Summit Public Schools
Summit, New Jersey
10th Grade / Honors U.S. History I
2020
Length of Course: One-Year Survey

PACING GUIDE
34 weeks active teaching of new material - 5 days per week

Unit 1	**Period 1: 1491 - 1607**	**2 Weeks**
Unit 2	**Period 2: 1607 - 1754**	**5 Weeks**
Unit 3	**Period 3: 1754 - 1800**	**7 Weeks**
Unit 4	**Period 4: 1800 - 1848**	**7 Weeks**
Unit 5	**Period 5: 1848 - 1877**	**7 Weeks**
Unit 6	**Period 6: 1865 - 1898**	**6 Weeks**

Main Text:

- Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant.* Boston: Wadsworth, Cengage Learning, 2010.

- The course also uses multiple supplementary primary and secondary source texts-documents.

Philosophy:

In an age of rapid change and growing complexity, it is imperative that students develop critical thinking skills; as well as a clear knowledge and understanding of the American experience of which they are part. Further, it is vital that they be able to place this knowledge in its proper local, national and global context. The use of a variety of sources, focusing on primary sources, offers students the opportunity to gain a more meaningful, well informed, factual and honest understanding of American life and our common cultural legacy to help find solutions to the challenges of our time.

Course Description:

In Honors U.S. History I, students investigate significant events, individuals, developments, and processes in six of the nine historical periods as determined by the College Board from approximately 1491 to 1898. This full-year course covers the history of the United States from early colonial times through industrialization, with special emphasis placed on the evolution of political, economic, social, and intellectual patterns of the 19th century as they influenced the nation's development to the dawn of the 20th century. Students will examine current American political, social, economic and cultural trends in light of their historical antecedents. The role of citizens in a democracy is also investigated from both historical and contemporary perspectives.

Students will develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides with themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity (NAT); work, exchange, and technology (WXT); geography and the environment (GEO); migration and settlement (MIG); politics and power (PCE); America in the world (WOR); American and regional culture (ARC); and social structures (SOC). In addition, the course stresses the critical thinking, analytical, and information / media literacy skills students will need to understand the past and apply those skills to questions they will encounter in the future as thoughtful and productive citizens in a democracy.

A student in Honors U.S. History I is expected to do a large volume of reading, and this reading is primarily on a college level. The student will employ a variety of books, articles, and primary sources; requiring the student to compare, analyze and synthesize the viewpoints of a variety of historians. These analyses will be both oral and written. Students are also expected to enter into frequent and meaningful discussions, showing evidence of critical thinking in the analysis of historical opinion and trends.

In depth research is another activity that differentiates the Honors program from the College Prep U.S History I course. Students enrolled in Honors U.S. History I will be assigned a reading project to be completed the summer before entering the class. During the school year, research will be conducted outside of class for a variety of projects, in-class activities, and in the completion of a research paper. Throughout the year, students will learn to evaluate the reliability of a variety of sources, from primary documents to websites and other forms of media.

Students in Honors U.S. History I will also work throughout the course to achieve proficiency and mastery of AP-style multiple-choice questions, short answer questions, document based question essays and long answer essay questions, as well as other formal writing and project based assignments.

This course is open to those students who have demonstrated the highest level of ability and interest in history and have met the criteria of the school application process. Students enrolled in Honors U.S. History I will be prepared in a two-year accelerated program to take the Advanced Placement American History examination at the end of their junior year.

Unit 1: Period 1 (1491-1607)

Anchor Standard: Social Studies

6.1 U.S. History: 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: Unit 1 KEY CONCEPTS for Period 1 (1491-1607)

- As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
    - Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.
- Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.
    - European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.
    - The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.
    - In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

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 role does geography play in natural / human-made environments and in the social and political developments in what would become the United States?	1. Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.
2. What are the interactions between nations that affected North American history in the colonial period and the influence of the United States on world affairs?	2. Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
3. How and why systems of social organization develop and change? What impact do these systems have on the broader society?	3. Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Areas of Focus: Proficiencies
(Progress Indicators)

Students will master the following NJSLS - Social Studies (2020) by End of Grade 12:

- 6.1.12.GeoGI.1.a: 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).
- 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

Conceptual AP Objectives:

1. Explain the context for European encounters in the Americas from 1491-1607.
2. Explain how and why various native populations in the period before European contact interacted with the natural environment in North America
3. Explain the causes of exploration and conquest of the New World by various European nations.
4. Explain the causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.
5. Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.
6. Explain how and why European and Native American perspectives of others developed and changed in the period.

Examples, Outcomes, Assessments

Instructional Focus:

- 1.1: Contextualizing Period 1
    - Introduce the Unit 1 KEY CONCEPTS for Period 1 (1491-1607)
    - Examine the change from and/or continuity with preceding historical developments
    - Examine the similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.
- 1.2: Native American Societies Before European Contact (GEO)
    - The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.
    - Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.
    - In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.
    - Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.
- 1.3: European Exploration in the Americas (WOR)
    - European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.

- 1.4: Columbian Exchange, Spanish Exploration, and Conquest (GEO)
    - The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.
    - Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.
    - Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.
- 1.5: Labor, Slavery and Caste in the Spanish Colonial System (SOC)
    - In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.
    - European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.
    - The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.
- 1.6: Cultural Interactions Between Europeans (WOR)
    - In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.
    - Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.
    - As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.
    - Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.
- 1.7: Causation in Period 1
    - Review the Unit 1 KEY CONCEPTS for Period 1 (1491-1607)
    - Explain the major effects of the development of transatlantic voyages during this period.

Sample Assessments:

- Summarize the key attributes of Native American civilizations in the Northeast, Southwest, and on the Great Plains after completing a jigsaw activity using resources from Khan Academy **https://tinyurl.com/y2dqyk5d.**
- Read *The Journals of Christopher Columbus* and assess his motivations for coming to the America's as well as his views of the Native Americans. Read *A People's History* and *A Patriot's History* and compare how the two historians use this primary source differently to support their arguments.
- Read the accounts of the Conquistadors: Hernando de Soto, Francisco Coronado, and Hernan Cortes and Bartolome de Las Casas's *Brief Account of the Devastation of the Indies, 1542* to determine the extent to which Spanish views of Native Americans changed during the first half century of European colonization.

- Read William Hakluyt's *Discourse Concerning Western Planting, 1584* and determine how colonization in the Americas had impacted Europe.
- AP US History Style Multiple Choice, Short Answer, DBQ & Long Essay Questions - Quizzes / Tests

Projects/Post Assessment:

- Create a presentation using google docs or wevideo comparing the portrayal of Native Americans and the arrival of Europeans in *A People's History* and *A Patriot's History* and explain how their portrayals support the overall arguments in each book.

Instructional Strategies

- Interdisciplinary Connections
    - Determine how Europeans viewed Native Americans using John White's watercolors of Algonquin life.

- Technology Integration
    - *Secrets of Spanish Florida.* PBS Documentary
    - Create a virtual map that charts the flow of people, diseases, plants, and animals involved in the Columbian Exchange as well the effects they had on Europe, Africa, and the Americas.
    - Use the database at http://avalon.law.yale.edu to research primary sources related to a particular event or topic in this period.

- Media Literacy Integration
    - The Gilder Lehrman Institute - AP History Study Guide Videos (http://ap.gilderlehrman.org)
        - How was North America settled before European colonization?
        - America Before Columbus
        - Europeans and the New World 1400-1530
        - Gold Gospel and Glory: Motivations for European Exploration and Colonization
        - The African Slave Trade 1500-1800
        - Culture and Conflict in the Southwest
    - The Gilder Lehrman Institute - AP History Study Guide Modules (http://ap.gilderlehrman.org)
        - The Americas to 1620
        - The Columbian Exchange
        - Imperial Rivalries
        - Indian Slavery in the Americas
    - The Stanford History Education Group (https://sheg.stanford.edu/)
        - Beyond the Bubble - Creating Columbus Day

- Global Perspectives
    - Compare accounts of the arrival of Columbus in Latin American textbooks to those found in American textbooks using excerpts from *History Lessons: How Textbooks from Around the World Portray U.S. History.*

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.

- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence

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Unit 1: Teacher Notes / Important Terms / Textbook Readings

Unit 2: Period 2 (1607-1754)

Anchor Standard: Social Studies

6.1 U.S. History: 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: Unit 2 KEY CONCEPTS for Period 2 (1607-1754)

- Europeans developed a variety of colonization and migration patterns, influenced by: different imperial goals, cultures, the varied North American environments where settled, and competition for resources.
    - Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor shaping the social and political development of their colonies as well as their relationships with native populations.
    - In the 17th century, early British colonies developed along the Atlantic coast, with regional differences reflecting various environmental, economic, cultural, and demographic factors
    - Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.
- The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to British control.
    - Transatlantic commercial, religious, philosophical, and political exchanges led residents of British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.
    - Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific racial ideas and economic, demographic, and geographic characteristics of those colonies.

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 and how do various people move to and within the United States while both adapting to and transforming their new social and physical environments?	1. Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
2. What role does geography play in natural / human-made environments and in the social and political developments in what would become the United States?	2. Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

3. What are the factors behind the development of systems of economic exchange; particularly the role of technology, economic markets, and government?	3. The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
4. What are the interactions between nations that affected North American history in the colonial period and the influence of the United States on world affairs?	4. Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
5. How and why systems of social organization develop and change? What impact do these systems have on the broader society?	5. Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.
6. How and why do national, regional, and group cultures develop and change? How has culture shaped governmental policy, the economy and social ideas?	6. Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy, developing economic systems and social ideas.
7. How and why definitions of American and national identity / values have developed among the diverse and changing population of North America as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, racial inequalities and American exceptionalism?	7. The development of and debates about democracy, freedom, citizenship, diversity and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

Areas of Focus: Proficiencies
(Progress Indicators)

Students will master the following NJSLS - Social Studies (2020) by End of Grade 12:

- 6.1.12.Civics.PI.1.a: Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.Civics.PD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.Geo.GI.1.a: 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).
- 6.1.12.Econ.GE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism

conflicted during this time period.
- 6.1.12.History.CC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

Conceptual AP Objectives:

1. Explain the context for the colonization of North America from 1607 to 1754.
2. Explain how and why various European colonies developed and expanded from 1607 to 1754.
3. Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.
4. Explain the causes and effects of transatlantic trade over time.
5. Explain how and why interactions between various European nations and American Indians changed over time.
6. Explain the causes and effects of slavery in the various British colonial regions.
7. Explain how enslaved people responded to slavery as well as the racial ideas developed to justify the racial inequality of slavery.
8. Explain how and why the movement of a variety of people and ideas across the Atlantic as well as within the Americas contributed to the development of American culture over time.
9. Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.
10. Compare the effects of the development of colonial society in the various regions of North America.

Examples, Outcomes, Assessments

Instructional & Thematic Focus / Historical Developments:

- 2.1: Contextualizing Period 2
    - Introduce the Unit 2 KEY CONCEPTS for Period 2 (1607-1754)
    - Examine the change from and/or continuity with preceding historical developments
    - Examine the similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.
- 2.2: European Colonization (MIG)
    - Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society.
    - French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.
    - English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.
- 2.3: The Regions of British Colonies (GEO)
    - The Chesapeake and North Carolina colonies grew prosperous exporting tobacco - a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.
    - The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

- The Middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.
- The colonies of the southern Atlantic coast and British West Indies used long growing seasons to develop plantation economies based on exporting stable crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.
- Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

- 2.4: Transatlantic Trade (WXT)
  - An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.
  - Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.
  - The British government increasingly attempted its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.
- 2.5: Interactions Between American Indians and Europeans (WOR)
  - Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.
  - British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.
  - American Indian resistance to Spanish colonization efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.
- 2.6: Slavery in the British Colonies (WXT & SOC)
  - All the British colonies participated to varying degrees in the Atlantic slave trade do to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant small numbers of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the greatest number of enslaved Africans were sent to the West Indies.
  - As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity. Thus racist ideas of Africans were rediscovered, reimagined and applied by British colonists to justify the racist policy of chattel slavery.
  - Enslaved Africans developed both overt & covert means to resist the dehumanizing nature of slavery and maintain their family and gender systems, culture, and religion. Anti Racist ideas also developed in the British colonies challenging developing racist policies/ideas.

- 2.7: Colonial Society and Culture (ARC & NAT)
    - The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.
    - The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a transatlantic print culture, an education system, and the spread of Protestant evangelicalism.
    - The goals and interests of European leaders and colonists at times diverged leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule and trade.
    - Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.
- 2.8: Comparison in Period 2
    - Review the Unit 2 KEY CONCEPTS for Period 2 (1607-1754)
    - Compare the effects of the development of colonial society in the various regions of North America by supporting an argument using specific and relevant evidence.

Sample Assessments:

- Design a graphic organizer to gather information about the causes for exploration and effects of conquest by the Dutch, English, French, and Spanish in North America. Then in a whole-group discussion, students identify similarities and differences among the European nations and draw conclusions about exploration and colonization.
- American Pageant DBQ #1: *Over the course of the 17th century, the settlers in the Virginia Colony faced numerous hardships. Examine the challenges that the Virginians faced and the ways in which their efforts changed the colony socially and economically over the 1600s.*
- Write an explanatory text to describe the cultural, economic and social interactions between English settlers and American Indians.
- Guided Discussion: Use brainstorming and quickwrite as strategies during a guided discussion in which you help students understand the motivations and patterns of colonization in North America by European countries and ultimately why the British "won."
- Jigsaw Activity: Facilitate the understanding of the various causes and effects of slavery in the British colonial regions. Assign students to an "expert" group on a colonial region and have them use their textbooks and primary sources to build a picture of slavery there. Then, arrange students into groups where all region "experts" share their information with other students. As a whole group, debrief similarities and differences among the regions with regard to slavery and the racist ideas used to justify the existence of slavery.
- DBQ Project: What Caused the Salem Witch Trial Hysteria?
- Analyze a variety *Primary Source Documents* using the APPARTS Method. For example...
    - A Jamestown settler describes life in Virginia, 1622
    - Jonathan Winthrop's *City on a Hill* Sermon
    - William Penn Describes Pennsylvania
    - The Province of Massachusetts Bay requests aid from Queen Anne, 1708
    - Advertisements for Slave Sales in South Carolina

- Slave revolt in the West Indies, 1733
- Life of Olaudah Equiano
- Arguments for educating women, 1735

- AP US History Style Multiple Choice, Short Answer, DBQ & Long Essay Questions - Quizzes / Tests

Projects/Post Assessment:

- 1993 College Board DBQ: *Although settled primarily by the English, New England and the Chesapeake by 1700, these two regions were dramatically different. What factors account for these differences? Use the documents and your knowledge of this period to construct your answer.*
- 2002 College Board Long Essay Question: *Analyze the impact of the Atlantic trade routes established in the mid 1600's on economic development in the British North American colonies. Consider the period 1650-1750.*
- 2002 College Board Long Essay Question: *Compare the ways in which religion shaped the development of colonial society in TWO of the following regions - New England, Chesapeake, Middle Atlantic.*

Instructional Strategies

- Interdisciplinary Connections
  - Creative Historical Journal: *Life as an Indentured Servant.* In researching to write the work of historical fiction, students should read primary sources like Richard Frethorne's *The Experience of an Indentured Servant in Virginia* for historically accurate information.
  - Literature: *Last of the Mohicans, Poor Richard's Almanac,* Poems of Phyllis Wheatley
  - Art and Identity in the British North American Colonies, 1700-1776. Metropolitan Museum of Art, NYC. *https://www.metmuseum.org/toah/hd/arid/hd_arid.htm*

- Technology Integration
  - Colonial Website: Create a "colorful" and "attractive" colonial website @1750 for one of the English colonies in the Americas. Each site should be designed to be informative about life in the assigned colony and attempt to attract potential settlers.
  - Use the database at http://avalon.law.yale.edu to research primary sources related to a particular event or topic in this period.

- Media Literacy Integration
  - The 1619 Project - ongoing project with the goal of "reframing American history" around the reality of slavery in US History and the contributions of African Americans. (https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html)
  - National Endowment for the Humanities - Edsitement! Activities (https://edsitement.neh.gov)
    - Colonizing the Bay
    - Mapping Colonial New England: Looking at the Landscape of New England
    - William Penn's Peaceable Kingdom
    - Understanding the Salem Witch Trials
    - Religion in 18th Century America
    - Slavery in the Colonial North
  - The Gilder Lehrman Institute - AP History Study Guide Videos (http://ap.gilderlehrman.org)
    - *How Did Slavery Begin in North America?*
    - *King Philip's War and the Origins of American Identity*
    - *Religion and Witchcraft in Colonial America*

        - *The African Slave Trade 1500-1800*
        - *In the Devil's Snare: The Salem Witchcraft Crisis of 1692*
        - *Early American Slave Culture*
        - *Gold, Gospel & Glory: Motivations for European Exploration and Colonization*
        - *Captives and Cousins: Slavery, Kinship and Community in the Southwest Borderlands*
        - *The Age of Homespun: Family Labor in the Colonial Economy*
    - The Gilder Lehrman Institute - AP History Study Guide Modules (http://ap.gilderlehrman.org)
        - The Puritans and Dissent: The Cases of Roger Williams and Anne Hutchinson
        - The Origins of Slavery
        - Lockean Liberalism and the American Revolution
        - Jamestown and the Founding of English America
        - Colonization and Settlement, 1585-1763
    - The Stanford History Education Group (https://sheg.stanford.edu/)
        - Reading Like a Historian
            - Examining Passenger Lists
            - Mapping the New World
            - Pocahontas
            - The Puritans
            - King Philip's War
            - Salem Witch Trials
            - Portola Expedition
            - California Missions
        - Beyond the Bubble - History Assessments of Thinking
            - The Virginia Company
            - The Mayflower Compact
            - The First Thanksgiving
            - Portrait of an Iroquois Leader

- Global Perspectives
    - Create Representations - with a blank world map and several data sets, such as raw materials, manufactured goods, and enslaved peoples, students create a map that identifies the lanes of transatlantic trade, the exchanges, and the size and scope of the British Empire. Then students identify trends and patterns and draw conclusions about the Atlantic world.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence

Unit 2: Teacher Notes / Important Terms / Textbook Readings

Unit 3: Period 3 (1754-1800)

Anchor Standard: Social Studies

6.1 U.S. History: 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: Unit 3 KEY CONCEPTS for Period 3 (1754-1800)

- British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.
    - The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.
    - The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.
- The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.
    - The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.
    - After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.
    - New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.
- Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.
    - In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.
    - The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

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 are the interactions between nations that affected North American history in the colonial period and the influence of the United States on world affairs?	1. Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

2. How and why definitions of American and national identity / values have developed among the diverse and changing population of North America as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, racial inequalities and American exceptionalism?	2. The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
3. How and why systems of social organization develop and change? What impact do these systems have on the broader society?	3. Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.
4. How do different social and political groups influence society and government in the United States as well as how political beliefs and institutions have changed over time?	4. Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.
5. How and why do national, regional, and group cultures develop and change? How has culture shaped governmental policy, the economy and social ideas?	5. Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.
6. Why and how do various people move to and within the United States while both adapting to and transforming their new social and physical environments?	6. Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

Areas of Focus: Proficiencies
(Progress Indicators)

Students will master the following NJSLS - Social Studies (2020) by End of Grade 12:

- 6.1.12.CivicsPI.1.a: Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the
- political rights and participation in government.
- 6.1.12.GeoGI.1.a: 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).
- 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.
- 6.1.12.CivicsPI.2.a: 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.
- 6.1.12.CivicsPI.2.b: 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.
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.
- 6.1.12.EconEM.2.b: 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.
- 6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
- 6.1.12.HistoryCC.2.b: 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).
- 6.1.12.HistoryUP.2.a: 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.
- 6.1.12.HistoryUP.2.c: 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).
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

Conceptual AP Objectives:

1. Explain the context in which America gained independence and developed a sense of national identity.
2. Explain the causes and effects of the Seven Years' War (the French and Indian War).
3. Explain how British colonial policies regarding North America led to the Revolutionary War.
4. Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.
5. Explain how various factors contributed to the American victory in the Revolution.
6. Explain the various ways the American Revolution affected society.
7. Explain how different forms of government developed and changed as a result of the Revolutionary Period.
8. Explain the differing ideological positions on the structure and function of the federal government.
9. Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.

10. Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.
11. Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.
12. Explain the continuities and changes in American culture from 1754 to 1800.
13. Explain how and why migration and immigration to and within North America caused competition and conflict over time.
14. Explain the continuities and changes in regional attitudes about slavery and race as it expanded from 1754 to 1800.
15. Explain how the American independence movement affected society from 1754 to 1800.

Examples, Outcomes, Assessments

Instructional & Thematic Focus / Historical Developments:

- 3.1: Contextualizing Period 3
    - Introduce the Unit 3 KEY CONCEPTS for Period 3 (1754-1800)
    - Examine the change from and/or continuity with preceding historical developments to understand context
    - Examine the similarities and/or differences with contemporaneous historical developments in different regions or geographical areas to understand context.
- 3.2: The Seven Years' War (WOR)
    - Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.
    - Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.
    - After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.
- 3.3: Taxation Without Representation (WOR)
    - The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.
    - Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.
    - The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.
    - In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.
- 3.4: Philosophical Foundations of the American Revolution (NAT)
    - Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened (white) Americans' view of themselves as a people blessed with liberty.
    - The colonists' belief in the superiority of republican forms of government based on the natural

rights of the people found expression in Thomas Paine's Common Sense and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.

- 3.5: The American Revolution (WOR)
    - Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.
- 3.6 :The Influence of Revolutionary Ideals (SOC)
    - During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.
    - In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of "republican motherhood" gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.
    - The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.
- 3.7: The Articles of Confederation (PCE)
    - Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.
    - The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.
    - As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.
- 3.8: The Constitutional Convention and Debates over Ratification (PCE)
    - Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a revolutionary constitution.
    - The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in codifiying/regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.
    - In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.
- 3.9: The Constitution (PCE)
    - Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.
- 3.10: Shaping a Republic (WOR & PCE)
    - The U.S. government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.
    - War between France and Britain resulting from the French Revolution presented challenges to

the United States over issues of free trade and foreign policy and fostered political disagreement.
    - The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.
    - An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.
    - During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.
    - Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties—most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.
    - George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.
- 3.11: Developing an American Identity (ARC)
    - New forms of national culture developed in the United States alongside continued regional variations.
    - Ideas about national identity increasingly found expression in works of art, literature, and architecture.
- 3.12: Movement in the Early Republic (MIG & SOC)
    - Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the United States and Britain and evolving American racial views toward American Indians.
    - As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.
    - The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward slavery reflecting racist, assimiliationist and anti-racist policies and ideas.
- 3.13: Continuity and Change in Period 3
    - Review the Unit 3 KEY CONCEPTS for Period 4 (1754-1800)
    - Explain how the American independence movement affected society from 1754 to 1800.

Sample Assessments:

- 1999 College Board DBQ: "To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution?"
- 2004 College Board DBQ: "In what ways did the French and Indian war (1754-63) alter the political, economic, and ideological relations between Britain and its American colonies?"
- 1985 College Board DBQ: "From 1781-1789 the Articles of Confederation provided the United States with an effective government." Evaluate this statement.
- DBQ Project: How Did The Constitution Guard Against Tyranny?

- 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?
- 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.
- Analyze a variety *Primary Source Documents* using the APPARTS Method. For example…
    - Letters from a Farmer in Pennsylvania
    - The Stamp Act Congress Resolutions
    - Resolves of the First Continental Congress, October 14, 1774
    - The Declaration of Independence
    - Thomas Paine, The American Crisis (No. 1), December 23, 1776
    - Abigail Adams to John Adams, May 7, 1776
    - Slaves' petitions for freedom to the Massachusetts Legislature, 1773-77
    - Washington's Circular Letter 1783
    - Federalist # 10
    - The Constitution
    - Patrick Henry & Edmund Pendleton Debate How Powerful the National Government Should Be
    - The Bill of Rights
    - Seneca Chiefs to George Washington, December 1, 1790
    - Alexander Hamilton's Opinion on the Constitutionality of the Bank and Report on Manufactures
    - George Washington's Farewell Address
    - Virginia and Kentucky Resolutions
- AP US History Style Multiple Choice, Short Answer, DBQ & Long Essay Questions - Quizzes / Tests

Projects/Post Assessment:

- Create a multimedia presentation that explores the question: "How radical was the American Revolution?"
- 2005 College Board DBQ: "To what extent did the American Revolution fundamentally change American society?"
- American Pageant DBQ # 3 "To what extent was the conflict between Great Britain and her North American colonies economic in origin rather than rooted in political and social controversies and differences?"

Instructional Strategies

- Interdisciplinary Connections
    - Artwork
        - *The Death of General Wolfe by Benjamin West*
        - *Washington Crossing the Delaware*
        - *Edenton Tea Party Cartoon* 1775
        - *The Boston Massacre* Paul Revere 1770

        - *Lansdowne portrait of George Washington* Gilbert Stuart 1796
        - Trumbull's Revolutionary War series
    - Literature
        - Read Phyllis Wheatley's poetry and an analysis of its significance to the Revolution by - James G. Basker, "A Poem Links Unlikely Allies in 1775: Phillis Wheatley and George Washington,"

- Technology Integration
    - Create a multimedia presentation that explores the question: "How radical was the American Revolution?
    - Create a mock television newscast for the 1790s that discusses partisan disagreements over key events such as: Hamilton's Financial Plan, Battle of Fallen Timbers/Treaty of Greenville, Jay's Treaty, Alien and Sedition Acts etc.
    - http://billofrightsinstitute.org
    - Use the database at http://avalon.law.yale.edu to research primary sources related to a particular event or topic in this period.

- Media Literacy Integration
    - National Endowment for the Humanities - Edsitement! Activities (https://edsitement.neh.gov)
        - Common Sense: The Rhetoric of Popular Democracy
        - "An Expression of the American Mind": Understanding the Declaration of Independence
        - The American War for Independence
        - Choosing Sides: The Native Americans' Role in the American Revolution
        - What Made George Washington a Good Military Leader
        - Slavery and the American Foudning: The "Inconsistency not to be excused"
        - Taking Up Arms and the Challenge of Slavery in the Revolutionary Era
        - The Constitutional Convention of 1787
        - The Federalist and Anti-Federalist Debates on Diversity and the Extended Republic
        - Ratifying the constitution
        - The Creation of the Bill of Rights: "Retouching the Canvas"
        - Washington and the Whiskey Rebellion
        - The First American Party System: Events, Issues, and Positions
        - Certain Crimes Against the United States: The Sedition Act
    - The Gilder Lehrman Institute - AP History Study Guide Videos (http://ap.gilderlehrman.org)
        - *What caused the American Revolution?*
        - *The French and Indian War*
        - *Taxes and Representations*
        - *Emotion and Paine's Common Sense*
        - *Women and the Revolution*
        - *The Significance of the American Revolution*
        - *Costs of the American Revolution*
        - *Washington's Most Significant Act*
        - *Slavery and the American Revolution*
        - *Calling the Constitutional Convention*
        - *Federalists vs. Anti Federalists*
        - *The Two American Revolutions*
        - *American Scripture: The Making of the Declaration of Independence*

- The Gilder Lehrman Institute - AP History Study Guide Modules (http://ap.gilderlehrman.org)
  - No Way Out Lord Cornwallis, the Siege of Yorktown, and America's Victory in the War for Independence
  - The Indians' War of Independence
  - The New Nation 1783-1815
  - The Legal Status of Women 1776-1830
  - The Righteous Revolution of Mercy Otis Warren
  - Unruly Americans in the Revolution
  - The Supreme Court Then and Now
  - The American Revolution 1763-1783
- The Stanford History Education Group (https://sheg.stanford.edu/)
  - Reading Like a Historian
    - Boston Massacre
    - Battle of Lexington
    - Stamp Act
    - Loyalists
    - Declaration of Independence
    - Shays' Rebellion
    - Federalists and Anti Federalists
    - Slavery in the Constitution
    - Hamilton v. Jefferson
  - Beyond the Bubble - History Assessments of Thinking
    - Seven Years' War
    - Washington Crosses the Delaware
    - Declaration of Independence

- Global Perspectives
  - American influence over the French, Haitian, and South American Revolutions.
  - Impact of the Napoleonic Wars on U.S. politics.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence

Unit 3: Teacher Notes / Important Terms / Textbook Readings

Unit 4: Period 4 (1800-1848)

Anchor Standard: Social Studies

6.1 U.S. History: 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: Unit 4 KEY CONCEPTS for Period 4 (1800-1848)

- The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.
  - The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.
  - While Americans embraced a new national culture, various groups developed distinctive cultures of their own.
  - Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.
- Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.
  - New transportation systems and technologies dramatically expanded manufacturing and agricultural production.
  - The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.
  - Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.
- The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.
  - Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
  - The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories and conflicts with American Indians and the Spanish / Mexicans.

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 do different social and political groups influence society and government in the United States as well as how political beliefs and institutions have changed over time?	1. Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.
2. What are the interactions between nations that affected North American history in the	2. Diplomatic, economic, cultural, and military interactions between empires, nations, and

colonial period and the influence of the United States on world affairs?	peoples shape the development of America and America's increasingly important role in the world.
3. What are the factors behind the development of systems of economic exchange; particularly the role of technology, economic markets, and government?	3. The interplay between markets, private enterprise, labor, technology, and government policy shaped the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
4. How and why systems of social organization develop and change? What impact do these systems have on the broader society?	4. Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.
5. How and why do national, regional, and group cultures develop and change? How has culture shaped governmental policy, the economy and social ideas?	5. Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy, developing economic systems and social ideas.
6. What role does geography play in natural / human-made environments and in the social and political developments in what would become the United States?	6. Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

Areas of Focus: Proficiencies
(Progress Indicators)

Students will master the following NJSLS - Social Studies (2020) by End of Grade 12:

- 6.1.12.Civics.PI.2.b: 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.
- 6.1.12.Civics.PI.3.a: Analyzed 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.
- 6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted economic growth during this era.
- 6.1.12.Civics.PR.2.a: 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.
- 6.1.12.Civics.DP.3.a: 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).

- 6.1.12.[History]Civics.DP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.[History]Civics.DP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.Geo.PP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12..Geo.SV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.Econ.EM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.Econ.ET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.Econ.NE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.History.UP.2.b: 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.
- 6.1.12.History.UP.3.a: 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).
- 6.1.12.History.UP.3.[a]b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the argument
- 6.1.12.History.SE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.History.CA.2.a: Research multiple perspectives to explain the struggle to create an American identity in the early 19th century.
- 6.1.12.History.CA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise).
- 6.1.12.History.CA.3.b: 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.
- 6.1.12.History.CC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Conceptual AP Objectives:

1. Explain the context in which the republic developed from 1800-1848.
2. Explain the causes and effects of policy debates in the early republic.
3. Explain how different regional interests affected debates about the role of the federal government in the early republic.
4. Explain how and why American foreign policy developed and expanded over time.
5. Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.
6. Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.
7. Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.
8. Explain the causes and effects of continuing policy debates about the role of the federal government

from 1800 to 1848.
9. Explain how and why a new national culture developed from 1800 to 1848.
10. Explain the causes of the Second Great Awakening.
11. Explain how and why various reform movements developed and expanded from 1800 to 1848 (including new means to deal with mental illness- see Dr. Rush)
12. Explain the continuities and changes in experience of African Americans and Latinxs from 1800 to 1848.
13. Explain how geographic & environmental factors shaped Southern development from 1800 to 1848.
14. Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

Examples, Outcomes, Assessments

Instructional & Thematic Focus / Historical Developments:

- 4.1: Contextualizing Period 4
  - Introduce the Unit 4 KEY CONCEPTS for Period 4 (1800-1848)
  - Examine the change from and/or continuity with preceding historical developments to understand context
  - Examine the similarities and/or differences with contemporaneous historical developments in different regions or geographical areas to understand context.
- 4.2: The Rise of Political Parties and the Era of Jefferson (PCE)
  - In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.
  - Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.
  - Following the Louisiana Purchase, the US government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.
- 4.3: Politics and Regional Interests (PCE)
  - Regional interests often outvied national concerns as the basis for many political leaders' positions on slavery and economic policy.
  - Plans to further the US economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.
  - Congressional attempts that political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.
- 4.4: America on the World Stage (WOR)
  - Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
  - The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.
- 4.5: The Market Revolution - Industrialization (WXT)
  - Entrepreneurs helped to create a market revolution in production in commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.
  - Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.
  - Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence.

Transportation networks linked the North and Midwest more closely than they linked regions in the South.
    - Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties and the further institutionalizing of slavery.
- 4.6: Market Revolution - Society & Culture (SOC)
    - Large numbers of international migrants moved to industrializing Northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.
    - The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a growing middle class and a small but wealthy business elite, but also to a large and growing population of laboring poor.
    - Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets.
    - Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.
- 4.7: Expanding Democracy (PCE)
    - The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based exclusively on voting by only all adult white men, and it was accompanied by the growth of political parties.
- 4.8: Jackson and Federal Power (PCE)
    - By the 1820s and 1830s, new political parties arose - the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay - that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.
    - Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.
- 4.9: The Development of an American Culture (ARC)
    - A new national culture emerged that combined American elements, European, African and American Indian influences, and regional cultural sensibilities.
    - Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.
- 4.10: The Second Great Awakening (ARC)
    - The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.
- 4.11: An Age of Reform (ARC)
    - The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to moral and social reforms and inspired utopian and other religious movements.
    - Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.
    - Prior to the 1830s, Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights.
    - During the 1830s and 1840s, antislavery movements increased in the North and developed

great diversity of approaches from racist ideas like African Colonization, to assimilationist ideas like uplift suasion and anti racist approaches of immediate emancipation and equality for African Americans.
    - A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.
- 4.12: African Americans, Mexicans and American Indians in the Early Republic (SOC)
    - Antislavery efforts in the South were largely limited to unsuccessful slave rebellions leading to more fearful, stringent, draconian and racist policies to further protect the peculiar institution.
    - Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status in the face of racist policies primarily through means of assimilation.
    - Mexican Californios in northern Mexican territories developed independent and commercially connected settlers whose own identity was measured against the surrounding American Indian populations and a small number of American newcomers.
    - American Indian communities worked to determine their own agency in the face of American expansion through resistance, assimilation or relocation.
- 4.13: The Society of the South in the Early Republic (GEO)
    - In the South, although the majority of Southerners owned no slaves, most leaders argued with racist ideas that slavery was part of the Southern way of life and actually was a "positive good."
    - Southern business leaders continued to rely on the production and export of traditional agricultural staples like "King Cotton," contributing to the growth of a distinct Southern regional identity of great racial, social, political and economic inequalities.
    - As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow but also come into conflict with American Indians and the Spanish / Mexican governments.
- 4.14: Causation in Period 4
    - Review the Unit 4 KEY CONCEPTS for Period 4 (1800-1848)
    - Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848 by using historical reasoning to explain relationships among pieces of historical evidence.

Sample Assessments:

- Debriefing - Lesson 4.2: The Rise of Political Parties and the Era of Jefferson contains several complex, economic, political, and foreign policy issues - such as the tariff, interpretation of the Constitution, and the purchase of foreign land. Lead a class debrief on the topic to ensure understanding of these issues, individually and collectively, in relation to the time period.
- *The American Pageant* DBQ #4: *Although Jefferson and Hamilton fought bitterly over issues of constitutional interpretation in the 1790s, the policies of Presidents Jefferson and Madison often reflected the beliefs of the Federalist Hamilton. To what extent is this an accurate statement?*
- Look for a Pattern: Have students examine a series of visual sources from the post-War of 1812 time period in order to identify and describe a pattern or connection between the emergent nationalism and single-party politics. Use these sources to assess the validity of the label "Era of Good Feelings." Have students organized their findings on a timeline or graphic organizer (concept web).
- Self/Peer Revision: Using a learning objective prompt such as *Explain the causes and effects of the innovations in technology, agriculture, and commerce over time*, have students write thesis statements

and outline evidence to be used in support of the claim. Then ask students to select a partner, review the claims and evidence, and provide feedback.

- 1990 College Board DBQ: *Jacksonian Democrats viewed themselves as the guardians of the U.S. Constitution, political democracy, individual liberty, and equality of economic opportunity. To what extent do you agree with the Jacksonians' view of themselves? Use the documents and your knowledge of this period to construct your answer.*
- Long Essay Question: *In what ways did apologists for slavery favorably contrast the South's "peculiar institution" with the perils of factory labor?*
- 2002 College Board DBQ: *"Reform movements in the United States sought to expand democratic ideals." Assess the validity of this statement with specific reference to the years 1825-1850.*
- Analyze a variety *Primary Source Documents* using the APPARTS Method. For example…
    - Jefferson's First Inaugural Address, 1801
    - "OGRABME" political cartoon, 1807
    - Tecumseh's Plea to the Choctaw and Chicasaw, 1811
    - Excerpts: Dr Benjamin Rush's *Observations and Inquiries upon the Diseases of the Mind,* 1812,
    - President Madison's War Message, 1812
    - Hartford Convention Resolutions, 1814
    - Kent-Buel Debate (NY) "Who Should Be Allowed to Vote?", 1821
    - Monroe Doctrine, 1823
    - David Walker "Appeal to the Colored Citizens of the World", 1829
    - Webster-Hayne Debate, 1830
    - President Jackson's Bank Veto, 1832
    - "King Andrew I" political cartoon, 1832
    - "Hydra of Corruption" political cartoon, 1833
    - South Carolina Ordinance of Nullification, 1833
    - Dorthea Dix "Memorial to the Legislature of Massachusetts", 1843
    - Seneca Falls Declaration of Sentiments, 1848
    - Frederick Douglass "What to the Slave is the Fourth of July?", 1852
- Chart / Table Analysis: Changing Voting Requirements / Choosing Presidential Electors
- AP US History Style Multiple Choice, Short Answer, DBQ & Long Essay Questions - Quizzes / Tests

Projects/Post Assessment:

- 2002 College Board DBQ: *Historians have traditionally labeled the period after the War of 1812 the 'Era of Good Feelings'. Evaluate the accuracy of this label considering the emergence of nationalism and sectionalism. Use the documents and your knowledge of this period 1815-1825 to construct your answer.*
- *The American Pageant* DBQ #5: *Evaluate how and why the antebellum market revolution and Second Great Awakening affected the evolution of women's role in the family, workplace, and society in the years 1815-1860.*
- Questioning the Text: Assign students to read and analyze Andrew Jackson's first inaugural address and write down any clarification and discussion questions that come to mind while reading the text. Ask students to focus on the main points Jackson hoped to address in his presidency as outlined in the inaugural address. Form groups around similar questions and ask students to research answers from a source, such as the textbook. Have groups present their findings and lead a discussion about the purpose of inaugural addresses as well as the successes and failures of the Jackson administration.
- The Admissions Game: Students research and write fictional college recommendation letters of pioneering American writers, artists, philosophers, scientists and reformers from 1800-1860. Then

students form committees, review the letters of recommendation, and determine who from the list is accepted, waitlisted or rejected from the college.

- Socratic Seminar: This activity combines Lessons 4.9-4.11. Use the question *What were the key ingredients in the creation of an American culture?* To initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.

Instructional Strategies

- Interdisciplinary Connections
    - Creative Historical Journal: In a well-developed series of journal entries 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 of Massachusetts.
    - Literature:
        - *Democracy in Action* by Alexis de Tocqueville (1835)
        - *McGuffey's Reader* (1836)
        - "The Young American" by Ralph Waldo Emerson (1844)
        - *Women in the 19th Century* by Margaret Fuller (1843)
        - *Narrative of the Life of Frederick Douglass* (1845)
        - "Resistance to Civil Government" by Henry David Thoreau (1848)
        - Selected poems of Emily Dickenson and Walt Whitman
    - Art:
        - "The Trail of Tears" by Robert Lindneux
        - "The Oxbow" by Thomas Cole
        - "The County Election" by Thomas Hart Benton

- Technology Integration
    - Create a historical documentary using WeVideo using sources to depict the American experience on one of the following major reform movements of the Antebellum Era: Abolitionism, Women's Rights, Education, Penitentiary / Asylums, Temperance, or Utopian communities.
    - Use the database at http://avalon.law.yale.edu to research primary sources related to a particular event or topic in this period.

- Media Literacy Integration
    - National Endowment for the Humanities - Edsitement! Activities (https://edsitement.neh.gov)
        - The Monroe Doctrine: Origin and Early American Foreign Policy
        - The 1828 Campaign of Andrew Jackson and the Growth of Party Politics
        - Was There an Industrial Revolution? New Workplace, New Technology, New Consumers
        - Factory vs. Plantation in the North and South
    - The Gilder Lehrman Institute - AP History Study Guide Videos (http://ap.gilderlehrman.org)
        - *How did the American Abolition Movement Begin?*
        - *The Post-Revolutionary Generation*
        - *What Kind of Nation? Thomas Jefferson and John Marshall's Epic Struggle*
        - *The Idea of America: Reflections on the Birth of the United States*
        - *The Hatian Revolution: A New Vision of Freedom in the Atlantic World*
        - *The Rise and Fall of the Whig Party*
        - *The Importance of Frederick Douglass*

        - *The Bondwoman's Narrative*
        - *Abolitionist Views: Integration vs. Colonization*
    - The Gilder Lehrman Institute - AP History Study Guide Modules (http://ap.gilderlehrman.org)
        - Women and the Early Industrial Revolution in the United States
        - Adams v. Jackson: The Election of 1824
        - National Expansion and Reform, 1815-1860
        - Born Modern: An Overview of the West
        - Andrew Jackson's Shifting Legacy
        - Indian Removal
        - Abolition and Antebellum Reform
        - The First Age of Reform
        - Andrew Jackson and the Constitution
    - The Stanford History Education Group (https://sheg.stanford.edu/)
        - Reading Like a Historian Activities
            - Second Middle Passage
            - Slavery Narratives
            - Louisiana Purchase
            - Lewis & Clark SAC
            - Freedom's Journal
            - Texas Revolution
            - Irish in 19th Century America
            - Evaluating Historical Sources on Juana Briones
        - Beyond the Bubble - History Assessments of Thinking
            - Slave Quarters
            - The War of 1812
            - Clay's American System
            - Traders in the West
            - Defenders of Slavery
            - Antebellum South
            - A Perspective on Slavery
    - The Library of Congress Digital Collections - American History (https://loc.gov/collections)
        - Andrew Jackson Papers
        - Frederick Douglass Newspapers, 1847-1874
        - Cartoon Drawings
    - Africans in America: America's Journey Through Slavery (https://pbs.org/wgbh/aia)

- Global Perspectives
    - Analysis of the Monroe Doctrine Over Time to see how US Foreign Policy has evolved over time by comparing it to other Presidential Doctrines and US Military Interventions.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.

- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence

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Unit 4: Teacher Notes / Important Terms / Textbook Readings

Unit 5: Period 5 (1844-1877)

Anchor Standard: Social Studies

6.1 U.S. History: 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: Unit 5 KEY CONCEPTS for Period 5 (1844-1877)

- The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.
    - Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.
    - In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants and their access to opportunity / social advancement.
- Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.
    - Ideological (racist, assimilationist, anti-racist) and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.
    - Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.
- The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.
    - The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.
    - Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other populations within the United States.

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 role does geography play in natural / human-made environments and in the social and political developments in what would become the United States?	1. Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the

	environment and reshapes geography, which leads to debates about environmental and geographic issues.
2. What are the interactions between nations that affected North American history in the colonial period and the influence of the United States on world affairs?	2. Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
3. How and why definitions of American and national identity / values have developed among the diverse and changing population of North America as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, racial inequalities and American exceptionalism?	3. The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
4. How and why do national, regional, and group cultures develop and change? How has culture shaped governmental policy, the economy and social ideas?	4. Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.
5. How and why systems of social organization develop and change? What impact do these systems have on the broader society?	5. Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.
6. How do different social and political groups influence society and government in the United States as well as how political beliefs and institutions have changed over time?	6. Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.
Areas of Focus: Proficiencies (Progress Indicators)	
Students will master the following NJSLS - Social Studies (2020) by End of Grade 12: ● 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries. ● 6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. ● 6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created	

international markets, and affected the environment in New Jersey and the nation.

- 6.1.12.HistoryUP.3.a: 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).
- 6.1.12.HistoryUP.3.[a]b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.HistoryCA.3.b: 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.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
- 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North & South to wage war.
- 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.HistoryUP.4.b: 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.
- 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
- 6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

- 6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

Conceptual AP Objectives:

1. Explain the context in which sectional conflict emerged from 1844 to 1877.
2. Explain the causes and effects of westward expansion from 1844 to 1877.
3. Explain the causes and effects of the Mexican–American War.
4. Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.
5. Explain the effects of immigration from various parts of the world on American culture and its impact on immigrants from 1844 to 1877.
6. Explain how regional differences and racial attitudes related to slavery caused tension in the years leading up to the Civil War.
7. Explain the social, political and economic causes of the Civil War.
8. Describe the effects of Lincoln's election.
9. Explain the various factors that contributed to the Union victory in the Civil War.
10. Explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.
11. Explain the effects of government policy during Reconstruction on society from 1865 to 1877.
12. Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.
13. Compare the relative significance of the effects of the Civil War on American values.

Examples, Outcomes, Assessments

Instructional & Thematic Focus / Historical Developments:

- 5.1: Contextualizing Period 5
    - Introduce the Unit 6 KEY CONCEPTS for Period 5 (1844-1877)
    - Examine the change from and/or continuity with preceding historical developments to understand context
    - Examine the similarities and/or differences with contemporaneous historical developments in different regions or geographical areas to understand context.
- 5.2: Manifest Destiny (GEO)
    - The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.
    - Advocates of annexing western lands argued that Manifest Destiny and the superiority of (white) American institutions and way of life over American Indian / Latinx groups compelled the United States to expand its borders westward to the Pacific Ocean.
    - Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.
    - U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.
- 5.3: Mexican-American War (WOR)
    - The United States added large territories in the West through victory in the Mexican–American War and diplomatic negotiations, raising questions about the social, political and

economic status of African Americans, American Indians, and Mexicans in the newly acquired lands.
    - U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.
- 5.4: The Compromise of 1850 (NAT)
    - The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.
    - The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850.
- 5.5: Sectional Conflict: Regional Differences (ARC & SOC)
    - Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs while still assimilate to a certain degree in American society.
    - A strongly anti-Catholic and racist nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.
    - The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market of whites. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with the free labor of whites.
    - African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting (racist, assimilationist and anti racist) moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals.
    - Defenders of slavery based their arguments on racial ideas and doctrines to justify the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.
- 5.6: Failure of Compromise (PCE)
    - The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.
    - The Second Party System ended when the issues of slavery expansion and anti-immigrant nativism weakened loyalties to the two major parties (Whigs and Democrats) and fostered the emergence of sectional parties, most notably the Republican Party in the North.
- 5.7: Election of 1860 and Secession (PCE)
    - Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.
- 5.8: Military Conflict in the Civil War (WOR)
    - Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.
    - Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.
- 5.9: Government Policies During the Civil War (NAT)

- Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war toward ending slavery and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.
- Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.

- 5.10: Reconstruction (PCE)
  - Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other social groups.
  - The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.
  - The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.
  - Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern white resistance and the North's waning resolve in supporting African American rights.
- 5.11:Failure of Reconstruction (NAT)
  - Southern plantation owners continued to own the majority of the region's land even after Reconstruction. African Americans sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South.
  - Segregation, violence, Supreme Court decisions, the evolution of racist / assimilationist ideas and local political tactics progressively stripped away African American rights. But the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.
- 5.12: Comparison in Period 5
  - Review the Unit 5 KEY CONCEPTS for Period 5 (1844-1877)
  - Compare the relative significance of the effects of the Civil War on American values.

Sample Assessments:

- 2005 College Board DBQ: "In the early nineteenth century, Americans sought to resolve their political disputes through compromise, yet by 1860 this no longer seemed possible. Analyze the reasons for this change.
- 2009 College Board DBQ: "In what ways did African Americans shape the course and consequences of the Civil War?"
- DBQ Project: Was the U.S. Justified in Going to War with Mexico?
- 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.
- In an essay, describe the various means used to deprive African Americans of their right to vote during the late 1800s.
- Analyze a variety *Primary Source Documents* using the APPARTS Method. For example…
  - "On Manifest Destiny" by John O'Sullivan
  - James K. Polk Message to Congress on War with Mexico

- Calhoun Demands Southern Rights - American Spirit
- Webster's Seventh of March speech- American Spirit
- The South Justifies Yankee Beaters- American Spirit
- Lincoln-Douglas Debates- American Spirit
- Fire Eaters Urge Secession- American Spirit
- Chiselers in the South- American Spirit
- The Pinch of the Blockade- American Spirit
- The Hell of Andersonville- American Spirit
- Georgia Damns the Yankees- American Spirit
- Lincoln's First Inaugural Address
- The Gettysburg Address
- Lincoln's Second Inaugural Address
- Thaddeus Stevens and General Thomas Ewing Debate Governing the Conquered South
- 13th, 14th, and 15th Amendments
- Frederick Douglass and Booker T. Washington Discuss the Legacy of Reconstruction

- AP US History Style Multiple Choice, Short Answer, DBQ & Long Essay Questions - Quizzes / Tests

Projects/Post Assessment:

- 1987 College Board DBQ: "By the 1850's the Constitution, originally framed as an instrument of national unity, had become a source of sectional discord and tension and ultimately contributed to the failure of the union it had created." Assess the validity of this statement.
- Create a documentary that analyzes the extent to which Reconstruction was a success.
- 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.
- 1996 College Board DBQ: "In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?"
- Create a physical scrapbook, a digital scrapbook or a blog 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).

Instructional Strategies

- Interdisciplinary Connections
  - Art
    - *American Progress* John Gast
    - *St. Louis in 1846* Henry Lewis
    - *Westward the Course of Empire Takes its Way* Emmanuel Leutze
    - "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)*
    - Thomas Nast cartoons from *Harper's Weekly*
  - Literature
    - *Uncle Tom's Cabin* 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

- Technology Integration
    - Create a documentary on Manifest Destiny using sources from *The Historian's Apprentice* that depicts American expansion from multiple perspectives.
    - Produce a multimedia presentation on the contributions of African-American soldiers and civilians during the Civil War.
    - Create a video news program that examines the events of the 1850s that led to the outbreak of the Civil War.
    - Use the database at http://avalon.law.yale.edu to research primary sources related to a particular event or topic in this period.

- Media Literacy Integration
    - National Endowment for the Humanities - Edsitement! Activities (https://edsitement.neh.gov)
        - A House Dividing: The Growing Crisis of Sectionalism in Antebellum America
        - The American Civil War: A "Terrible Swift Sword
        - Abraham Lincoln on the American Union: "A word Fitly Spoken"
        - The Emancipation Proclamation: Freedom's First Steps
        - The Red Badge of Courage: A New Kind of Courage
        - The Battle Over Reconstruction
    - The Gilder Lehrman Institute - AP History Study Guide Videos (http://ap.gilderlehrman.org)
        - *What Caused the Civil War*
        - *How did Manifest Destiny Shape the American West?*
        - *The Backlash Against the Fugitive Slave Act*
        - *What is the Underground Railroad*
        - *Dred and Harriet Scott*
        - *Criticisms of the Emancipation Proclamation*
        - *1866 The Birth of Civil Rights*
        - *The Men of Company E: Confronting Freedom After the Civil War*
        - *Why the Union Won*
        - *Changing Views of Reconstruction*
        - *Reconstruction and its Legacy*
        - *The Politics of Reconstruction*
        - *John Brown: Man Who Killed Slavery, Sparked the Civil War, & Seeded Civil Rights*
        - *The American West: A Work in Progress*
        - *Lincoln's Religion*
        - *Dred Scott and the Constitutionality of Slavery*
        - *Emancipation and the Question of Agency*
    - The Gilder Lehrman Institute - AP History Study Guide Modules (http://ap.gilderlehrman.org)
        - The Contentious Election of 1876
        - Civil War and Reconstruction 1861-1877
        - Born Modern: An Overview of the WEst
        - Reconstruction and the Battle for Woman Suffrage
        - The Underground Railroad and the Coming of War

        - Allies for Emancipation? Black Abolitionists and Abraham Lincoln
        - Abraham Lincoln and Jacksonian Democracy
        - Uncle Tom's Cabin and the Matter of Influence
        - Lincoln's Interpretation of the Civil War
    - The Stanford History Education Group (https://sheg.stanford.edu/)
        - Reading Like a Historian
            - Manifest Destiny
            - Irish in 18th Century America
            - Gold Rush and San Francisco
            - John Brown
            - Reconstruction SAC
            - Radical Reconstruction
            - Sharecropping
            - Fort Sumter
            - Civil War Photographs
            - Thomas Nast's Political Cartoons
        - Beyond the Bubble - History Assessments of Thinking
            - Traders in the West
            - Immigration
            - John Brown
            - John Brown's Legacy
            - Attack on Fort Sumter
            - Pickett's Charge
            - Morale After Fredericksburg
            - Vicksburg
            - Japan and America
            - Gardner's Civil War Photography
            - Post Civil War South
            - Reconstruction Riots
            - The KKK in the 1870s
            - President Grant and Horace Greeley
            - Women's Rights
            - Transcontinental Railroad

- Global Perspectives
    - Compare accounts of Manifest Destiny, the Mexican American War, Slavery, Immigration, and the Civil War in Latin American, Asian, and European textbooks to those found in American textbooks using excerpts from *History Lessons: How Textbooks from Around the World Portray U.S. History.*

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.

- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence

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Unit 5: Teacher Notes / Important Terms / Textbook Readings

Unit 6: Period 6 (1865-1898)

Anchor Standard: Social Studies

6.1 U.S. History: 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: Unit 6 KEY CONCEPTS for Period 6 (1865-1898)

- Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.
    - Large-scale industrial production- accompanied by massive technological change, expanding international communication networks, and pro-growth government policies - generated rapid economic development and business consolidation.
    - A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.
    - New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.
- The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.
    - International and internal migration increased urban populations and fostered the growth of a new urban culture.
    - Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition, discriminatory policies and violent conflict.
- The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.
    - New cultural and intellectual movements both buttressed and challenged the social order and inequalities of the Gilded Age.
    - Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and 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. Why and how do various people move to and within the United States while both adapting to and transforming their new social and physical environments?	1. Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
2. How and why definitions of American and national identity / values have developed among the diverse and changing population of North America as well as on related topics such as citizenship, constitutionalism, foreign	2. The development of and debates about democracy, freedom, citizenship, diversity and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these

policy, assimilation, racial inequalities and American exceptionalism?	ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
3. What are the factors behind the development of systems of economic exchange; particularly the role of technology, economic markets, and government?	3. The interplay between markets, private enterprise, labor, technology, and government policy shaped the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
4. How and why systems of social organization develop and change? What impact do these systems have on the broader society?	4. Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.
5. How do different social and political groups influence society and government in the United States as well as how political beliefs and institutions have changed over time?	5. Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

Areas of Focus: Proficiencies
(Progress Indicators)

Students will master the following NJSLS - Social Studies (2020) by End of Grade 12:

- 6.1.12.Civics.DP.5a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.Econ.EM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.Geo.PP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.Geo.HE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.Econ.EM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 6.1.12.History.NM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- 6.1.12.History.NM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.History.CC.5.a: 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.

- 6.1.12.History.UP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race ethnicity, or occupation.
- 6.1.12.History.CA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.Civics.DP.6a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety.
- 6.1.12.Civics.DP.6b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12..Econ.EM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.Econ.NE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.History.CC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (Paterson Silk Strike) and the United States during this period.
- 6.1.12.History.CC.6.d: Analyze the success and failures of efforts to expand women's rights including the work of important leaders and the eventual ratification of the 19th Amendment.
- 6.1.12.History.CA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

Conceptual AP Objectives:

1. Explain the historical context for the rise of industrial capitalism in the United States.
2. Explain the causes and effects of the settlement of the West from 1877 to 1898.
3. Explain how various factors contributed to continuity and change in the "New South" from 1877 to 1898.
4. Explain the effects of technological advances in the development of the United States over time.
5. Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
6. Explain how cultural and economic factors affected migration patterns over time.
7. Explain the various responses to immigration in the period over time.
8. Explain the causes of increased economic opportunity and its effects on society.
9. Explain how different reform movements responded to the rise of industrial capitalism and rising social / economic inequalities in the Gilded Age.
10. Explain the continuities and changes in the role of government in the U.S. economy.
11. Explain the similarities and differences between the political parties during the Gilded Age.
12. Explain the extent to which industrialization brought change from 1865 to 1898.

Examples, Outcomes, Assessments

Instructional & Thematic Focus / Historical Developments:

- 6.1: Contextualizing Period 6
    - Introduce the Unit 6 KEY CONCEPTS for Period 6 (1865-1898)
    - Examine the change from and/or continuity with preceding historical developments to

understand context
    - Examine the similarities and/or differences with contemporaneous historical developments in different regions or geographical areas to understand context.
- 6.2: Westward Expansion - Economic Development (MIG)
    - Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.
    - Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.
    - Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America
    - The building of the transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.
- 6.3: Westward Expansion - Social & Cultural Development (MIG)
    - In the hopes of achieving ideals of self-sufficiency and independence, migrants of all backgrounds moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.
    - As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.
    - The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.
    - Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.
- 6.4: The "New South" (NAT)
    - Despite the industrialization of some segments of the Southern economy - a change promoted by white Southern leaders who called for a "New South" - agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.
    - The Supreme Court decision in *Plessy v. Ferguson* that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased racist policies, racist idesa, violence, discrimination, and scientific theories of race, African American reformers (assimilationists & anti racists) continued to fight for political and social equality.
- 6.5: Technological Innovation (WXT)
    - Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.
- 6.6: The Rise of Industrial Capitalism (WXT)
    - Large-scale industrial production - accompanied by massive technological change, expanding international communication networks, pro-growth government policies - generated rapid economic development and business consolidation.
    - Businesses made use of redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.
    - Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.
    - Businesses increasingly looked outside the U.S. borders in an effort to gain greater influence

and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

- 6.7: Labor in the Gilded Age (WXT)
    - As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.
    - Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.
    - The industrial workforce expanded and child labor increased.
- 6.8: Immigration and Migration in the Gilded Age (MIG)
    - The industrial workforces expanded and became more diverse through internal and international migration.
    - As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern / eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.
    - Urban neighborhoods based on particular ethnicities, races and classes provided new cultural opportunities and challenges for city dwellers.
- 6.9: Responses to Immigration in the Gilded Age (MIG)
    - Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants and migrants negotiated compromises between the cultures they brought and the culture they found in the United States.
    - Social commentators advocated racist and ethnocentric theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.
    - Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to US language and customs.
- 6.10: Development of the Middle Class (SOC)
    - Corporations' need for managers and for male and female clerical workers, as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.
    - Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced specifically chosen educational opportunities and urban environments.
- 6.11: Reform in the Gilded Age (SOC)
    - A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.
    - Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.
- 6.12: Controversies over the Role of Government in the Gilded Age (PCE)
    - Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.
    - Foreign policy makers increasingly looked outside the U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.
- 6.13: Politics in the Gilded Age (PCE)
    - Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system.

- The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.
- In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

- 6.14: Continuity and Change Period 6
  - Review the Unit 6 KEY CONCEPTS for Period 6 (1865-1898)
  - Explain the extent to which industrialization brought change from 1865 to 1898 by corroborating, qualifying or modifying an argument using diverse and alternative evidence in order to develop a complex argument.

Sample Assessments:

- Quickwrite: Topic 6.2 and 6.3 share the same learning objective, *Explain the causes and effects of the settlement of the West from 1877 to 1898.* As preparation for free-response questions, have students write claims and explain evidence that supports their claims for the before mentioned objective.
- Look for a Pattern: Using a complex graph (with at least two or more data sets), such as one showing agricultural production in the late 19th century, have students compare acres under cultivation and crop yield per acre to find a trend and draw a conclusion.
- Fishbowl: Using excerpted transcripts of majority and dissenting opinions, ask students to compare the justices' interpretation of the 14th Amendment in the case *Plessy v. Ferguson* (1896).
- Think-Pair-Share: Describe the various factors that contributed to change and continuity in the "New South" from 1877 to 1898. Then students should write claims and explain evidence that supports their claims.
- Close Reading: Regional identities are a challenging topic for students. Ask students to read excerpts from Henry Grady speeches, such as his address to the Bay State Club of Boston in 1889, and have them highlight relevant words and passages that support the author's claim. Ask students how the address tackles economic and social issues related to the "New South."
- 2000 College Board DBQ: *How successful was organized labor in improving the position of workers in the period from 1875-1900? Use the documents and your knowledge of this period to help answer this question.*
- *The American Pageant* DBQ #8: *"Historians have often portrayed the capitalists who shaped post-Civil War industrial America as either admirable 'captains of industry' or corrupt 'robber barons." Evaluate which of these is a more accurate characterization of these capitalists.*
- Debriefing Politics in the Gilded Age: Lesson 6.13 contains several complex economic and political issues, such as tariffs and currency and government regulations. Lead students through a debrief to ensure understanding of these issues, individually and collectively, in relation to the time period.
- Chart / Table Analysis: Growing Cities, Child Labor, A Changing Labor Force
- Analyze a variety *Primary Source Documents* using the APPARTS Method. For example…
  - Indian Wars: The Battle of Washita, 1868
  - Official photograph from the "Golden Spike" Ceremony, 1869
  - "Go West" by Horace Greeley, 1871
  - The Grange Movement, 1875
  - William Cullen Bryant opposes the protective tariff, 1876
  - "I Will Fight No More Forever" by Chief Joseph, 1877
  - William T. Sherman on the Western Railroads, 1878
  - San Francisco's Chinatown, 1880
  - The struggle for married women's rights, 1880s

- Charles Guiteau's reasons for assassinating President Garfield, 1882
- The Haymarket Affair, 1886
- Frederick Douglas on the disenfranchisement of blak voters, 1888
- "The Gospel of Wealth" by Andrew Carnegie, 1889
- Building Carnegies Hall, 1889
- "The Bosses of the Senate" political cartoon, 1889
- The Omaha Platform, 1892
- People's Party campaign poster, 1892
- "The Significance of the Frontier in American History" (excerpts) by Frederick Jackson Turner, 1893
- Campaigning for the African American vote in Georgia, 1894
- William Jennings Bryan and the ideals of the Declaration of Independence, 1895
- "Should Immigration Be Restricted?" by Simon Greenleaf Croswell, 1897
- "Has Industrialization Produced More Benefits or More Problems for the Nation?" Debate between Andrew Carnegie (1889) and Henry George (1879)
- Viewpoints on Pullman, Illinois, 1897
- "What a Funny Little Government" political cartoon, 1899
- Anti-corporate cartoons, @1900

- AP Style Short Answer Questions
  - Briefly explain the impact of industrialization and growth of corporations on three of the following groups: Middle Class, Working Class, Working Women, Consumers
  - Briefly explain the goals and methods of three of these Labor Movements listed: National Labor Union, Knights of Labor, American Federation of Labor, American Railway Union
  - A. Briefly explain one argument made by Booker T. Washington to improve race relations in the South. B. Briefly explain two forms of racial discrimination that African Americans experienced at this time in the South.
- AP US History Style Multiple Choice, Short Answer, DBQ & Long Essay Questions - Quizzes / Tests

Projects/Post Assessment:

- 2002 College Board Long Essay Question: *Identify and analyze the factors that changed the American city in the second half of the nineteenth century.*
- Debate: Have students debate which US president from 1868-1898 was the most significant, using evidence and reasoning to support their claims. Or consider which of the Gilded Age Presidents was the "Best of the Worst" using evidence and reasoning to support their claims.
- Historical Simulation: The Farming Game
- Socratic Seminar: After reading about the experiences of immigrants and the responses to immigration during the late 19th century, hold a Socratic Seminar in which students discuss how and why immigrants came to the United States during this period, their experiences once they arrived, and how Americans reacted to their arrival. The goal of the discussion would be to respond to the question of how immigrants assimilated to American society but also changed what it meant to be an American.

Instructional Strategies

- Interdisciplinary Connections
  - Creative Historical Journal: In a well-developed series of journal entries citing specific examples, describe both the positive and negative aspects of an immigrant's experience of coming to the United States and assimilating / integrating into American society.
  - Literature:

        - *Rags to Riches* books by Horatio Alger
        - *The Passing of the Buffalo* by Hamlin Garland
        - *How the Other Half Lives* by Jacob Riis (1890)
        - *The New Colossus* by Emma Lazarus (1883)
        - *A History of the Standard Oil Trust* by Ida Tarbell (1904)
        - *The Bitter Cry of the Children* by John Spargo (1906)
        - *The Jungle* by Upton Sinclair (1906)
        - *O Pioneers!* By Willa Cather (1913)
        - "Chicago" poem by Carl Sandburg (1914)
        - *Age of Innocence* by Edith Wharton (1920)
        - *Poem to Brooklyn Bridge* by Hart Crane (1930)
    - Art: from NEH *Picturing America*
        - "Elizabeth Winthrop Chandler" by John Singer Sargent
        - "The Peacock Room" by James McNeil Whistler
        - "The Boating Party" by Mary Cassatt
        - "The Brooklyn Bridge" by Walker Evans
        - "Looking Down Yosemite Valley, CA" by Albert Bierstadt

- Technology Integration
    - Create Infographic Representations: Ask students to collect information on the "new" immigrants of the late 19th century. They might research numbers of immigrants, countries of origin, demographics, and settlement locations in the U.S. Ask them to create an Infographic for one of the "new" immigrant groups from this time period using widely available free internet resources. Have students share their infographics with the whole group and discuss the factors that affected migration patterns over time.
    - Create a Digital Story presentation on a Gilded Age industrialist that analyzes to what extent the individual was a "Captain of Industry" or a "Robber Baron."
    - Design a pamphlet replicating ones distributed at Ellis Island to new arrivals in America.

- Media Literacy Integration
    - Analysis of Political Cartoons of Political Machines: New York City to understand how politicians impact the lives of citizens. Focus most on the political cartoons of Boss Tweed drawn by Thomas Nast to determine the effects of Tweed's actions had on citizens, both stated and/or inferred. (http://tah.eastconn.org/tah/PoliticalCartoonsOfPoliticalMachines.pdf)
    - Analysis of the photographs of Lewis Hine's documentation of Child Labor to tell the story of child labor and the impact the photographs had in creating laws to deal with the abuses and injustices of child labor. (https://www.archives.gov/education/lessons/hine-photos)
    - National Endowment for the Humanities - Edsitement! Activities (https://edsitement.neh.gov)
        - Was There an Industrial Revolution? New Workplace, New Technology, New Consumers
        - The Industrial Age in America: Robber Barons or Captains of Industry?
        - The Industrial Age in America: Sweatshops, Steel Mills and Factories
    - The Gilder Lehrman Institute - AP History Study Guide Videos (http://ap.gilderlehrman.org)
        - *New Spirits: Americans in the Gilded Age*
        - *Jewish Immigration to the United States & the Lower East Side (NYC)*
        - *In Pursuit of Equity: Men, Women, and the Quest for Economic Citizenship*
        - *Morgan: American Financier*
        - *The Quest for Equality: The Early Years of European Immigration*

        - *The Quest for Equality: Later European Immigration to the United States*
        - *The American West: A Work in Progress*
        - *Guns, Heroes, and the Grass Revolution*
        - *The American West: Urban vs. Rural*
        - *Killing for Coal: America's Deadliest Labor War*
        - *Creation of the Modern City*
        - *A Survey of U.S. Immigration History*
        - *Jim Crow and the Fight for American Citizenship*
    - The Gilder Lehrman Institute - AP History Study Guide Modules (http://ap.gilderlehrman.org)
        - Immigration and Migration
        - Populism and Agrarian Discontent
        - Labor Day: From Protest to Picnics
        - The Rise of Industrial America, 1877-1900
        - American Indians and the Transcontinental Railroad
        - Women and the Progressive Movement
        - Entrepreneurs and Bankers: The Evolution of Corporate Empires
        - The Gilded Age
        - The Development of the West
        - Rethinking Huck
        - Born Modern: An Overview of the West
        - Financing the Transcontinental Railroad
    - The Stanford History Education Group (https://sheg.stanford.edu/)
        - Reading Like a Historian Activities
            - Battle of Little Bighorn
            - Carlisle Indian Industrial School
            - Great Plains Homesteaders
            - Chinese Immigration and Exclusion
            - Albert Parsons SAC
            - Homestead Strike
            - Pullman Strike
            - Populism and the Election of 1896
            - 1898 North Carolina Election
        - Beyond the Bubble - History Assessments of Thinking
            - The Case of the Clock
            - Unions in Paterson, New Jersey
            - Immigration
            - African American Workers
            - President Grant and Horace Greeley
            - Transcontinental Railroad
            - Women's Rights
            - 1877 Railroad Strike
            - Anarchism and the Haymarket Affair
            - Haymarket Aftermath
            - Creating Columbus Day
            - The Rockefeller Foundation
            - Jacob Riis
            - Riis's Urban Photography
            - Standard Oil Company

        - Photographs of Working Children
        - Children Working in Mines
        - Lewis Hine
    - The Library of Congress Digital Collections - American History (https://loc.gov/collections)
        - Alexander Graham Bell Family Papers
        - America Signing: Nineteenth-Century Song Sheets
        - American Federation of Labor Records
        - Grabill Collection - American West

- Global Perspectives

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence

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Unit 6: Teacher Notes / Important Terms / Textbook Readings

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

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., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading