

**Summit Public Schools**  
**Summit, New Jersey**  
**10<sup>th</sup> Grade / U.S. History I Honors**  
**2017**

**Length of Course: One-Year Survey**

2013 AP Revision Work for 2015 AP Test pages 35-38

**PACING GUIDE**

34 weeks active teaching of new material

Unit #1:	North American Societies in the Context Of the Atlantic World (1491-1754)	4 weeks
Unit #2:	Birth of a New Nation and Struggle For Identity (1754-1800)	7 weeks
Unit #3:	Growing Pains of the New Republic (1800-1848)	7 weeks
Unit #4:	Expansion, Regional Separation, The Civil War and Its Aftermath (1844-1877)	12 weeks
Unit #5:	Industrialization, Urbanization, and Cultural Transformation (1865-1890)	4 weeks

\* (AP Curriculum Revision Sample Units on pages 35-38)

Main Texts:

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

Kennedy, David M., and Thomas A. Bailey. *The American Spirit*. Princeton: Houghton Mifflin Company, 2006.

# Curriculum

## Course Description:

This one year survey of our nation's history, from the pre-Columbian period, to Columbus's puzzling find of unknown lands in the fifteenth century through the industrialization and urbanization of the United States in the late nineteenth century, emphasizes an understanding of the foundations of our government and the ideals on which the nation was constructed. Students develop an awareness of the process by which the nation expanded, became embroiled in sectional strife, and disintegrated into civil war. The profound changes brought about by postwar industrialization are examined closely. The course emphasizes the evolution of social, political, and economic patterns as they influenced the nation's development. Advanced Placement U.S. History themes such as Identity, Peopling, Politics and Power, America in the World, and Environment and Geography, are used to connect events across time and to organize key concepts. In addition the course stresses the critical thinking, analytical, and information and media literacy skills students will need to be thoughtful and productive citizens in a democracy.

# Unit I

## North American Societies in the Context of the Atlantic World (1491-1754)

### Standard 6.1 America in the World

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

**Big Idea:** *Content Statement*

The history of the United States begins in Europe before an America was known there, and in America before the Europeans came. As European explorers and colonizers sought to exploit the resources of the rest of the globe, peoples from different races and cultural traditions came into regular contact for the first time. All were profoundly changed by the resulting interaction. European political rivalries, once confined to Europe, now spread to America as the competing nations of England, Spain, Portugal, France, and The Netherlands vied for control of the resources of the new continent. To a greater extent than their European counterparts, the English transferred the society and politics of their homeland to a new environment. Their sheer numbers and their need for vast quantities of land on which to grow their crops and raise their livestock inevitably brought them into conflict with their Native American neighbors and European rivals. These rivalries would continue to affect Americans of all races until after France and England fought the greatest war yet known in the mid-eighteenth century.

<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>1. What factors led to Europe’s increased exploration and to the discovery of the New World?</p> <p>2. What were the political, economic, and cultural effects of European colonization in the Americas?</p> <p>3. How did English colonization patterns differ from those of other European</p>	<p>Students will understand that...</p> <p>1. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.</p> <p>2. The methods of and motivations for colonization led to increased global interactions, different patterns of trade, and conflict among nations.</p> <p>3. To a greater extent than their European counterparts, the English transferred the</p>

<p>nations?</p> <p>4. What ethnic, religious, economic, and geographic factors combined to produce the surprising diversity of England's North American colonies?</p>	<p>society and politics of their homeland to a new environment.</p> <p>4. England's North American colonies differed significantly from one another due to reasons for establishment, origins of settlers, and climate and natural resources.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p><b>Students will master following NJCCS</b></p> <p>6.1.12.A.1.a - colonial government          6.1.12.A.1.b - gender, status, political rights          6.1.12.B.1.a - colonial geography, resources          6.1.12.C.1.a - mercantilism / capitalism          6.1.12.C.1.b - colonial labor systems          6.1.12.D.1.a - native -Americans</p> <p>Conceptual Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe Spanish, Dutch, French, and English colonial expansion into the American continents.</li> <li>2. Explain how English North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</li> <li>3. Analyze how gender, property ownership, religion, and legal status affected political rights in the English colonies</li> <li>4. Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.</li> <li>5. Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</li> <li>6. Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants,</li> </ol>	<p>Instructional Focus:</p> <ol style="list-style-type: none"> <li>1. The origin and development of the major Indian cultures of the Americas.</li> <li>2. The developments in Europe that led to Columbus's voyage to America.</li> <li>3. The changes and conflicts that occurred when the diverse worlds and peoples of Europe, Africa, and the Americas collided after 1492.</li> <li>4. The founding of England's North American colonies.</li> <li>5. The diverse and divergent nature of England's North American colonies.</li> </ol> <p><b>Sample Assessments:</b>          Multiple Choice Quizzes and Tests          Essay and Short Answer Tests          Essays:</p> <ol style="list-style-type: none"> <li>1. 1993 College Board DBQ: Although settled primarily by Englishmen, New England and the Chesapeake by 1700, these two regions were dramatically different. What factors account for these differences? (<i>Enduring Understanding #4</i>)  <b>(CCS#2 Writing: Write informative/explanatory texts to examine and convey complex ideas)</b></li> </ol>

<p>African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the English colonies.</p> <p>7. Explain the consequences to Native American groups of the loss of their land and people.</p>	<p>2. Explain the developments in Europe that led to Columbus’s voyage to America. (<i>Enduring Understanding #1</i>) <b>(CCS#2: Writing: Write informative/explanatory texts to examine and convey complex ideas)</b></p> <p>3. <i>The American Pageant</i> DBQ #1: “Over the course of the 17<sup>th</sup> century, the settlers in England’s Virginia colony faced a number of hardships. Examine the challenges that the Virginians faced and the ways in which their efforts changed the colony socially and economically over the century.” (<i>Enduring Understanding #3</i>) <b>(CCS#2 Writing: Write informative/explanatory texts to examine and convey complex ideas)</b></p> <p>4. Describe the cultural and social interaction and exchange between English settlers and Indians in Virginia and the effects of the Virginians’ policy of warfare and forced removal on Indians and whites. (<i>Enduring Understanding #3</i>) <b>(CCS#2 Writing: Write informative/explanatory texts to examine and convey complex ideas)</b></p> <p>Creative Historical Journal: <i>Life as an Indentured Servant</i> <b>(CCS#3 Writing: Write narratives to develop real or imagined experiences)</b></p> <p>Colonial Website: Create a “colorful” and “attractive” colonial web site c. 1750. Each site should be designed to be informative and attract potential settlers. <b>(CCS#6 Writing: Use technology to produce and publish writing and to collaborate with others; CCS#8: Writing: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.)</b></p> <p><b>Instructional Strategies:</b></p>
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*Primary Source Documents:*

The Journals of Christopher Columbus

Culturally Responsive Teaching

Accounts of the Conquistadors: Hernando de Soto, Francisco Coronado, and Hernan Cortes  
**(CCS#9 Literacy: Compare and contrast treatments of the same topic in several primary sources)**

Bartolome de Las Casas's *Brief Account of the Devastation of the Indies, 1542* **(CCS#2 Literacy: Determine the central ideas or information of a primary source)**

William Hakluyt's *Discourse Concerning Western Planting, 1584* **CCS#2 Literacy: Determine the central ideas or information of a primary source)**

John Winthrop's *City on A Hill* Sermon **(CCS#2 Literacy: Determine the central ideas or information of primary source)**

William Penn Describes Pennsylvania **(CCS#1 Literacy: Cite specific textual evidence to support analysis of a primary source)**

Advertisements for Slave Sales in South Carolina, 1753 **(CCS#1 Literacy: Cite specific textual evidence to support analysis of a primary source)**

Richard Frethorne's *The Experiences of an Indentured Servant in Virginia, 1623* **(CCS#1 Literacy: Cite specific textual evidence to support analysis of a primary source)**

**Interdisciplinary Connections:**

Literature:

*Last of the Mohicans*

Art:

John White's Water Colors of Algonquin life.

**Technology Integration:**

Colonial Website c. 1740 (Word, Power Point, or wiki program)

	Global Perspectives
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p>Creativity and Innovation:</p> <p>Critical Thinking and Problem Solving:</p> <ol style="list-style-type: none"> <li>1. DBQ Project: What Caused the Salem Witch Trial Hysteria? (<b>CCS#1 Literacy: Cite specific textual evidence to support analysis of sources; CCS#6 Literacy: compare the point of view of two or more authors; CCS#1 Writing: Write arguments to support claims using relevant evidence</b>)</li> </ol> <p>Communication and Collaboration</p> <p>Information Literacy:</p> <ol style="list-style-type: none"> <li>1. The Virginia Company (<i>from Stanford History Education Group</i>): <i>sourcing, contextualization, use of evidence</i></li> <li>2. The Mayflower Compact (<i>from Stanford History Education Group</i>): <i>sourcing a document</i></li> <li>3. The First Thanksgiving (<i>from Stanford History Education Group</i>): <i>sourcing a document</i></li> </ol> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M (Science, Technology, Engineering, Arts, Math)</p>


## Unit II

### Birth of a New Nation and Struggle for Identity (1754-1800)

<b>Standard 6.1 America in the World</b>	
<p>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.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <p>For the first half of the 18<sup>th</sup> century, the English colonies in North America developed in an atmosphere virtually free of external interference. By 1760, however, the French and Indian War necessitated a shift in English policy away from the tradition of salutary neglect. These new “requirements of empire” stirred opposition and ultimately rebellion in British North America. Victory in the Revolutionary War and subsequent independence in no way guaranteed the unity and good governance of the Thirteen Original States. From 1781-1789, Americans were deeply divided over the meaning of the trials through which they had just passed. Was the American Revolution a triumph of individual liberty and self-governance or was it the forging of a great and united “Empire” ready to assume its station among the world’s sovereign states? The answer to this critical question would lead to a profound revision of the federal charter followed by a deep and often-bitter partisan battle produced by the implementation of the new federal government.</p>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>1. To what extent were the Articles of Confederation reflective of the political beliefs of the Revolutionary Era?</p>	<p>Students will understand that...</p> <p>1. In the absence of crisis, unity is difficult to maintain.</p>

<p>2. To what extent was the U.S. Constitution a conservative response to the “excesses” of the more democratic state governments?</p> <p>3. In what unanticipated ways did the American political system take shape under the U.S. Constitution?</p> <p>4. To what extent could the transfer of power from the Federalists to the Democratic-Republicans be considered a “revolution”?</p>	<p>2. The appropriate apportionment of political power between the states and the national government is a point of perpetual contention.</p> <p>3. The degree of self-governance afforded the individual has continuously expanded.</p> <p>4. Commercial political and economic interests often run counter to the interests of agriculture.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p><b>Students will master following NJCCS:</b></p> <p>6.1.12.A.2.a – Declaration of Independence          6.1.12.A.2.b – spread of democratic ideals          6.1.12.A.2.c – State and Federal Constitutions          6.1.12.A.2.d - Federalists vs. Anti-Federalists          6.1.12.A.2.f – Party Wars of the 1790s          6.1.12.B.2.a – Regional Differences          6.1.12.B.2.b. – Northwest Ordinance          6.1.12.C.2.a – Financing the Revolution          6.1.12.C.2.b – Economic Issues in the New Nation          6.1.12.D.2.a – Contributions of African Americans, Women and Native Americans          6.1.12.D.2.c – European effects on American policy          6.1.12.D.2.d – Women’s Roles in the New Republic</p> <p>Conceptual Objectives:</p> <p>1. Identify and explain the specific British policies and Parliamentary enactments which precipitated the American Revolution while identifying and evaluating the modes of</p>	<p>Instructional Focus:</p> <ol style="list-style-type: none"> <li>1. The growing American dissatisfaction with Britain’s colonial policies and the principal reasons behind the resulting political rupture.</li> <li>2. The course and consequences of the American Revolution</li> <li>3. The Articles of Confederation</li> <li>4. The Constitutional Convention</li> <li>5. Ratifying the Constitution</li> <li>6. The New Government</li> <li>7. The Federalist Era</li> </ol> <p><b>Sample Assessments:</b></p> <ol style="list-style-type: none"> <li>1. Multiple choice quizzes and tests</li> <li>2. 1985 College Board DBQ: “From</li> </ol>

<p>American resistance.</p> <p>2. Identify the major ideas expressed in the Declaration of Independence and explain how these ideas supported the revolutionary movement.</p> <p>3. Examine and analyze several critical battles of the Revolutionary War and identify New Jersey as the “cock-pit” of the Revolution.</p> <p>4. analyze the strategic contributions of America’s European allies during the War of Independence and explain how the Americans won the war in spite of Great Britain’s superior resources.</p> <p>5. Analyze the contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p> <p>6. Examine the political considerations that shaped the Articles of Confederation and assess the Articles’ strengths and weaknesses;</p> <p>7. Analyze the alternative plans considered by the delegates to the Constitutional Convention (e.g. James Madison’s Virginia Plan and William Paterson’s New Jersey Plan) and the major compromises necessary to secure the approval and ratification;</p> <p>8. Identify and explain the major philosophical and historical influences on the drafting of the United States Constitution and analyze how a variety of interpretations (e.g. Washington, Hamilton, Madison, and Jefferson) affected its early implementation;</p> <p>9. Analyze the significance of the Bill of Rights and its specific guarantees;</p>	<p>1781-1789 the Articles of Confederation provided the United States with an effective government.” Evaluate this statement. (Enduring Understanding #2) <b>(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics)</b></p> <p>3. 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?” (Enduring Understanding #1) <b>(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics)</b></p> <p>4. 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?” (Enduring Understanding #2) <b>(CCS#2 Writing: Write informative/explanatory texts to examine and convey complex ideas)</b></p> <p>5. 2005 College Board DBQ: “To what extent did the American Revolution fundamentally change American society?” <b>CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics)</b></p> <p>6. 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? <b>(CCS# 2 Writing: Write informative/explanatory texts to examine and convey complex ideas)</b></p> <p>7. 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.</p>
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<p>10. Identify and give examples of the division of powers and the system of checks and balances which the Constitution provides for the federal government;</p> <p>11. Describe the early implementation of the federal government under the Constitution (e.g. the presidencies of George Washington and John Adams);</p> <p>12. Analyze the political disputes which produced the Federalist and Democratic-Republican parties;</p>	<p>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. <b>(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics)</b></p> <p>8. Create a multimedia presentation that explores the question: “How radical was the American Revolution?” (<i>from The Historian’s Apprentice</i>)(<b>CCS#1 Literacy: Cite specific textual evidence to support analysis; CCS#6 Literacy: Compare the point of view of two or more authors; CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics; CCS#6 Writing: Use technology to produce and share writing products flexibly and dynamically</b>)</p>
	<p><b>Instructional Strategies:</b></p>
	<p><i>Primary Source Documents:</i></p>
	<p>The Declaration of Independence (<b>CCS#5 Literacy: Analyze how a text uses structure to emphasize key points; CCS#10: By the end of 10<sup>th</sup> grade, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.</b>)</p> <p>The Constitution</p> <p>Bill of Rights</p> <p>Letters and publications produced by Thomas Jefferson and Alexander Hamilton (<b>CCS#6 Literacy: Compare the point of view of two or more authors; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.</b>)</p> <p>George Washington’s Farewell Address (<b>CCS#2 Literacy: Determine the central ideas of a primary source; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently</b>)</p>

	<p>and proficiently.)</p> <p>Alien and Sedition Acts  <b>(CCS#2 Literacy: Determine the central ideas of a primary source)</b></p> <p>Virginia and Kentucky Resolutions</p> <p>The Federalist #10  <b>(CCS#4 Literacy: Determine the meaning of words and phrases as they are used in a text)</b></p> <p>Patrick Henry and Edmund Pendleton Debate How Powerful the National Government Should Be  <b>(CCS#6 Literacy: Compare the point of view of two or more authors)</b></p> <p>DBQ Project: How Did The Constitution Guard Against Tyranny? <b>(CCS#1 Literacy: Cite specific textual evidence to support analysis. CCS#2 Writing: Write informative/explanatory texts)</b></p> <p><b>Interdisciplinary Connections</b></p> <p><b>Culturally Responsive Teaching</b></p> <p><b>Literature:</b>      “I Am the People, the Mob” by Carl Sandburg</p> <p><i>Art:</i>      West’s <i>The Death of General Wolfe</i>      Copley’s Paul Revere      Leutze’s <i>Washington Crossing the Delaware</i>      Trumbull’s Revolutionary War series</p> <p>Gilbert Stuart. <i>George Washington, 1796.</i>      (NEH Picturing America Series)      John Trumbull. <i>John Adams, 1793.</i> National Portrait Gallery      Gilbert Stuart. <i>Thomas Jefferson, 1805.</i>      National Portrait Gallery</p> <p><i>Technology Integration:</i></p> <p>Mock television newscast for the 1790s  <b>(CCS#6 Writing: Use technology to produce and</b></p>
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	<p><b>publish writing)</b></p> <p><a href="http://billofrightsinstitute.org">http://billofrightsinstitute.org</a>  <a href="http://avalon.law.yale.edu">http://avalon.law.yale.edu</a>  <a href="http://gilderlehrman.org">http://gilderlehrman.org</a></p> <p>The Constitution module  The New Nation module</p> <p><i>Global Perspectives:</i>  American influence over the French Revolution  Impact of the Napoleonic Wars on U.S. politics.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><i>21<sup>st</sup> Century Skills:</i></p> <p>Creativity and Innovation:</p> <p>Critical Thinking and Problem Solving:</p> <p>Communication and Collaboration:</p> <p>Information Literacy:</p> <ol style="list-style-type: none"> <li>1. The Signing of the Declaration of Independence (<i>from Stanford History Education Group</i>): <i>sourcing a document</i></li> <li>2. George Washington Crossing the Delaware (<i>from Stanford History Education Group</i>): <i>sourcing a document</i></li> <li>3. The Seven Years' War (<i>from Stanford History Education Group</i>): <i>sourcing a document and contextualization</i></li> </ol> <p>Media Literacy:</p> <p>Life and Career Skills:</p> <p><i>21<sup>st</sup> Century Themes</i> (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M (Science, Technology, Engineering, Arts, Math)</p>



## Unit III

### Growing Pains of the New Republic (1800-1848)

<b>Standard 6.1 America in the World</b>	
<p>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.</p>	
<p><b>Big Idea:</b> <i>Content Statement</i></p> <p>The Americans had won their independence and established a government. They had held elections and peacefully transferred power from one political party to another. But they had not yet created a strong nation. Many observers wondered whether they possibly could. Events abroad and on the frontier encouraged and threatened the expansionism Americans had practiced from colonial times. International events engulfed the young republic in a second war with Great Britain that had far-reaching political, economic, and social consequences. While economic growth and territorial expansion generated new problems, the election of Andrew Jackson to the presidency completely transformed American politics. Finally, sectional differences and the presence of slavery created divisions that would widen in the wake of further westward expansion during the 1840s and 1850s.</p>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> <li>1. How have presidents used the power of their office to promote the political, economic or social well-being of the nation?</li> <li>2. How did the relationship between the state and federal government evolve in the 19<sup>th</sup> century?</li> <li>3. What impact did American expansion have on the political, economic, and social policies of the United States?</li> <li>4. To what extent did the United States become more democratic in the 19<sup>th</sup> century?</li> </ol>	<p>Students will understand that...</p> <ol style="list-style-type: none"> <li>1. Presidents have significant powers and opportunities to affect the political, economic and social policies of the nation.</li> <li>2. The relationship between the federal government and the state governments has continually changed throughout the course of United States history.</li> <li>3. American expansion has affected the political, economic and social policies of the United States.</li> <li>4. The history of the United States has been one of increasing democratization of</li> </ol>

<p>5. How did industrialization lead to conflict and change?</p>	<p>American society.</p> <p>5. Industrialization has led to great conflict and change.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p><b>Students will master following NJCCS</b></p> <p>6.1.12.A.3.a – Manifest Destiny          6.1.12.A.3.b – Foreign Relations 1801-1840          6.1.12.A.3.c - Geopolitics          6.1.12.A.3.d – The Marshall Court          6.1.12.A.3.e – Indian Removals          6.1.12.A.3.f – Reform Movements          6.1.12.A.3.g – Democratic politics; 2 party system          6.1.12.A.3.h – Slavery          6.1.12.A.3.i - Amistad Case          6.1.12.B.3.a – Western Settlement          6.1.12.C.3.a – 1<sup>st</sup> Industrial Revolution          6.1.12.C.3.b – Natural Resources          6.1.12.D.3.a - Expansion          6.1.12.D.3.b - immigration, 1840s          6.1.12.D.3.c - States’ Rights and Nullification          6.1.12.D.3.d - Education          6.1.12.D.3.e - Second Great Awakening</p> <p><b>Unit Proficiencies</b></p> <p>1. Evaluate the major domestic and foreign initiatives of Thomas Jefferson’s presidency.</p> <p>2. Discuss the political, economic, and social expansionary issues associated with War of 1812.</p> <p>3. Analyze American territorial expansion for the period of 1800 – 1848, and evaluate the concept of manifest destiny from multiple perspectives (e.g. Whigs, Jacksonians, native-Americans, Mexicans).</p> <p>4. Analyze and evaluate the consequences of the Monroe Doctrine and Missouri Compromise.</p>	<p>Instructional Focus:</p> <ol style="list-style-type: none"> <li>1. The Jefferson, Madison, and Monroe Years</li> <li>2. A New Two-Party System Develops</li> <li>3. The Administration of Andrew Jackson</li> <li>4. Reformers Work for Social Changes</li> <li>5. First Industrial Revolution</li> <li>6. The Nation Expands Westward</li> <li>7. The Mexican War</li> </ol> <p><b>Sample Assessments:</b></p> <ol style="list-style-type: none"> <li>1. Multiple Choice Quizzes and Tests</li> <li>2. 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?” (<i>Enduring Understanding #4</i>)  <b>(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics;</b></li> <li>3. 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.”  <b>(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics;</b></li> </ol>

<p>5. Contrast the economic interests of the mercantile, industrial North with the agricultural, plantation South and explain how the rapid development of both impacted values, customs, and laws of each and led to increased sectional tensions.</p> <p>6. Describe the rapid settlement of the frontier and assess its impact upon native-Americans (e.g. the Seminole War, the Black Hawk War, Indian Removals, and the Trail of Tears).</p> <p>7. Trace the steady development of democratic politics in the Jacksonian Era (e.g. political parties, increased suffrage, printed ballots, nominating conventions, voter centered campaigns).</p> <p>8. Evaluate the extent to which Andrew Jackson’s presidency genuinely reflected the democratic trends of the era.</p> <p>9. Analyze the political, economic, and social changes experienced by New Jersey in the antebellum period with a particular emphasis on New Jersey’s 1844 Constitution, the state’s early stages of industrialization, the roles played by women and children in the state’s factories, and the economic implications of transportation monopolies.</p> <p>10. Examine the origins and character of the antebellum reform movements (e.g. the abolition movement, public education, temperance, and the Women’s Rights Movement) and evaluate the extent to which each reform movement could be considered successful.</p> <p>11. Identify and explain the causes and consequences of the Mexican-American War.</p>	<p>4. 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. (Enduring Understanding #4 and #5) <b>(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics;</b></p> <p>5. <i>The American Pageant</i> DBQ #4: “Although Jefferson and Hamilton fought bitterly over issues of constitutional interpretation in the 1790s, the policies of the Presidents Jefferson and Madison often reflected the beliefs of the Federalist Hamilton.” To what extent is this an accurate statement? (Enduring Understanding #1) <b>(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics;</b></p> <p>6. <i>The American Pageant</i> 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. (Enduring Understanding #4) <b>(CCS#2 Writing: Write informative/explanatory texts to examine complex ideas)</b></p> <p>3. Essay –In what ways did apologists for slavery favorably contrast the South’s “peculiar institution” with the perils of factory labor? <b>(CCS#2 Writing: Write informative/explanatory texts to examine complex ideas)</b></p> <p>4. Essay - In a well-developed essay, citing specific examples, describe both the positive and negative aspects that a young woman of the 1830s would have encountered working in the Lowell mills. <b>(CCS#9 Writing: Draw evidence from literary texts to support analysis)</b></p> <p>5. Create a documentary on Manifest</p>
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Destiny using sources from *The Historian's Apprentice* that depicts American expansion from multiple perspectives. (Enduring Understanding #3)(CCS#8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism; CCS#9 Literacy: Compare and contrast treatments of the same topic in several sources; CCS#6 Writing: Use technology to produce and display information flexibly and dynamically)

**Instructional Strategies:**

*Primary Source Documents:*

Jefferson's First Inaugural Address  
(CCS#2: Literacy: Determine the central ideas of a primary source)

**Culturally Responsive Teaching:**  
Tecumseh's Plea to the Choctaw and Chickasaw

"OGRABME" political cartoon  
(CCS#2: Literacy: Determine the central ideas of a primary source)

President Madison's War Message  
(CCS#2 Literacy: Determine the central ideas of a primary source)

Hartford Convention Resolutions

Monroe Doctrine (CCS#2 Literacy: Determine the central ideas of a primary source)

President Jackson's Bank Veto (CCS#2 Literacy: Determine the central ideas of a primary source)

"Hydra of Corruption" political cartoon

South Carolina Ordinance of Nullification  
(CCS#2 Literacy: Determine the central ideas of a primary source; CCS#10: By the end of grade 10, read and comprehend history texts in the

	<p>grades 9-10 text complexity band independently and proficiently.)</p> <p>“King Andrew I” political cartoon  <b>CCS#2 Literacy: Determine the central ideas of a primary source)</b></p> <p>Webster-Hayne Debate (<b>CCS#6 Literacy: Compare the point of view of two or more authors for how they treat the same topic)</b></p> <p>Tecumseh’s Plea to the Choctaw and Chickasaw</p> <p>Seneca Falls Declaration of Sentiments (<b>CCS#5 Literacy: Analyze how a text uses structure to emphasize key points)</b></p> <p>“Memorial to the Legislature of Massachusetts” by Dorothea Dix</p> <p>“What to the Slave is the Fourth of July?” by Frederick Douglass</p> <p>“Appeal to the Colored Citizens of the World” by David Walker</p> <p>“On Manifest Destiny” by John O’Sullivan</p> <p>James K. Polk on the Mexican War</p> <p>DBQ Project: Was the U.S. Justified in Going to War with Mexico? (<b>CCS #9 Literacy: Compare and contrast treatments of the same topic; CCS#1 Writing: Write arguments to support claims in analysis of topics)</b></p> <p>James Kent and David Buel Debate Who Should Be Allowed to Vote (<b>CCS#6 Literacy: Compare the point of view of two or more authors)</b></p> <p>Chart: Changing Voting Requirements  Table: Choosing Presidential Electors (<b>CCS#7 Literacy: Integrate quantitative analysis)</b></p> <p><b>Interdisciplinary Connections:</b></p>
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	<p><i>Literature:</i>  <i>McGuffey's Reader</i>          "The Young American", by Ralph Waldo Emerson (1844)          "Resistance to Civil Government" by Henry David Thoreau (1848)  <i>Democracy in America</i> by Alexis de Tocqueville (1835)  <i>Woman in the 19<sup>th</sup> Century</i> by Margaret Fuller (1845)  <i>Narrative of the Life of Frederick Douglass</i>(1845)</p> <p><i>Art:</i>          "American Progress" by John Gast          "The Trail of Tears" by Robert Lindneux          "The Oxbow" by Thomas Cole (NEH <i>Picturing America</i>)          "The County Election" by Thomas Hart Benton (NEH <i>Picturing America</i>)</p> <p><i>Technology Integration:</i>  <a href="http://gilderlehrman.org">http://gilderlehrman.org</a>          The Jefferson Era module          The Jacksonian Era module          Antebellum Reform module          Slavery module          Westward Expansion module</p> <p><a href="http://memory.loc.gov/ammem/">http://memory.loc.gov/ammem/</a>  <a href="http://pbs.org/wgbh/aia">http://pbs.org/wgbh/aia</a></p> <p><i>Global Perspectives</i></p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><i>21<sup>st</sup> Century Skills:</i></p> <p>Creativity and Innovation:</p> <p>Critical Thinking and Problem Solving:</p> <p>Communication and Collaboration:</p> <p>Information Literacy:</p> <p>1. The War of 1812 <i>(from Stanford History</i></p>

	<p><i>Education Group); contextualization and corroboration</i></p> <p>2. Traders in the West <i>(from Stanford History Education Group); contextualization, sourcing a document, and use of evidence</i></p> <p>Media Literacy:</p> <p>Life and Career Skills:</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M (Science, Technology, Engineering, Arts, Math)</p>
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**Unit IV: Expansion, Regional Separation, the Civil War and its  
Aftermath  
1844 - 1877**

<b>Standard 6.1</b>
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.
<b>Big Ideas:</b> <i>Course Objectives / Content Statement</i> As the nation expanded across the continent, the two opposing forces of nationalism and sectionalism would also continue to grow. National and sectional leaders worked hard to

hold the country together, but sadly they failed. The Civil War was perhaps the most wrenching war to be fought by Americans. It took more American lives than any other war in which Americans have fought. It obliterated the normal patterns and circumstances of life. It unleashed drastic economic and political change as well. Americans in the North and South experienced inflation, higher taxes, and shortages of many items. To the alarm of many, the powers of the federal government and of the president increased during the war. Ultimately, the Civil War forced on the nation new social and racial arrangements. After the war, Southerners threw all their efforts into rebuilding their lives. Some Southerners despaired over their losses. Yet others saw great opportunity and worked to build a new South. Reconstruction of the South was not without problems. Northern soldiers occupied the South. Graft and corruption became a way of life. Slavery came to an end, but the freed slaves were not truly free; the war did little to improve their daily lives. Feelings of anger and futility were common among Northerners and Southerners.

<p style="text-align: center;"><b>Essential Questions</b></p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> <li>1. Why do nations go to war?</li> <li>2. How are the lives of combatants and civilians affected when the United States is at war?</li> <li>3. How do the powers of the government change during war?</li> <li>4. What factors promote democracy? What factors are toxic for democracy?</li> </ol>	<p>Students will understand that...</p> <ol style="list-style-type: none"> <li>1. Unresolved political and economic conflicts can cause war.</li> <li>2. When the United States has engaged in war, the lives of civilians, as well as military personnel are often drastically affected.</li> <li>3. The national government may increase its scope of power during war.</li> <li>4. Racial and ethnic hatred have at times prevented the full flowering of democracy in the United States.</li> </ol>
<p style="text-align: center;"><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p style="text-align: center;"><b>Examples, Outcomes, Assessments</b></p>
<p>Students will: NJCCS</p> <p>A. Civics, Government, and Human Rights</p> <p>6.1.12.A.4.a – Events of the 1850s</p> <p>6.1.12.A.4.b – Democratic documents</p> <p>6.1.12.A.4.c – Political and military leadership</p> <p>6.1.12.A.4.d – Reconstruction Amendments</p> <p>B. Geography, People, and the Environment</p> <p>6.1.12.B.4.a – Military strategies</p> <p>6.1.12.B.4.b – Migration during Reconstruction</p>	<p>Instructional Focus:</p> <ol style="list-style-type: none"> <li>1. Crises of the 1850s</li> <li>2. The Union Divides</li> <li>3. Military Events of the War</li> <li>4. Life Behind the Lines</li> </ol>

<p>C. Economics, Innovation, and Technology  6.1.12.C.4.a – Northern and Southern economies  6.1.12.C.4.b – Economic effects of the war  6.1.12.C.4.c – Costs of the Civil War</p> <p>D. History, Culture, and Perspectives  6.1.12.D.4.a – Role of African Americans  6.1.12.D.4.b – Impact of Civil War  6.1.12.D.4.c – Success of Reconstruction  6.1.12.D.4.d – Resistance of Southern States  6.1.12.D.4.e – 14<sup>th</sup> Amendment</p>	<ol style="list-style-type: none"> <li>5. Devastation and New Freedom</li> <li>6. Presidential Reconstruction</li> <li>7. Radical Reconstruction</li> <li>8. Birth of the New South</li> <li>9. The End of Reconstruction</li> </ol>
<p>Conceptual Objectives:</p> <ol style="list-style-type: none"> <li>1. 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. AP Key Concept 5.1.I.</li> <li>2. In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants. AP Key Concept 5.1.II.</li> <li>3. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South. AP Key Concept 5.2.I</li> <li>4. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states. AP Key Concept 5.2 II.</li> </ol>	<p><b>Sample Assessments:</b></p> <ol style="list-style-type: none"> <li>1. Produce a multimedia presentation on the contributions of African-American soldiers and civilians during the Civil War. (Enduring Understanding #2) <b>(CCS#6 Writing: Use technology to produce writing)</b></li> <li>2. Create a documentary that analyzes the extent to which Reconstruction was a success. (Enduring Understanding #4) <b>(CCS#8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism; CCS#9 Writing: Draw evidence from texts to support analysis; CCS#6 Writing: Use technology to produce and display information flexibly and dynamically)</b></li> <li>3. Create a children’s book that depicts the life of one of the following: a Confederate soldier returning home in 1865; a plantation mistress in Georgia in 1864; a newly freed slave in 1865. (Enduring Understanding #2) <b>(CCS#3 Writing: Write narratives to develop real or imagined experiences)</b></li> <li>4. Create a visual representation of how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration, the Emancipation</li> </ol>

<p>5. 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. AP Key Concept 5.3 I.</p> <p>6. 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 minorities. AP Key Concept 5.3.II.</p>	<p>Proclamation, and the Gettysburg Address) contributed to demanding equality for all. (Enduring Understanding #4)</p> <p>5. Essays:</p> <p>a. 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. (Enduring Understanding #1) <b>(CCS#1: Write arguments to support claims in an analysis of a topic)</b></p> <p>b. 1996 College Board DBQ: “In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?”(Enduring Understanding #3) <b>(CCS#2: Write informative/explanatory texts to convey complex ideas)</b></p> <p>c. 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. (Enduring Understanding #1) <b>(CCS#1: Write arguments to support claims)</b></p> <p>d. 2009 College Board DBQ: “In what ways did African Americans shape the course and consequences of the Civil War?”(Enduring Understanding #2) <b>(CCS#2 Writing: Write</b></p>

	<p><b>informative/explanatory texts to convey complex ideas)</b></p> <p>e. Describe the various means used to deprive African Americans of their right to vote during the late 1800s. (Enduring Understanding #4) <b>(CCS#2 Writing: Write informative/explanatory texts to convey complex ideas)</b></p> <p>f. Describe the ways that President Lincoln expanded executive powers during the war, and evaluate to what extent the actions that Lincoln took were legal. (Enduring Understanding #3) <b>(CCS#1 Writing: Write arguments to support claims in an analysis of a topic)</b></p> <p>6. Create a video news program that examines the events of the 1850s that led to the outbreak of the Civil War. (Enduring Understanding #1) <b>(CCS #6 Writing: Use technology to produce writing)</b></p> <p>7. 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, <i>Uncle Tom's Cabin</i>, the Dred Scott decision, John Brown's raid). (Enduring Understanding #1) <b>(CCS#3 Writing: Write narratives to develop real or imagined experiences)</b></p> <p>AP Style Short Answer Questions:</p> <p>8. A. Briefly explain why one of the following best supports the view that a belief in a manifest destiny played a decisive</p>
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	<p>role in U.S. politics and policies during the 1840s.</p> <ul style="list-style-type: none"> <li>● Annexation Texas</li> <li>● “Fifty-four Forty or Fight!”</li> <li>● Mexican Cession</li> </ul> <p>B. Contrast your choice against one of the other options, demonstrating why that option is not as good as your choice.</p> <p>C. Briefly explain one criticism of this belief in manifest destiny during the 1840s.</p> <p>9. A. Briefly explain why one of the following best supports the view that the enforcement of a new Fugitive Slave Law in the 1850s resulted in strong and varied reactions in the North.</p> <ul style="list-style-type: none"> <li>● Formation of the Republican Party</li> <li>● Publication of Uncle Tom’s Cabin</li> <li>● Increased activity on the Underground Railroad</li> </ul> <p>B. Contrast your choice against one of the other options demonstrating why that option is not as good as your choice.</p> <p>C. Briefly explain one critical response to the changes during this period.</p> <p>10. A. Briefly explain why one of the following best supports the view that slavery largely ended during the Civil War before the passage of the 13th Amendment.</p> <ul style="list-style-type: none"> <li>● President Lincoln</li> <li>● U.S. Congress</li> <li>● Enslaved African Americans</li> </ul> <p>B. Contrast your choice against one of the other options, demonstrating why that option is not as good as your choice.</p> <p>C. Briefly describe what role, if any, slaves played in the war.</p> <p>11. A. Briefly explain the significance of one of the following during Reconstruction in the South during this period.</p> <ul style="list-style-type: none"> <li>● Scalawags</li> <li>● Carpetbaggers</li> <li>● African American legislators</li> </ul> <p>B. Briefly explain the effects of one of the</p>
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following on African Americans in the South.

- Black Codes
- Sharecropping
- Ku Klux Klan

C. Briefly explain the impact of the impeachment of Andrew Johnson on Reconstruction.

**Instructional Strategies:**

Primary Source Documents: The following selections are from *The American Spirit*: “Calhoun Demands Southern Rights”, Webster’s Seventh of March speech”, “The South Justifies Yankee Beaters”, “Lincoln-Douglas Debates”, “Fire Eaters Urge Secession”, “Chiselers in the South”, “The Pinch of the Blockade”, “The Hell of Andersonville”, “Georgia Damns the Yankees”  
(CCS #1 Literacy: Cite specific textual evidence to support analysis of sources; CCS#2: Determine the central ideas of a primary source)

Lincoln’s First Inaugural Address (CCS#2 Literacy: Determine the central idea; CCS#5 Literacy: Analyze how a text uses structure to emphasize key points; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.)

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

Lincoln’s Second Inaugural Address (CCS#2 Literacy: Determine the central ideas of a source; CCS#5 Literacy: Analyze how a text uses structure to emphasize key points; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.)

13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments

Thomas Nast cartoons from *Harper’s Weekly*

Editorials by Henry Grady from the *Atlanta Constitution*

Thaddeus Stevens and General Thomas Ewing Debate Governing the Conquered South (**CCS#6 Literacy: Compare the point of view of two or more authors; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.**)

Frederick Douglass and Booker T. Washington Discuss the Legacy of Reconstruction (**CCS#9 Literacy: Compare and contrast treatments of the same topic; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.**)

### **Interdisciplinary Connections**

#### *Literature:*

*Uncle Tom's Cabin* by Harriet Beecher Stowe  
*The Portent* by Herman Melville  
*The Red Badge of Courage* by Stephen Crane  
*Hospital Sketches* by Louisa May Alcott  
"O Captain! My Captain!" by Walt Whitman  
*Up From Slavery* by Booker T. Washington

#### *Art:*

"War Spirit at Home" by Lilly Spencer Martin (Newark Museum)  
"Prisoners From the Front" by Winslow Homer (Metropolitan Museum of Art)  
"Near Andersonville" by Winslow Homer (Newark Museum)  
"Veteran in a New Field" by Winslow Homer (NEH *Picturing America*)  
Abraham Lincoln photograph by Alexander Gardner (NEH *Picturing America*)  
Robert Gould Shaw and the 54<sup>th</sup> Regiment Memorial by Augustus Saint-Gaudens (NEH *Picturing America*)

#### *Technology Integration:*

<http://www.gilderlehrman.org>

	<p>Civil War module  Reconstruction module  <a href="http://www.civil-war.net">http://www.civil-war.net</a>  <a href="http://www.landmarkcases.org">http://www.landmarkcases.org</a></p> <p><i>Film:</i>  <i>Glory</i>. TriStars Pictures. 1989.</p> <p>Global Perspectives  Culturally Responsive Teaching</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><i>21<sup>st</sup> Century Skills:</i></p> <p>Creativity and Innovation:</p> <p>Critical Thinking and Problem Solving:</p> <p>Communication and Collaboration:</p> <p>Information Literacy:</p> <ol style="list-style-type: none"> <li>1. John Brown (<i>from Stanford History Education Group</i>); <i>sourcing a document</i></li> <li>2. Morale after Fredericksburg (<i>from Stanford History Education Group</i>); <i>sourcing a document and corroboration</i></li> <li>3. Reconstruction Riots (<i>from Stanford History Education Group</i>); <i>sourcing a document</i></li> <li>4. Post-Civil War South (<i>from Stanford History Education Group</i>); <i>sourcing a document, contextualization, and use of evidence</i></li> <li>5. The KKK in the 1870s (<i>from Stanford History Education Group</i>); <i>use of evidence</i></li> </ol> <p>Media Literacy</p> <p>Life and Career Skills</p> <p><i>21<sup>st</sup> Century Themes</i> (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p>

	<p>Health Literacy</p> <p>S.T.E.A.M (Science, Technology, Engineering, Arts, Math)</p>
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## Unit V: Industrialization, Urbanization, and Cultural Transformation

### 1865 - 1914

<b>Standard 6.1</b>	
<p>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.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement</i></p> <p>By 1900 the United States had surpassed Britain to become the mightiest industrial power on earth. New inventions and the railroads encouraged the expansion of American industry; large and complex business corporations developed. Many people saw America as a land of golden opportunity where poor people with vision and determination could rise from rags to riches. However, questions about the value and meaning of work and the price of success were raised as well as the proper role of the government in the new industrialized world. As the nation grew stronger and richer, it was becoming more and more citified. For the first time in history, thousands came to live and work in a single urban center. In American cities, people would be close packed and piled up together as never before, posing new challenges for citizens and government alike. At the same time, the wilderness west of the Mississippi River began to disappear. To the nineteenth-century pioneers who settled this area, land meant the opportunity for a new start in life, greater freedom, and even greater wealth. As the federal government opened new land for settlement, people came from all over. In the process, however, the first inhabitants of the land, the American Indians, were simply pushed aside by trickery or by force. Many were killed. All were eventually made to change their way of life.</p>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
	Students will understand that...

<ol style="list-style-type: none"> <li>1. How have new technologies and inventions changed our lives?</li> <li>2. Do workers have rights?</li> <li>3. How does immigration impact American society?</li> <li>4. What factors promote democracy? What factors are toxic for democracy?</li> </ol>	<ol style="list-style-type: none"> <li>1. Innovations in technology and business practices may impact the economic, social, and political lives of citizens.</li> <li>2. Coordinated action by groups or individuals can effect change in social relationships, economic practices, and government policy.</li> <li>3. Immigration transformed the United States socially, economically and politically.</li> <li>4. Factors that were toxic to democracy during the Gilded Age include: plutocracy, penury, wage slavery, oligarchic corruption, and shrinking middle class.</li> </ol>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will: NJCCS</p> <p>A. Civics, Government, and Human Rights  6.1.12.A.5.a – Social and government reforms  6.1.12.A.5.b – Government regulation  6.1.12.A.5.c – Discrimination against minorities</p> <p>B. Geography, People, and the Environment  6.1.12.B.5.a – National economy  6.1.12.B.5.b – Impact of urbanization</p> <p>C. Economics, Innovation, and Technology  6.1.12.C.5.a – Business combinations  6.1.12.C.5.b – Regional economies  6.1.12.C.5.c – Economic cycles</p> <p>D. History, Culture, and Perspectives  6.1.12.D.5.a – Government policies  6.1.12.D.5.b – The Labor Movement  6.1.12.D.5.d – Immigration</p>	<p><b>Instructional Focus:</b></p> <ol style="list-style-type: none"> <li>1. New Inventions and Industries</li> <li>2. The Expansion of the Railroad</li> <li>3. Businesses Become More Complex</li> <li>4. Workers Organize</li> <li>5. Demands for Political Reforms</li> <li>6. Immigration and Urbanization</li> <li>7. The Closing of the Frontier</li> </ol>
<p>Conceptual Objectives:</p> <ol style="list-style-type: none"> <li>1. Large-scale industrial production - accompanied by massive technological change, expanding</li> </ol>	<p><b>Sample Assessments:</b></p> <ol style="list-style-type: none"> <li>1. 2000 College Board DBQ: “How successful was organized labor in</li> </ol>

<p>international communication networks, and pro-growth government policies - generated rapid economic development and business consolidation. AP Key Concept 6.1.I.</p> <ol style="list-style-type: none"> <li>2. A variety of perspectives on the economy and labor developed during a time of financial panics and economic downturns. AP Key Concept 6.1.II</li> <li>3. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers. AP Key Concept 6.1.III.</li> <li>4. International and internal migration increased urban populations and fostered the growth of a new urban culture. AP Key Concept 6.2.I.</li> <li>5. Larger numbers of migrants moved to the west in search of land and economic opportunity, frequently provoking competition and violent conflict. AP Key Concept 6.2.II.</li> <li>6. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. AP Key Concept 6.3.I.</li> <li>7. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between businesses and government. AP Key Concept 6.3.II.</li> </ol>	<p>improving the position of workers in the period from 1875-1900?” (Enduring Understanding #2) <b>(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics;</b></p> <ol style="list-style-type: none"> <li>2. <i>The American Pageant</i> 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. (Enduring Understanding #1) <b>(CCS#1 Writing: Write arguments to support claims in an analysis of substantive topics; CCS#2 Writing: Write informative/explanatory texts)</b></li> <li>3. Create a multi-media presentation on a Gilded Age industrialist that analyzes to what extent the individual was a “Captain of Industry” or a “Robber Baron.” (Enduring Understanding #2) <b>(CCS#6 Writing: Use technology to produce and publish writing; CCS#8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.)</b></li> <li>4. Essay Question: How did the dramatic growth of the industrial city affect American society in the late nineteenth century? (Enduring Understanding #3) <b>(CCS#2 Writing: Write informative/explanatory texts to convey complex ideas)</b></li> <li>5. Design pamphlets replicating ones distributed at Ellis Island to new arrivals in America. (Enduring Understanding #3) <b>CCS#6 Writing: Use technology to produce and publish writing)</b></li> </ol>
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**AP Style Short Answer Questions:**

6. Briefly explain the impact of industrialization and growth of corporations on three of the following:

- Middle class
- Working class
- Working women
- Consumers

7. Briefly explain the goals and methods of three of these labor movements listed below.

- National Labor Union
- Knights of Labor
- American Federation of Labor
- American Railway Union

8. A. Briefly explain one argument made by Booker T. Washington to improve race relations in the South. B. Briefly explain two forms of discrimination that African Americans experienced at this time in the South.

9. A. Briefly explain the connection between the Social Gospel movement and religious beliefs. B. Briefly explain two other ways religion or religious organizations influenced reforms or reform movements of the period.

10. A. Briefly explain with supporting evidence one factor that determined the outcome of the 1896 election. B. Briefly explain two significant consequences from the 1896 election.

**Instructional Strategies:**

*Simulation:* The Farming Game from Involvement III (Social Studies School Service)

*Primary Source Documents:*

	<p>“The Gospel of Wealth” by Andrew Carnegie <b>(CCS#2 Literacy: Determine the central ideas of a primary source)</b></p> <p>“I Will Fight No More Forever” by Chief Joseph <b>(CCS #2 Literacy: Determine the central ideas of a primary source)</b></p> <p>“The Significance of the Frontier in American History” (excerpts) by Frederick Jackson Turner <b>(CCS #1 Literacy: Cite specific textual evidence to support analysis of sources)</b></p> <p>The Omaha Platform 1892 <b>(CCS#1 Literacy: Cite specific textual evidence to support analysis of sources)</b></p> <p>“Should Immigration Be Restricted?” by Henry Cabot Lodge and Simon Greenleaf Crosswell <b>(CCS#6 Literacy: Compare the point of view of two or more authors; CCS#9 Literacy: Compare and contrast treatments of the same topic; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.)</b></p> <p>“Has Industrialization Produced More Benefits or More Problems for the Nation?” by Andrew Carnegie and Henry George <b>(CCS#6 Literacy: Compare the point of view of two or more authors; CCS#9 Literacy: Compare and contrast treatments of the same topic; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.)</b></p> <p>Viewpoints on Pullman, Illinois <b>(CCS#6 Literacy: Compare the point of view of two or more authors; CCS#9 Literacy: Compare and contrast treatments of the same topic; CCS#10: By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.)</b></p> <p>Political Cartoons: <i>“The Bosses of the Senate”</i>; <i>“What a Funny Little Government”</i></p> <p>Thomas Nast political cartoons</p>
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Photography of Lewis Hine

Graphs: Growing Cities, Child Labor, A Changing Labor Force (CCS#7 Literacy: Integrate quantitative analysis)

**Interdisciplinary Connections:**

*Literature:*

“Rags to Riches” books by Horatio Alger

*The Jungle* by Upton Sinclair

*A History of the Standard Oil Trust* by Ida Tarbell

*Proem to Brooklyn Bridge* by Hart Crane

*Age of Innocence* by Edith Wharton

*How the Other Half Lives* by Jacob Riis

*The New Colossus* by Emma Lazarus

“Chicago” by Carl Sandburg

*The Bitter Cry of the Children* by John Spargo

*The Passing of the Buffalo* by Hamlin Garland

*O Pioneers!* by Willa Cather

*Art:*

“Elizabeth Winthrop Chandler” by John Singer Sargent (NEH *Picturing America*)

“The Peacock Room” by James McNeil Whistler (NEH *Picturing America*)

“The Boating Party” by Mary Cassatt (NEH *Picturing America*)

“The Brooklyn Bridge” by Walker Evans (NEH *Picturing America*)

“Looking Down Yosemite Valley, CA” by Albert Bierstadt (NEH *Picturing America*)

*Technology Integration*

<http://www.gilderlehrman.org>

The Gilded Age module

<http://crf-usa.org/immigration>

<http://thomasnast.com>

<http://pbs.org/weta/thewest>

<http://cpr.Museum/>

Global Perspectives

<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><i>21<sup>st</sup> Century Skills:</i></p> <p>Creativity and Innovation:</p> <p>Critical Thinking and Problem Solving:</p> <p>Communication and Collaboration:</p> <p>Information Literacy:</p> <ol style="list-style-type: none"> <li>1. U.S. Grant and Horace Greeley (<i>from Stanford History Education Group</i>); <i>contextualization, corroboration, and sourcing</i></li> <li>2. John Rockefeller (<i>from Stanford History Education Group</i>); <i>contextualization, sourcing a document, and use of evidence</i></li> <li>3. Standard Oil (<i>from Stanford History Education Group</i>); <i>contextualization and sourcing a document</i></li> <li>4. 1877 Railroad Strike (<i>from Stanford History Education Group</i>); <i>corroboration and sourcing a document</i></li> </ol> <p>Media Literacy:</p> <ol style="list-style-type: none"> <li>1. Jacob Riis’s Urban Photography (<i>from Stanford History Education Group</i>); <i>contextualization, corroboration, and sourcing a document</i></li> </ol> <p>Life and Career Skills:</p> <p><i>21<sup>st</sup> Century Themes</i> (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M (Science, Technology, Engineering, Arts, Math)</p>
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## Media Literacy Skills

### Students will be able to:

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

Sample Units adapted to AP revision on Next Page

## Course Themes and Suggested Content:

### Identity:

- Meso-American Civilizations – Olmec, Maya, Toltec, and Aztec (Classical vs. Post-Classical Civilizations)
- Pueblo (Southwest)
- Native peoples of the Eastern Woodlands
- Mississippian Culture

### Work, Exchange, and Technology:

- Architecture, Calendar, and hieroglyphics of Meso-America
- Significance of maize
- Three Sister Farming
- Native American trade networks:

### Peopling:

- Ice Age migrations into the Americas (Beringia)
- Aztec movement into the Valley of Mexico
- Early Spanish settlements
- Introduction of African slavery

### Ideas, Beliefs, and Culture:

- Mestizo Culture

### America in the World:

- Earliest contacts with Europeans (Vikings)
- The Columbian Exchange

### Environment/Geography:

- Decline of Mayan Civilization
- Design and

### Politics and Power:

- Conquest of Mexico
- Pope's Rebellion
- Encomienda System
- Mission System
- Plantations

## Essential Questions:

1. What theory best accounts for the peopling of the Americas?
2. What role did environment play in the rise and decline of several native-American civilizations.
3. To what level of political, social, and economic complexity did the identified civilizations of Meso and North America rise?
4. To what ways and to what extent did native-American peoples resist subjugation by the Spanish.
5. In what ways did contact with the Spanish alter native-American culture?

## Unit Objectives and Standards:

- 1.1 Explain the theories of how and when humans migrated into the Americas (6.1.8.B.1.a);
- 1.2 Describe migration and settlement patterns of Native Americans, and explain how these patterns affected interactions across the Western Hemisphere (6.1.8.B.1.a);
- 1.3 Describe the various levels of organization, technology, and of contact among meso-American and North American native cultures;
- 1.4 Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups (6.1.8.D.1.a);
- 1.5 Describe the initial European contacts with and impressions of native-American peoples.
- 1.6 Explain how interactions among African, European, and Native American groups began a cultural transformation (6.1.8.D.1.b);
- 1.7 Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives (6.1.8.D.1.c).

## Sample Assessments:

1. Careful Analysis and comparison of several key primary and secondary sources including Columbus's Journal Entries, Spanish Descriptions of Tenochtitlan, Accounts of the Conquistadors Hernando de Soto, Francisco Coronado, Descriptions of Pope's Rebellion of 1680.
2. Summative Evaluation (Unit Test) to include 15-20 multiple choice questions, one short answer writing prompt, and one essay prompt
3. Choose one of the individuals listed below and providing at least one piece of evidence, explain why The actions and experiences of the conquistador you chose best represents the nature of Spain's interactions with native-Americans?
  - A. Hernando Cortes
  - B. Hernando de Soto
  - C. Don Juan de Onate

Contrast your choice with one of the remaining conquistadors and explain why this example is not as good as the one you chose.

## Course Themes and Suggested Content:

### Identity:

- the English gentleman-adventurer
- indentured servants (Baconite Revolt)
- enslaved Africans
- religious dissenters
  - Separatists/Puritans
  - Catholics
  - Quakers
- Colonial Elites
- middling men (artisans, merchants, yeoman farmers)
- native-Americans
- urban poor
- frontiersmen
- colonial women
- the emerging American Consciousness

### Work, Exchange, and Technology:

- Joint Stock Company
- adoption of tobacco
- New England fisheries
- mercantilism: enumerated and un-enumerated goods
- Salutary Neglect
- transition from indentured servitude to slavery
- African slave trade
- First and Second New England economies
- the Triangle of Trade

### Peopling:

- the Great Puritan migration
- the migrations of
  - Germans (Pennsylvania)
  - Scots-Irish
- Forced migration of Africans
- startling rate of natural population increase (1700-54)

## Essential Questions:

- 1 A. Of the several motives for England's joining the competition for American colonies, which two or three were paramount and why?
2. To what degree did the Atlantic trading system (the Triangle of Trade) serve as the foundation of American prosperity?
3. In what ways did English colonists adapt to and exploit the varied geography and climates of North America?
4. How did English colonists resolve the intractable shortage of labor?
5. To what extent did the American colonists exploit the economic and political-freedoms available under Salutary Neglect?
6. How did England's vision of colonial settlement differ from that of their European rivals?

### Unit Objectives and Standards:

2.1 Define mercantilism and analyze the economic impact that commerce with the Americas had on Europe, Africa, and Asia;

2.2 examine the relationship between the English settlers and the American Indians of the Chesapeake and New England areas during the 17th century;

2.3 contrast the different populations and modes of living in the Chesapeake and New England colonies;

2.4 5 explain the transition from indentured servitude to slavery in Chesapeake and analyze the survival techniques used by enslaved Africans to maintain their family structure, culture, and faith;

2.5 explain the reasons behind the new wave of English colonies founded after 1660, and describe the major characteristics of those colonies;

2.6 trace the evolution of self-government throughout the English colonies with a particular emphasis on New Jersey;

2.7 demonstrate mastery of all relevant historical terms and vocabulary

## Sample Assessments:

- DBQ, To what extent were the settlers of Jamestown responsible for the hardships they experienced.
- DBQ, While settled by primarily Englishmen, by 1730 the Chesapeake and New England had developed two distinct societies. What factors account for the differences.
- Four part Reading/Source Analysis: Slavery in the Colonial Era
- Image Analysis: Slavery Four Images
- Essay Question:

"Loving Father and Mother,

Hoping in god of your good health, as I myself am at the making hereof. This is to let you understand that I your child is in a most heavy (pitiful) case by reason of the country."

**The above quote comes from an actual letter written in March of 1623, by Richard Frethorne an indentured servant in Jamestown. Using your knowledge of the history of Virginia and citing specific examples from primary and secondary source readings complete Mr. Frethorne's letter. In addition to the hardships encountered in Virginia, you can also discuss his decision to sign on as an indentured servant and his voyage to America.**

## Course Themes and Suggested Content:

### America in the World:

- The French and Indian War
- Colonial efforts to secure a French alliance
- global impact of the Declaration of Independence (Declaration of the Rights of Man and Citizens)
- Franco-American Alliance
- Treaty of Paris, 1783
- foreign disputes under the Articles of Confederation
- Neutrality
- Jay Treaty
- Quasi War with France (XYZ Affair)

### Environment/Geography:

- Proclamation Line of 1763
- significance of New Orleans
- Pinckney Treaty

### Politics and Power:

- Albany Plan of Union
- Pontiac's Rebellion / Proclamation Line of 1763
- Acts of Parliament (Writs of Assistance-Coercive Acts)
- Whig ideology
- modes of colonial protest (Stamp Act Congress, etc.)
- Boston Massacre and Trial
- 1<sup>st</sup> and 2<sup>nd</sup> Continental Congresses
- Continental Association
- appointment of George Washington to command a "Continental" Army
- New State Constitutions
- Articles of Confederation
- The Constitution
- ratification
- Hamilton's Financial Plan (Consolidation)
- strict vs. loose construction of the Constitution
- Alien and Sedition Acts / Virginia and Kentucky Resolutions
- Midnight Judges

## Essential Questions cont.

- C. To what extent did the Federalist Party make a critical and lasting contribution to the creation of the federal government?
- D. As a rule, do politicians and parties alter the way they construe the Constitution (strictly or loosely) depending on circumstance and elective their elective fortunes?

## Unit Objectives and Standards:

- 2.7 analyze the factors that contributed to an American victory in the Revolutionary War and evaluate the relative importance of each (6.4.12);
- 2.8 examine and evaluate the role played by foreign powers in the Revolutionary War (6.4.12, 6.3.12);
- 2.9. Identify and explain the role played by the state of New Jersey and her citizens during the Revolutionary War (6.2.12, 6.4.12);
- 2.10 demonstrate mastery of all relevant historical terms and vocabulary (6.1.12, 6.4.12).

## Sample Assessments:

## Course Themes and Suggested Content:

### Identity:

- Meso-American Civilizations – Olmec, Maya, Toltec, and Aztec (Classical vs. Post-Classical Civilizations)
- Pueblo (Southwest)
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- Mississippian Culture

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### Peopling:

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- Early Spanish settlements
- Introduction of African slavery

### Ideas, Beliefs, and Culture:

- Mestizo Culture

### America in the World:

- Earliest contacts with Europeans (Vikings)
- The Columbian Exchange

### Environment/Geography:

- Decline of Mayan Civilization
- Design and

### Politics and Power:

- Conquest of Mexico
- Pope's Rebellion
- Encomienda System
- Mission System
- Plantations

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Contrast your choice with one of the remaining conquistadors and explain why this example is not as good as the one you chose.