)**

"Sherman's March Through Georgia"

	*Lincoln's Second Inaugural Address **(CCS#2 Literacy: Determine the central ideas of a source; CCS#5 Literacy: Analyze how a text uses structure to emphasize key points)** *13th, 14th, and 15th Amendments Thomas Nast cartoons from *Harper's Weekly* *Editorials by Henry Grady from the *Atlanta Constitution* (the "New South") *Thaddeus Stevens and General Thomas Ewing Debate Governing the Conquered South **(CCS#6 Literacy: Compare the point of view of two or more authors)** *Frederick Douglass and Booker T. Washington Discuss the Legacy of Reconstruction **(CCS#9 Literacy: Compare and contrast treatments of the same topic)** **Interdisciplinary Connections** *Literature:* *Uncle Tom's Cabin* by Harriet Beecher Stowe* *The Portent* by Herman Melville *The Red Badge of Courage* by Stephen Crane *Hospital Sketches* by Louisa May Alcott *"O Captain! My Captain!"* by Walt Whitman *Up From Slavery* by Booker T. Washington* Poetry of Walt Whitman***** *Art:* "War Spirit at Home" by Lilly Spencer Martin (Newark Museum) "Prisoners From the Front" by Winslow Homer (Metropolitan Museum of Art) "Near Andersonville" by Winslow Homer (Newark Museum) "Veteran in a New Field" by Winslow Homer (NEH *Picturing America*) Abraham Lincoln photograph by Alexander Gardner (NEH *Picturing America)* Robert Gould Shaw and the 54th Regiment Memorial by Augustus Saint-Gaudens (NEH

	Picturing America) *Technology Integration:* http://www.gilderlehrman.org Civil War module Reconstruction module http://www.civil-war.net http://www.landmarkcases.org *Film:* *Glory*. TriStars Pictures. 1989. Global Perspectives
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Unit 5: The Second Industrial Revolution (1865 - 1915)

Standard 6.1

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Big Ideas: *Course Objectives / Content Statement*

By 1900 the United States had surpassed Britain to become the mightiest industrial power on earth. New inventions and the railroads encouraged the expansion of American industry; large and complex business corporations developed. Many people saw America as a land of golden opportunity where poor people with vision and determination could rise from rags to riches. However, questions about the value and meaning of work and the price of success were raised as well as the proper role of the government in the new industrialized world. At the same time, the wilderness west of the Mississippi River began to disappear. To the nineteenth-century pioneers who settled this area, land meant the opportunity for a new start in life, greater freedom, and even greater wealth. As the federal government opened new land for settlement, people came from all over. In the process, however, the first inhabitants of the land, the American Indians, were simply pushed aside by trickery or by force. Many were killed. All were eventually made to change their way of life.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How have new technologies and inventions changed our lives?	Students will understand that…

2. Do workers have rights? 3. How does immigration impact American society? 4. What factors promote democracy? What factors are toxic for democracy?	1. Innovations in technology and business practices may impact the economic, social, and political lives of citizens. 2. Coordinated action by groups or individuals can effect change in social relationships, economic practices, and government policy. 3. Immigration transformed the United States socially, economically and politically. 4. Factors that were toxic to democracy during the Gilded Age include: plutocracy, penury, wage slavery, oligarchic corruption, and shrinking middle class.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will master the following NJCCS: 6.1.12.Civics.DP.5.a - Discrimination against marginalized Americans 6.1.12.EconEM.5.a - Government regulation of business 6.1.12.GeoPP.5.a - Factors of Economic Growth 6.1.12.GeoHE.5.a - Impact of Urbanization 6.1.12.EconEM.5.a - Effect of Monopolies 6.1.12.HistoryNM.5.a - Effects of the Civil War on the Economy 6.1.12.HistoryNM.5.b - Impact of Business Cycle 6.1.12.HistoryCC.5.a - Labor Unions and Farmers' Alliances 6.1.12.HistoryUP.5.a - The Immigrant Experience 6.1.12.HistoryCA.5.a - Effect of Public Education	**Instructional Focus:** 1. New Inventions and Industries 2. The Expansion of the Railroad 3. Businesses Become More Complex 4. Workers Organize 5. Demands for Political Reforms 6. Immigration and Urbanization 7. The Closing of the Frontier **Sample Assessments**: 1. Essay Question: How did the powerful trusts develop in industries such as steel and oil, and what was their effect on the economy? (Enduring Understanding #1)
Unit Proficiencies:	

1. Relate industrial growth to the need for social and governmental reforms. 2. Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. 3. *Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. 4. Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads promoted the growth of a nationwide economy, the movement of populations, *****the ultimate submission of the Native American population, and the closing of the frontier. 5. Assess the impact of rapid urbanization on the environment and on the quality of life in cities. 6. Analyze the economic practices of various business organizations regarding the production and marketing of goods, and evaluate the positive or negative impact of these practices on the nation and on individuals. 7. Compare and contrast economic development of the North, South, and West in the post-Civil War period.	**(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics; CCS#2 Writing: Write informative/explanatory texts)** 2. *Document-Based Question: After the Civil War, America faced new challenges including the rebuilding of the South and the rise of big business. Discuss whether or not the changes that occurred after the Civil War created a more democratic America with greater opportunities for all. Documents: 13th, 14th, and 15th Amendments; Chinese Exclusion Act; excerpts from *The Jungle*; Sherman Anti-Trust Act; *The Bosses of the Senate* political cartoon (Enduring Understanding #4) **(CCS#1 Writing: Write arguments to support claims)** 3. Design a display for a Gilded Age Museum that features one of the emerging industries and its impact on people's lives. (Enduring Understanding #1) 4. Create a multi-media presentation on a Gilded Age industrialist that analyzes to what extent the individual was a "Captain of Industry" or a "Robber Baron." (Enduring Understanding #2) **(CCS#6 Writing: Use technology to produce and publish writing; CCS#8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.)** 5. Essay Question: What was the effect of the new industrial revolution on American laborers, and how did various labor organizations attempt to respond to the new conditions? (Enduring Understanding #2) **(CCS#2 Writing: Write informative/explanatory texts to convey complex ideas)**

8. Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. 9. Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods. 10. Relate varying immigrants, experiences to gender, race, ethnicity, or occupation. 11. Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. 12. Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	6. Essay Question: How did the dramatic growth of the industrial city affect American society in the late nineteenth century? (Enduring Understanding #3) **(CCS#2 Writing: Write informative/explanatory texts to convey complex ideas)** 7. Design pamphlets replicating ones distributed at Ellis Island to new arrivals in America. (Enduring Understanding #3) 8. Hold a mock city council meeting to propose solutions to urban issues of the late 19th/early 20th century. (Enduring Understanding #3) **Instructional Strategies:** *Primary Source Documents:* "The Gospel of Wealth" by Andrew Carnegie **(CCS#2 Literacy: Determine the central ideas of a primary source)** Political Cartoons: *"The Bosses of the Senate"; "What a Funny Little Government*" Chinese Exclusion Act **(CCS#1 Literacy: Cite specific textual evidence to support analysis of sources)** Pendleton Act Sherman Anti-Trust Act Thomas Nast political cartoons Sample civil service exam questions Photography of Lewis Hine Homestead Act "Should Immigration Be Restricted?" by Henry Cabot Lodge and Simon Greenleaf Croswell

	(CCS#9 Literacy: Compare and contrast treatments of the same topic) "Has Industrialization Produced More Benefits or More Problems for the Nation?" by Andrew Carnegie and Henry George **(CCS#6 Literacy: Compare the point of view of two or more authors)** Viewpoints on Pullman, Illinois **(CCS#6 Literacy: Compare the point of view of two or more authors)** Graphs: Growing Cities, Child Labor, A Changing Labor Force **(CCS#7 Literacy: Integrate quantitative analysis)** DBQ Project: Was Andrew Carnegie A Hero? **(CCS#9 Literacy: Compare and contrast treatments of the same topic; CSS#1 Writing: Write arguments to support claims)** **Interdisciplinary Connections**: *Literature:* "Rags to Riches" books by Horatio Alger *The Jungle* by Upton Sinclair *A History of the Standard Oil Trust* by Ida Tarbell *Proem to Brooklyn Bridge* by Hart Crane *Age of Innocence* by Edith Wharton *How the Other Half Lives* by Jacob Riis *The New Colossus* by Emma Lazarus "Chicago" by Carl Sandburg *The Bitter Cry of the Children* by John Spargo *The Passing of the Buffalo* by Hamlin Garland *O Pioneers!* by Willa Cather *****Poetry of Walt Whitman *Art:* "Elizabeth Winthrop Chandler" by John Singer Sargent (NEH *Picturing America*) "The Peacock Room" by James McNeil Whistler (NEH *Picturing America*) "The Boating Party" by Mary Cassatt (NEH *Picturing America*) "The Gun Foundry" by John Furguson Weir "The Brooklyn Bridge" by Walker Evans (NEH *Picturing America*) "Looking Down Yosemite Valley, CA" by Albert

	Bierstadt (NEH *Picturing America)* *Technology Integration* http://www.gilderlehrman.org The Gilded Age module http://crf-usa.org/immigration http://thomasnast.com http://pbs.org/weta/thewest http://cprr.Museum/ Global Perspectives
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Media Literacy Skills

Students will be able to:

- Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
- Formulate questions and hypotheses from multiple perspectives, using multiple sources.
- Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
- Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
- Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
- Determine whose point of view matters
- Determine how one can locate legitimate sources of information
- Analyze varying perspectives on the meaning of historical events.
- Ascertain credible and questionable sources of information about historical and contemporary events
- Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.
- Examine ways how can citizens and groups participate effectively in the democratic process
- Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

Sheltered Instruction Addendum to US History I Curriculum

The key concepts, terms, people, and activities serve as examples for the Sheltered US I class. They outline the basic ideas that English language learners should understand about American History upon completion of the course. Links to NJCCS and CCS are included in the general US I Course of Study.

1. COLONIAL AMERICA

Key Concepts:

a. Three distinct groups of people (Europeans, Africans, and Americans) met during the age of exploration and colonization, resulting in both cooperation & conflict.
b. The land that would become the United States was from its beginning diverse, with customs and traditions from around the world.
c. Europeans, motivated by religious persecution and economic opportunity, emigrated to begin new lives and communities in America, bringing with them ideas that would influence the development of the United States.
d. The 13 British colonies each developed its own social, economic, and political institutions and culture.
e. Slavery played a major role in shaping economic, political, and social forces.

Key Terms: (examples- not all have to be examined)

Places: Massachusetts Bay Colony, New England, Virginia, Pennsylvania, and the Middle Passage

People: Pilgrims/Puritans, William Bradford, John Winthrop, Metacomet/King Phillip, William Penn, Native Americans, Benjamin Franklin, Anne Hutchinson, Nathaniel Bacon

Events: Mayflower Compact, Thanksgiving, King Philip's War, Navigation Acts, Bacon's Rebellion, the Enlightenment, the Great Awakening, the slave trade, Stono Rebellion

Vocabulary: colony, persecution, tolerance, diversity, freedom, economy, government, mercantile system, industry, slavery, plantation, rebellion, trade, immigration

Activities–*Students are required to utilize a minimum number of key terms when completing the tasks provided.*

a. Students research their home country's colonial history (Who colonized? Why? Who was already there? Status of indigenous people? Role of slavery? Culture?) and compare/contrast with the United States; present findings in a slideshow presentation or on a poster with a gallery walk.

b. Students write a simple children's book to tell a story that centers on a person, place, or event from the colonial era. This can be done with partners and incorporate illustrations, music, computer programs and public speaking.
c. After learning about some American colonies, students are put in cooperative groups to build their own colonies. This would include names, country of origin, language(s), religion, economy, government, and technology. Upon completion they are asked to compare their colony to one from colonial America.
d. Day to day work:
    a. Use (and project on board) a daily handout to provide structure for students.
    b. Have students come to the board to fill in blanks, brainstorm answers, write in answers on daily handout. (Since they can do it first at their desk, they can participate and contribute in a low stakes way.)
    c. Think/pair/share to give kids more and safer chances to participate orally.
    d. Make connections to students' lives, eg. quick write about students' own reasons for emigrating and compare/contrast with European motives.
    e. Provide translated materials (eg. *Una Nacion Mucho Pueblos* and Brain POP! videos in Spanish)
    f. Use of visuals, eg. map work including labeling the continents (North America, South America, Europe, Africa) and labeling the 13 colonies and 3 colonial regions.
e. Vocabulary work:
    a. Create a word wall (word, definition, translation, picture)
    b. Vocabulary memory game (one card has word and one has either picture or definition… students have to get matches)
    c. Colonial information gap (graphic organizer is partially filled in with facts about colonies or regions… students have cards with missing information and have to walk around and gather the information… requires reading, writing, listening, and speaking in a low stakes environment and results in a study sheet)
    d. Quizlet Live! for preview and review

2. AMERICAN REVOLUTION

Key Concepts:

a. The American colonists' desire to expand sparked the French and Indian War.
b. The British government began to impose greater economic and political control on the colonies.
c. Americans, who had grown accustomed to self-rule and salutary neglect, rejected the British actions on ideological, political, and economic bases.
d. Not all Americans agreed on a response to British actions; there were radicals, moderates, and loyalists during the American Revolution.
e. Different groups of Americans, including women and African Americans, built upon revolutionary ideas to advocate for further change.
f. The British did not listen to the colonists' demands, which led the colonies to declare and win independence.

g. The British and Americans each had advantages and disadvantages going into the Revolutionary War.

Key Terms: (examples- not all have to be examined)

Places: Ohio River Valley, New York, Boston, Philadelphia, New Jersey, Delaware River, Trenton, Saratoga

People: British Crown & Parliament, American Colonists, Native Americans, George Washington, Benjamin Franklin, Samuel Adams, Continental Congress, Thomas Jefferson, Abigail Adams, Continental Army, General Cornwallis

Events: French and Indian War, Albany Plan of Union, Treaty of Paris, Proclamation of 1763, The Stamp Act, Townshend Acts, the Boston Massacre, the Boston Tea Party, the Intolerable Acts, Olive Branch Petition, Battle of Bunker Hill, Declaration of Independence, Crossing the Delaware & Battle of Trenton, Battle of Saratoga, and Battle of Yorktown

Vocabulary: revolution, allies, representatives, expansion, treaty, taxes, boycott, repeal, protest, massacre, soldiers, unite, petition, patriot, loyalist, casualties, natural rights

Activities–*Students are required to utilize a minimum number of key terms when completing the tasks provided.*

a. Students write and perform a skit with characters including a royal governor and colonists reacting to taxes and regulations and planning their protests.
b. Students design a bumper sticker or t-shirt for radicals, moderates, and loyalists that succinctly explains what they want, why they want it, and how they'll get it. (Optional, students walk around and find someone first who did the same group as them and share and then find someone who did a different group than them and share.)
c. After reading and discussing excerpts from Abigail Adams' "Remember the Ladies" & Frederick Douglass' "What To The Slave is the 4th of July?" students create a political cartoon from the perspective of a woman or slave about revolutionary ideas.
d. Students write a "break up note" in the style of the Declaration of Independence. (They can "declare independence from" a boyfriend/girlfriend, a piece of technology, a class at school…)
e. Students create a 10-event timeline of the American Revolution, which includes visuals and draws connecting lines between it and a map marked with the locations of key events.
f. Students think of a rule they think is unfair in school and imagine a way in which they could rebel against it. They write a plan to carry out the rebellion, which could then be acted out in front of the class or shared with the class via presentation software.
g. Students write an essay that compares and contrasts an event from the American Revolution with a current event that involves rebellion.
h. Students research life for American soldiers during the war (provide materials) and write a diary or letter home to practice using their own words to summarize what they've read. Students have the option to read their entry aloud.
i. Day to day work (in addition to ideas from previous unit):

a. Do Nows that connect the material to students' experiences today, eg. When do you pay taxes? Why do we pay taxes? Should we pay taxes?
b. Wrap Ups that allow students to reflect on lesson, eg. Would you have been a radical, loyalist, or moderate? Why?
c. Follow along with pre-printed lecture notes (on daily handout) and fill in vocabulary.
d. Provide translated materials (HBO *John Adams* DVD has Spanish dubbing and subtitles, there are great translations of Declaration *Preamble*)
e. Use of visuals, eg. analyzing the artwork "Washington Crossing the Delaware" (students should have a copy at their desks and teacher should project at board)
f. Break assessments up, eg. consider assessing after Declaration of Independence and then again after Revolutionary War

j. Vocabulary work (in addition to ideas from previous unit):
   a. Shades of meaning (paint chip strip with who/what/why/how) for radical, loyalist, moderate
   b. A to Z (at end of unit, students come up to the board and try to fill in relevant vocabulary for the unit for each letter… this is also helping them make their own study guides)
   c. Group and label vocabulary (Group vocabulary by people, places, issues, weapons, events, etc... Students can come up with their own groups or be given groups)

3. FRAMING THE CONSTITUTION

Key Concepts:

a. The colonies' experiences and relationship with each other and with Great Britain informed the earliest United States government, the Articles of Confederation, which failed.
b. The drafters of the new US Constitution argued about how power should be distributed and shared between the branches of the federal government, between the states and federal government, and among the states. Many compromises were made to perfect and ratify the Constitution, which still governs us today.

Key Terms: (examples- not all have to be examined)

Places: United States of America, Northwest Territory, Massachusetts, Annapolis, Philadelphia, Western frontier, Pennsylvania

People: Congress, Thomas Jefferson, Daniel Shays, George Washington, Alexander Hamilton, Federalists, Antifederalists, Washington's Cabinet, farmers, Native Americans

Events: Bill of Rights, Articles of Confederation, Northwest Ordinance, Shay's Rebellion, Constitutional Convention, Great Compromise, 3/5 Compromise, Washington's Inauguration, the First Census, Whiskey Rebellion

Vocabulary: democracy, constitution, federal government, state government, leaders, voting,

citizens, debate, sovereignty, power, ratify, crisis, convention, assembly, representatives, rights, legislative branch, executive branch, judicial branch, electoral college, checks and balances, veto, amendments, advisors, precedent, tariffs, unconstitutional, compromise, political party

Activities–*Students are required to utilize a minimum number of key terms when completing the tasks provided.*

a. Students role play the Constitutional Compromises. Give students a list of the 1790 Census data with states' total population and slave population. Then assign each student a state. Have them come up to the board to vote for the VA plan or NJ plan and how slaves should be counted.
b. Students role play Constitutional checks & balances. Have students stand in groups of 3 with their hands stacked and assign each a branch. Read some scenarios and as each branch checks the other, have that student bring his/her hand to the top of the stack.
c. Students research the 3 branches of government by using government websites to identify the President & Vice President, NJ's Senators & Representatives, and the current Supreme Court Justices. If it is an election year, incorporate that information.
d. Students do a research project and presentation using the Constitute Project website (https://www.constituteproject.org/) to compare their home country's Constitution to the US Constitution. (You can have them identify 3 similarities and 3 differences. You can have specific questions they have to answer about structure of government, individual rights, etc. There are many options!)
e. Students use the Bill of Rights Institute scenario cards (https://billofrightsinstitute.org/wp-content/uploads/2012/11/Middle-School-BOR-Lesson-with-Answer-Key.pdf) to explore the Bill of Rights in a relevant way.
f. Students do a "museum walk" and examine different images of George Washington. (Find images at www.uscis.gov/citizenship.) They should write a word or phrase that comes to mind as they look at the images. Next have them read a short biography of Washington. Finally have them write an acrostic poem using the first letters of Washington to summarize what they have learned about the United States' first President.)
g. After learning about the Federalists & Jeffersonian Republicans, students research today's political parties.
h. Students create a travel brochure that covers the history and most important sites in Washington, D.C.
i. Students work on a graphic organizer that explains how the Constitution governs through the three branches of government and the system of checks and balances.
j. Students review the rules of the classroom. They are grouped and asked to discuss which rules should be changed or kept the same to ensure that the class is fair and operates effectively. They are then asked to write their own Constitutions and are expected to present it to the class. The class votes on the one they think is best before potential changes are discussed with the teacher.
k. Students are introduced to a current event that discusses a problem related to the government and politics. They are asked to consider whether giving the government more or less power is the best solution and explain their reasoning.
l. Day to day work (in addition to ideas from previous unit):

a. Use graphic organizers to reduce linguistic complexity without reducing content & complex thinking, eg. for Articles of Constitution or Bill of Rights
b. Provide translated materials (Newsela has great Spanish translations of articles that can be used in conjunction with the Constitution, the Constitution Center has PDF copies of the Constitution in multiple languages https://constitutioncenter.org/learn/educational-resources/historical-documents/the-constitution-of-the-united-states-pdf-other-languages) or modified materials (Bill of Rights Institute has a wonderful lesson series created for ELL students on American Civic Values at https://resources.billofrightsinstitute.org/being-an-american-ell/americas-civic-values-ell/)
c. Invite native English speakers into the classroom for a group discussion, eg. on Constitutional current events (be thoughtful about this because the kids can get embarrassed/nervous… consider pairing up with a Spanish class so that each group brings its own expertise!)
d. Breaking assessments up, eg. consider testing after Constitution & then again after Washington Administration

m. Vocabulary work (in addition to ideas from previous unit):
a. Concept definition maps with some of the less tangible vocabulary words like rights, democracy, etc.
b. Play Verbose (create a list of words associated with the key term & reveal them one at a time as teams guess the key words.)
c. Contextualize vocabulary by making students write a mini-paragraph summarizing the week's lessons using 3-5 of the vocabulary words.

4. AMERICAN EXPANSION

Key Concepts:

a. U.S. territory expanded quickly after the American Revolution, which led to important advancements as well as continued conflict with Native Americans and foreign countries.
b. As U.S. territory and economic interests expanded, so did the federal government's domestic and international power.
c. Individuals had different reasons for migrating, including economic opportunity and religious persecution.
d. As the United States expanded, it became more diverse. In particular, the Spanish and Mexican influence on the American Southwest great impacted the culture there.
e. Some felt the expansion spread democracy, while others are concerned that expansion weakened democratic values.

Key Terms: (examples- not all have to be examined)

Places: Washington D.C., Barbary States, Louisiana Territory, Britain, France, Mississippi River, Rocky Mountains, Pacific Ocean, the White House, Florida, Western Hemisphere, Indian Territory,

Texas, Mexico, California

People: the Supreme Court, John Marshall, Thomas Jefferson, Napoleon, Touissaint L'Ouverture, Louis & Clark, Sacagawea, James Madison, William Henry Harrison, Shawnee, Tecumseh, Andrew Jackson, Francis Scott Key, Henry Clay, Cherokee, immigrants, Horace Mann, reformers, Sam Houston, Santa Anna, James Polk

Events: Marbury v. Madison, Embargo Act of 1807, The Louisiana Purchase, Lewis & Clark Expedition, War of 1812, Star-Spangled Banner, Battle of New Orleans, Treaty of Ghent, The American System, the Monroe Doctrine, the Bank War, Nullification Crisis, the Trail of Tears, Battle of the Alamo, Mexican-American War, Mexican Cession, Gold Rush

Vocabulary: judicial review, conflict, pirates, embargo, explore, revolt, guide, interpret, geography, impressment, national anthem, negotiate, peace, results, nationalism, transportation, canals, railroads, interfere, spoils system, sectionalism, tensions, crisis, oppose, rural, urban, immigration, population, factories, nativism, public education, temperance, annexation, Manifest Destiny, californios

Activities–*Students are required to utilize a minimum number of key terms when completing the tasks provided.*

a. Students play the Oregon Trail video game and write short journal entries about their trip. (https://classicreload.com/oregon-trail.html) [This is also a good *extra* activity for kids who finish their work more quickly than classmates.]
b. Students do a museum walk around the classroom to examine placards from History Alive! and fill in a graphic organizer identifying the Spanish and Mexican influence on the American Southwest. (History Alive! has some other resources that are impactful especially with a Latino student population including a corrido written in Spanish about the discrimination that californios & other people of Mexican heritage faced when the US took over.)
c. Students write a series of newspaper articles that cover the five most important moments of Lewis & Clark's Expedition.
d. Students use a graphic organizer to group terms from this unit into different categories: economic, nationalistic, and military.
e. Students learn to sing the national anthem and interpret its meaning.
f. Day to day work (in addition to ideas from previous unit):
    a. Jigsaw text reading, eg. separate excerpts on aspects of Lewis & Clark's journey. This takes a pure reading task and requires reading, writing, speaking, and listening. (The teacher should be sure that the "expert" groups understand the material before they share with their "home" group.)
    b. Use of visuals, eg. label and annotate a map of the expansion of the United States after watching the animated map of US territorial expansion from the Map as History website. (https://www.the-map-as-history.com/the-United-States-a-territorial-history/Louisiana-purchase-westward-expansion)

5. AGE OF REFORMS

Key Concepts:

a. Antislavery reformers fought against the institution in the early 19th century, though their basic beliefs, methods, and goals often differed.
b. Reformers advocated for women's rights, with limited immediate gains.
c. Other reformers sought to change societal and individual ills, including but not limited to temperance, education, handicapped, and prison reform.

Key Terms: (examples- not all have to be examined)
People: Elizabeth Cady Stanton, Lucretia Mott, Amelia Bloomer, Sojourner Truth, Nat Turner, Angelina Grimke, Frederick Douglass, William Lloyd Garrison, Harriet Tubman, Henry Highland Garnet, Horace Mann, Dorothea Dix, Thomas Hopkins Gallaudet, Samuel Gridley Howe
Events: Seneca Falls Convention, Declaration of Sentiments, American Anti-Slavery Society, Underground Railroad, African Methodist Episcopal Church
Vocabulary: reform, rights, suffrage, abolition, antislavery, temperance, immediate emancipation, gradual emancipation, moral suasion

Activities–*Students are required to utilize a minimum number of key terms when completing the tasks provided.*

a. Students will hold a mock meeting of the AASS and discuss such topics as colonization, inclusion of whites and women in the movement, immediate or gradual abolition, peaceful or violent means, and focus on abolition alone or discrimination as well. (You can provide students with a biography so they speak from a specific figure's POV or allow them to debate the issues from their own reasoning.)
b. Students will examine contemporary images & statistics about women in the USA and group them on chart paper as evidence that women are or are not equal in society today. Then can then compare and contrast today's grievances with those from the *Declaration of Sentiments*.
c. Students will identify problems at Summit High School, in the USA, and in the world and then research who is working to reform those issues.
d. Day to day work (in addition to ideas from previous unit):
    i. Group students by ability, for example to allow some groups to delve deeper into activity C
    ii. Use images, including primary source political cartoons about temperance, primary source drawings of prison abuses (eg. The Pulleys, The Crown), pictures of women in corsets and maps/graphs to show abolition of slavery over time in the US (sectionalism; immediate vs. gradual)
    iii. Use engaging multimedia like PBS *The Abolitionists* and *Roots* miniseries

6. CIVIL WAR & RECONSTRUCTION

Key Concepts:

a. From the beginning of U.S. independence, Americans were morally, economically, politically, and socially divided over slavery. As the United States grew in territory and population, it became more difficult to peacefully manage that division.
b. The Southern states' decision to secede started the war, which resulted in a Union victory.

c. After the war, the period of Reconstruction brought all states back into the Union as long as they promised to abide by new laws that were passed to end slavery and provide African-Americans with other rights. However, racist laws and groups continued to subjugate and subject African-Americans to violence and injustice.

Key Terms: (examples- not all have to be examined)

Places: the North, the South, Missouri, Maine, Kansas, Nebraska, Harper's Ferry, South Carolina, Fort Sumter, border states, Appomattox Court House

People: African-Americans, slaveholders, runaways, Stephen Douglas, Abraham Lincoln, John C. Calhoun, Henry Clay, Harriet Beecher Stowe, Dred Scott, John Brown, the Union, the Confederacy, Jefferson Davis, General Lee, African-American soldiers, Massachusetts 54th Regiment, General Grant, General Sherman, John Wilkes Booth, Andrew Johnson, Radical Republicans, Ku Klux Klan

Events: cotton gin, Missouri Compromise, Compromise of 1850, Fugitive Slave Act, *Uncle Tom's Cabin*, Kansas- Nebraska Act, Bleeding Kansas, Dred Scott Case, Lincoln-Douglas Debates, Election of 1860, Anaconda Plan, Emancipation Proclamation, 1st Battle of Bull Run, Battle of Gettysburg, Gettysburg Address, Sherman's March to the Sea, General Lee's Surrender, Lincoln's Assassination, Reconstruction, Civil Rights Act of 1866, 13th 14th and 15th Amendments, Andrew Johnson's Impeachment, Freedmen's Bureau, Jim Crow Laws, Compromise of 1877

Vocabulary: enslaved, plantations, deny, punishment, spirituals, resistance, "tracks", "stations", "conductors", abolitionists, fugitive, popular sovereignty, expanding, latitude, free labor, contraband, civil war, technology, extremists, emancipate, insurrections, secession, reunification, strategy, blockade, advantage, trench warfare, allies, conscription, habeas corpus, censorship, total war, surrender, defeat, retreat, siege, amnesty, black codes, discrimination, ratification, impeachment, sharecropping, segregation, poll tax, literacy test, grandfather clause

Activities–*Students are required to utilize a minimum number of key terms when completing the tasks provided.*

a. Students (in groups) create an annotated timeline of events leading to the Civil War (1850-1860) with a short descriptor & picture. After groups are done, they examine one another's timelines and use them to fill out a quick chart indicating how the North & South reacted to the events (thumbs up or down.) This should clearly show the divisions in how the North & South perceived events in the decade leading to the Civil War.
b. Students do a DBQ-style activity on the expectations & reality of war by analyzing 7 documents on the First Battle of Bull Run. The first 3 documents are before the battle and the second 4 documents are after the battle.
c. Like the Washington activity, students read a short biography of Abraham Lincoln and then walk around the room exploring different depictions of him. They can use this again to create an acrostic poem. (Sometimes repeating an activity in the sheltered class can be a good idea.)
d. Students read about diseases and camp life (good background materials with images at Civil War Preservation Trust https://www.battlefields.org/learn/educators/curriculum/middle-school/life-war-traditional

-middle-school-lesson-plan), as well as the role of women and children during the war, and write a letter home.

e. Students create a 10-event timeline of the Civil War, which includes visuals and draws connecting lines between it and a map marked with the locations of key events.
f. Students use a graphic organizer to categorize events that happened before, during and after the war. A graphic organizer can also be used to group causes and effects.
g. Students are grouped and assigned different events to study. They can produce visuals, act out scenes or write creatively to present what they learned.
h. Students read a short biography on an important figure from the Civil War Era and write a short essay that explains the reasons for their importance.
i. Students participate in a sharecropping simulation inspired by http://ushistoryreconstruction.pbworks.com/w/file/fetch/111263536/Sharecropping%2BSimulation.pdf.
j. Students do a modified DBQ about both the promises and failures of Reconstruction, using the W.E.B. DuBois prompt: "The slave went free; stood a brief moment in the sun; then moved back again toward slavery." (Not all students will write essay. Some will analyze documents and write a thesis only. However, at the end of the year, some students will be ready for a short essay.)

k. Day to day work (in addition to ideas from previous unit):
    a. Use sentence starters, eg. for activity B "Before the first battle of the Civil War, many people expected…"
    b. Use visuals, eg. map work to label Confederate waves of secession, border states, and union states on a map, History Alive! Lesson (3.1A) to graph Civil War data to show Union's pre-war advantages (eg. population, troops, industry, railroad, finances), compare images and video clips of old & new Civil War technology and predict the impact of the technological changes.
    c. Watch high interest film *Glory*
    d. Use translated materials (Many language options for the Gettysburg Address at http://www.lincolnbicentennial.org/gettysburg-address-in-translation; O Captain! My Captain! in Spanish at https://digitum.um.es/digitum/bitstream/10201/1017/1/1325529.pdf; Many language options for The US Constitution at https://constitutioncenter.org/learn/educational-resources/historical-documents/the-constitution-of-the-united-states-pdf-other-languages)
    e. Break up the assessments; eg. consider breaking this unit into 3 separate assessments: Events Leading to Civil War, Civil War, and Reconstruction

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7. WESTERN EXPANSION & RISE OF AMERICAN INDUSTRY

Key Concepts:

a. Technological innovations influenced western U.S. expansion and urbanization. New technology had a large impact on economic, military and social issues.
b. Immigration played a major role in supporting economic growth and transforming American culture.
c. Continued economic, territorial, and population growth created new opportunities, problems and reform initiatives.

Key Terms: (examples- not all have to be examined)

Places: the West, the Prairie, the Great Plains, Black Hills, cities, Chicago, Haymarket Square; Homestead, Pennsylvania; Ellis Island

People: Laura Ingalls Wilder, Exodusters, farmers, Native Americans, Helen Hunt Jackson, Chief Joseph, Nez Perce, Sitting Bull, Sioux, General George Custer, Andrew Carnegie, John Rockefeller, Standard Oil, labor unions, Mother Jones, American Federation of Labor, Samuel Gompers, immigrants, Western-Northern Europeans, Eastern-Southern Europeans, Germans, British, Italians, Russians, Jacob Riis, Jane Addams

Events: Transcontinental Railroad, the Homestead Act, the Dawes Act, Sand Creek Massacre, Battle of Little Bighorn, Haymarket Riot, Homestead Strike, Pullman Strike, Statue of Liberty, Chinese Exclusion Act

Vocabulary: encourage, populist, buffalo, extinction, assimilate, reservations, conflict, invention, oil, steel, patents, electricity, transportation, telegraph, communication, wealth, poverty, monopoly, labor strikes, labor union, collective bargaining, accidents, stocks, Gilded Age, wage cut, shut down, immigration, adjusting, ethnic, tenements, "turn of the century," "fit in," Captain of Industry, Robber Baron

Activities–*Students are required to utilize a minimum number of key terms when completing the tasks provided.*

a. Students research a new invention & write a script for a commercial. Then, they visit the television studio to record.
b. Students do a DBQ analyzing if industrialists like Rockefeller or Carnegie should be considered "Robber Barons" or "Captains of Industry."
c. Students write a diary from the perspective of a new immigrant to the U.S. After sharing the diary, students compare those experiences to those of immigrants today.
d. Create a graphic organizer for causes and effects of the conflict between industrialists and workers.
e. Students are given some modern day examples of "industrialists", so they can compare their accomplishments to those from the late 1800s.
f. Students are given a chance to role-play and act out scenes that portray interactions between Native Americans and American settlers.
g. Students are given a choice of current events that discuss immigration and/or working conditions. Students write a persuasive essay to argue their perspective on the topic.
h. Day to day activities:

a. Students use highly engaging visual https://archive.nytimes.com/www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html to explore and analyze immigration trends in the USA.

GENERAL
A toolbox of strategies & ideas (to use when appropriate):

- Always think about both content and language objectives, and make them clear to the students.
- Make use of materials in students' home language, when appropriate.
- Use important vocabulary a dozen times in different ways.
- Provide many low-risk ways for students to participate.
- Use sentence starters and clozes to scaffold writing.
- Have students make predictions before they read a text.
- Give each student a "current events" journal. Every week or every other week have them summarize and respond to an article (of your choosing or their choosing.) This allows both them and you to see their writing improve and also to push them to improve (more sentences, fewer errors, etc.) You can use Newsela or News In Levels for good leveled readings.
- Use timers for task completion.
- Use individual whiteboards to increase number of students responding to questions.
- Ask students to tell other students where they found the answers.
- Familiarize yourself with the vocabulary that is more easily translated into Spanish (assuming this is the majority of your population) or only has one meaning and then focus more on the vocabulary that is confusing.
- Play games (Kahoot, hot seat [Vocabulary words & unit terms are placed on board behind student… teammates try to get him/her to identify the words. You can allow them to use home language, charades, etc. if you'd like], pictionary)

Modified Addendum to US History I Curriculum

The content and themes learned in the Modified US I course follows the same outline as in the general US I Course of Study. However, the following examples reflect the

modifications and key skills learned, practiced and emphasized to scaffold and support a students' developing historical understanding to be active and productive citizens in a democracy.. In addition, the following activities and assessments serve as examples for the Modified US I class. Links to NJCCCS and CCS are included in the general US I Course of Study.

General Modifications

1. The scope of information covered is modified
2. Assistance for taking notes
3. Additional review material/activities
4. Projects and larger assignments are broken down into steps
5. Reading materials are modified for length and vocabulary
6. Increased scaffolding for activities and assignments
7. Research paper is modified and scaffolded based on individual needs

General Course Skills

Helping students in the Modified US I Class develop and use skills effectively is one of the central purposes of instruction in this course. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. Students who develop a command of social studies skills during their school years and carry these skills into adult years have laid a firm basis for continuing learning throughout their entire lives.

An objective of this Modified US I Course is to develop each student to the best of his/her ability in each of the following skill areas:

General Skills – Students will be able to:

- access information from a variety of sources in school & community by:
    - using the library media center as a key resource for inquiry and assessment of print and non-print materials, acquiring information through reading.
    - acquiring information through listening and observing.
    - acquiring information through the study of artifacts, art and both print and non-print media.
    - acquiring information from electronic media including the Internet.
- Develop analytical skills such as:
    - classifying information.

    - organizing information.
    - interpreting information
    - evaluating information
    - synthesizing information
- communicate orally and in writing.
- work with others cooperatively.
- recognize and use primary and secondary sources.
- apply different reading skills as appropriate to reading material to facilitate comprehension.
- formulate relevant questions.
- assume a variety of roles in group settings.
- plan project-related tasks in a timely, efficient and effective manner, alone or with others.
- apply study skills when preparing for quizzes, tests, and exams.
- take advantage of teacher-recommended activities designed to enhance learning.

Critical Thinking Skills - Students will be able to:

- **i**dentify and clarify central issues.
- recognize underlying assumptions.
- evaluate evidence or authority.
- recognize stereotypes and clichés.
- recognize bias and emotional factors in a presentation.
- identify the purpose of a reading.
- bring background knowledge to bear on a new reading.
- distinguish between verifiable and unverifiable data.
- distinguish between the relevant and non-relevant.
- draw and test inferences.
- distinguish between statements of fact and statements of opinion.
- determine the strength of an argument.
- draw warranted conclusions and construct generalizations.
- identify and explain the significance of several key events and explain why these are turning points in US History.
- recognize cause and effect relationships of key historical and contemporary conditions/developments.
- develop and test personal hypotheses.
- predict possible outcomes.
- offer approaches to problems.
- compare various perspectives on selected historical events and characters.

- use monitoring techniques to check on comprehension.
- apply decision-making and problem solving techniques.
- evaluate historical decisions and actions for effectiveness.
- evaluate the impact of political, social, and economic changes on art, music, and literature.

Writing Skills – Students will be able to:

- write for a particular purpose.
- write to a specific audience.
- select from and use a variety of forms of expression
- formulate a working thesis statement
- organize ideas.
- support ideas.
- use standard written English.
- exhibit technical correctness.
- write creatively using a historical context.
- use primary source materials to support a thesis. o write a change/continuity over time essay
- write a comparison essay

Computer Skills – Students will be able to:

- use the library computer system when conducting research.
- apply computer technology as an aid to thought composition.
- apply computer technology to the sorting and organizing of information.
- use technology to solve problems and make decisions.
- create a computer-generated presentation.
- use a database where appropriate software is available.
- search the Internet to conduct research and gather data.
- use word processing software to write assignments.
- distinguish between reliable and unreliable Internet sites.

Map Skills – Students will be able to:

- locate, place and spell correctly on a blank map of the United States all of the 50 states, the major bodies of water, and geographic features
- distinguish and explain the changing political map of the United States in the following years: 1750, 1783, 1803, 1820, 1850, 1865, 1900.
- compare various maps and draw inferences.
- use maps and the globe to explain the geographic setting of historical and current events.

Picture, Chart, Graph, & Table Interpretation Skills – Students will be able to:

- interpret pictures by applying related information and use the material as the basis for drawing conclusions
- recognize cartoons as materials expressing a point of view and interpret the view expressed
- note and interpret common symbols used in cartoons.
- in the use of graphs, charts, and tables compare sizes and quantities to show change, interpret the relationship shown, and draw inferences based upon the data.
- construct simple graphs, charts, tables, and other pictorial materials (including cartoons). o relate information derived from pictures, charts, graphs, and tables to that gained from other sources

Understanding Time & Chronology Skills - Students will be able to:

- identify what constitutes differences between and duration of various historical periods (Colonial, Revolutionary, Federalist, etc.).
- understand and construct timelines, including timelines made using computer technology.
- place major events of world history in the correct chronological sequence.

Social Participation Skills – Students will be able to:

- discuss current issues of the teacher's selection in an informed manner.
- generate points of view regarding the issues discussed that are consistent with democratic principles.
- listen to other viewpoints with an open mind and express own viewpoints with sensitivity to others.
- recognize, describe and offer constructive criticism, and respond positively to constructive criticism offered by others
- lead discussions on selected topics in a seminar setting.

Unit 1: Colonization & the American Revolution (1585-1783)

Activities: *Students are required to develop and utilize a variety of historical skills when completing the tasks provided to learn and understand the content.*

a. Students write a diary from the perspective of an immigrant (voluntary or forced) to one of the 13 English Colonies studied. After sharing the diary, students compare those experiences to those of immigrants today.

b. Students read a set of primary source documents describing life in Jamestown. They evaluate and corroborate the sources to determine what life was like for the first settlers.
c. Students analyze the Mayflower Compact and compare it to a 19th century portrayal of its signing. Students examine the historical significance of this document as one of the first examples of democracy in America. They also evaluate the accuracy of artistic portrayals of historical events created many years later.
d. Students create an online digital map using google maps to label each of the thirteen colonies and describe in writing the founding, economy, geography and demographics of each colony. Students also contrast the different colonial regions emphasizing the role geography played in the development of the colonies.
e. Students will draw conclusions about the relationship between the colonial governments and the British King and parliament by reading a letter from the Royal Governor of Massachusetts to the King in 1723.
f. Students compare Paul Revere's engraving of the Boston Massacre to eyewitness testimony.
g. Students will evaluate two interpretations of the causes of the American Revolution by reading a number of secondary sources on the key events from 1763-1775 and determining which interpretation is better supported by the evidence.

Assessments: *Students are required to demonstrate a level of mastery in terms of content comprehension and application of historical skills when completing the tasks provided.*

a. Formal Assessment (quizzes and tests) on content: multiple choice, matching, fill in the blanks, short answer, primary source prompts and essay options.
b. Paragraph long written assignments using evidence from resources provided in class, This will assess students ability to develop an argument, organize a paragraph, and use evidence. The assignments are on …
    a. Conditions in Jamestown
    b. Accuracy of 19th century artwork portraying the Mayflower
    c. The relationship between the colonies and the British government
c. The completion of the digital map project as described above. This will assess student's geography skills, knowledge of the founding and economics of the colonies, and their ability to communicate in writing.
d. A formal five paragraph essay answering the question: what caused the American Revolution citing evidence from the primary and secondary sources studied throughout the unit.
e. Students create a digital slide show presentation arguing how one of the following key battles impacted the development and outcome of the American Revolution: Long Island/NYC, Trenton, Germantown, Monmouth, Saratoga, Cowpens or Yorktown. Included are a thesis statement, 3-5 key supporting points of analysis, images and statistics to help make the argument.

Unit 2: The Young Republic (1783-1820)

Activities: *Students are required to develop and utilize a variety of historical skills when completing the tasks provided to learn and understand the content.*

a. Students read through and work on a graphic organizer that explains the various Articles of the US Constitution to classify and evaluate how each of the three branches of government works, the system of checks and balances, the flexibility of the Constitution and the Historical Foundations of the US Constitution.
b. Students complete a comparison chart examining the life and contrasting beliefs of Alexander Hamilton and Thomas Jefferson in the following areas: the Nature of Human Beings, the Best Type of Government, Political Parties and its Ideas, the Ideal Economy and views on the Constitution.
c. Students read and analyze excerpts from George Washington's *Farewell Address* to comprehend the context of the text, determine the central ideas of the primary source, and predict what precedents Washington established for the Presidency and United States foreign policy.
d. Students analyze and interpret a political cartoon entitled "Mad Tom in A Rage" by considering the following questions: Why do you see in the cartoon? Where? Why objects, symbols or words appear to be significant? Why? What is the message of the cartoon? Who would agree or disagree with the cartoon's message in 1800? Why?
e. Students read three documents in relation to the Louisiana Purchase to understand point of view. What do the documents reveal in terms of the author's position, the evidence they rely on to make their argument, the opinions offered and the political/practical argument made.

Assessments: *Students are required to demonstrate a level of mastery in terms of content comprehension and application of historical skills when completing the tasks provided.*

a. Formal Assessment (quizzes and tests) on content: multiple choice, matching, fill in the blanks, short answer, primary source prompts and essay options.
b. Students research an analyze current issue in government for each of the three branches of government to exhibit comprehension of the US Constitution. For example:
    a. What is currently a bill being discussed in Congress? Analyze the benefits and burdens of this bill.
    b. What is one example of the current President of the United States fulfilling the duties of office? What responsibility does it fulfill? What problem is it addressing?
    c. Summarize a recent Supreme Court decision and ruling. What impact will this decision have on the United States?

c. Students write a series of correspondence / letters between Alexander Hamilton and Thomas Jefferson arguing one of the following issues: the Report on Public Credit, the Bank of the United States, the French Revolution, or Citizen Genet.
d. Students create visual cartoons / images to represent the various amendments in the Bill of Rights.
e. Students write a newspaper editorial in response to Congress's Declaration of War for the War of 1812. Do they support the war? Are they against the war? Or are they indifferent? Students need to write their editorial piece from one of the following regional perspectives: New England, the Mid Atlantic, the South or the West.

Unit 3: The Emergence of the Common Man (1820-1850)

Activities: *Students are required to develop and utilize a variety of historical skills when completing the tasks provided to learn and understand the content.*

a. Students will first read a series of backgrounds of Americans affected by the American System (New England Manufacturers, New England Merchants, Mid-Atlantic Manufacturers, Southern Farmers and Western Farmers). Then students will take on the persona of the background they read and argue if they are for/against each specific component of the American System (2nd Bank of the United States, the Tariff of 1816 and Internal Improvements) and why.
b. Students will imagine they are President Andrew Jackson. They read over 4 options available as President in dealing with the current crisis between the Cherokee Nation and the state of Georgia in 1832. Students will first posit the pros and cons of each option. Then they will decide on which course of action to take and why to calm the tensions and avoid violence between the Cherokees and the state of Georgia.
c. Students will read a set of primary and secondary sources from the DBQ project about the conditions of free African Americans living in the North. They will categorize the documents based on what evidence they provide and formulate an argument answering the question how free were blacks in the North?
d. Students will read the Declaration of Sentiments from the 1848 Seneca Falls Convention. They will then research the status of women in society today in terms of education, political power, wealth, and social status/responsibilities and determine the extent to which the grievances from 1848 have been redressed.
e. Students will read a set of primary source documents from 19th century southerners defending slavery. Students will then categorized the documents based on the arguments made and outline an essay citing evidence from the documents answering the question: how did southerners defend slavery?
f. Students will analyze John Gast's painting "Manifest Destiny" to better understand the idea of Manifest Destiny. Students will consider the following questions in their analysis: What image is used to depict manifest destiny? What forms of transportation, technology and knowledge does the painting depict? Why? How

does the depiction of the East & West reveal a bias? How were Native Americans portrayed? Why? What is the overall intention of this painting and argument about Americans moving westward? Explain.

Assessments: *Students are required to demonstrate a level of mastery in terms of content comprehension and application of historical skills when completing the tasks provided.*

a. Formal Assessment (quizzes and tests) on content: multiple choice, matching, fill in the blanks, short answer, primary source prompts and essay options.
b. Students will complete an annotated map to demonstrate their understanding sectionalism. The annotated map will explain the main social, economic, and cultural characteristics of the North, South and West during the antebellum era.
c. Students will collaborate in small groups and develop a digital slideshow answering the following question: How was Nationalism expressed in the Federal Government between 1815 to 1830? Students will focus on the following topics to explain how nationalism was expressed: The Presidency of James Monroe, the Supreme Court of John Marshall, Foreign Policy and the Monroe Doctrine.
d. Students will put Andrew Jackson on trial to determine the extent to which he was a democratic president. Students will use examples studied in class including the Nullification crisis, Trail of Tears, the Bank War etc. The trial will assess students understanding of the concept of democracy and the Jackson Presidency.
e. Students will create Bumper Stickers to demonstrate their understanding of the Reform Movement. Each Bumper Sticker needs a catchy phrase or slogan and image on the front that reflects that Reform Movement. Then on the back, students need to write a 3-5 sentence full explanation of the slogan and how it reflects the purpose/goal of that Reform Movement.
f. A formal five paragraph essay answering the question: was the Mexican American War a justified war or not? Students are to use evidence from the primary and secondary sources studied throughout the unit.

Unit 4: The Civil War & Reconstruction (1850-1877)

Activities: *Students are required to develop and utilize a variety of historical skills when completing the tasks provided to learn and understand the content.*

a. Students will create a sock puppet play to explain a key events leading up to the Civil War and explain how that event contributed to the divide between the North and the South. The play will include a script written and performed by the student as well as background scenery and puppets created by the students. The topics include:
    a. Compromise of 1850

    b. Underground Railroad and the Fugitive Slave Act
    c. Kansas-Nebraska Act and Creation of the Republican Party
    d. The Dred Scott Case
    e. John Brown's Raid on Harpers Ferry
    f. The Lincoln Douglas Debates
    g. The Election of 1860
b. Students will determine the cause of Southern Secession by analyzing primary sources such as the Mississippi Causes of Secession and Alexander Stephens Cornerstone speech.
c. Students will put themselves in the shoes of President Lincoln's advisors during the Fort Sumter crisis. They will be given a list of options for how to handle the crisis and evaluate them by listing the pros and cons. They will then pick the best option and present their reasoning to the class.
d. Students will analyze the advantages and disadvantages of the North and the South entering the war using charts, statistics, graphs, and a secondary source. They will determine who had the advantage entering the war based on the evidence.
e. Students will evaluate the extent to which President Lincoln or the slaves deserve credit for emancipation. They will analyze a set of primary sources including the Emancipation Proclamation, documents from Frederick Douglass, a slave's account of his escape and Lincoln's letter to Horace Greeley from 1862.
f. Students will read the 13th, 14th, and 15th Amendments as well as President Andrew Johnson's arguments against the 14th Amendment. Students will then formulate arguments for the passage of the 14th and create a campaign poster to advocate for its passage.

Assessments: *Students are required to demonstrate a level of mastery in terms of content comprehension and application of historical skills when completing the tasks provided.*

a. Formal Assessment (quizzes and tests) on content: multiple choice, matching, fill in the blanks, short answer, primary source prompts and essay options.
b. The sock puppet play project mentioned above will assess students comprehension of the contact as well as their ability to communicate information clearly and coherently.
c. Students will debate who deserves more credit for emancipation: Lincoln or the slaves themselves. The debate will assess students understanding of the resources discussed in class as well as their ability to formulate and communicate arguments for their side.
d. Students will create a Civil War brochure that describes the causes of the war, the advantages and disadvantages for each side entering the war, the key battles, and the role slaves and African Americans played in the war.
e. A formal five paragraph essay answering the question: Was Reconstruction a success or a failure? Students are to rely on the primary and secondary sources studied throughout the unit to help prove their argument.

Unit 5: The Second Industrial Revolution (1865-1915)

Activities: *Students are required to develop and utilize a variety of historical skills when completing the tasks provided to learn and understand the content.*

a. Students will examine a set of primary and secondary sources describing Andrew Carnegie, John Rockefeller, and JP Morgan and discuss whether they were 'captains of industry" or robber barons.
b. Students will research and complete an annotated timeline that explains the growth of the labor movement in the United States from 1865-1900.
c. Students will research and complete a graphic organizer that explains the effects of settlement by the following groups on the American West: Miners, Ranchers and Farmers.
d. Few strong third parties such as the Populists have arisen in American history. What caused the Populist Party to enjoy relative success in its time? Students read a series of primary and secondary sources to develop a theory to answer the question.
e. Students will analyze and explain a series of Thomas Nast political cartoons to better understand Gilded Age Politics.
f. Students will create a digital story to explain the key Reform Movements of late 19th century America. The digital story will include a script written and performed by the student as well as appropriate images / music to help tell the story. The topics include:
    a. The Social Gospel Movement
    b. The Settlement Movement
    c. Sociology
    d. Nativism
    e. Prohibition
    f. Purity Crusaders
g. Students will create a web diagram that identifies and explains examples of discrimination against African Americans and other minority groups with examples of how various groups resisted discrimination.

Assessments: *Students are required to demonstrate a level of mastery in terms of content comprehension and application of historical skills when completing the tasks provided.*

a. Students will create a visual representation of the Gilded Age. They will find images that represent each of the major topics explored (big business, labor unions, urbanization, political corruption) and create either a digital presentation or poster and explain how their images represent the time period.
b. Students write a News Story as an eastern reporter traveling with an army unit reporting on one of the key battles fought between Native Americans and the US army in the late 19th century.

c. A formal five paragraph essay answering the question: How did the dramatic growth of the industrial city affect American society in the late 19th century? Students will need to cite evidence from the primary and secondary sources studied throughout the unit to help make their argument.
d. Students design a flow chart poster explaining the impact of industrialization and the growth of corporations on the following groups: middle class, working class, working women and consumers.
e. Student write an Editorial criticizing the denial of suffrage to African Americans that might have appeared at the turn of the 20th century.
f. Students write a series of letters with a partner between a young woman and her parents in 1900. The parents object to the idea of their daughter going to work outside the home while the daughter tries to convince her parents that she could get a clerical job.
g. Students design and create a digital poster that might have been used in 1900 to advertise the Sears, Roebuck and Company to potential shoppers.

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices **CRP1**: Act as a responsible and contributing citizen and employee.	**Interdisciplinary Connections** ● Close Reading of works of art, music lyrics, videos, and advertisements

CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11:. Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies:
Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group
Magazines & newspapers	Timelines	structures
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from https://wida.wisc.edu

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- The Global Learning Resource Library

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g.,	Individualized assessment tools based on student need

	writing, reading aloud, answering questions in class)	
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading