

BLACK HORSE PIKE REGIONAL HIGH SCHOOL
HIGHLAND TIMBER CREEK TRITON
SOCIAL STUDIES DEPARTMENT

SYLLABUS

American Studies-History

Course Overview

America was built on an idea of freedom, which is evident in many of the first writings of the nation. By using contemporary works of literature thematically side-by-side with historically relevant works chronologically, the American Studies course is designed as an investigation of the meaning of freedom in America. American Studies students will seek a broader understanding of freedom in American history: its promises, complications, exclusions, and the continuing struggle to reconcile these undeniable conflicts. The class will examine significant geographic, economic, political, and social events of American History. Class time involves teacher-guided lecture, discussion, collaborative and website-specific learning activities, problem solving, writing activities, and creative projects. The class will strive to meet the [New Jersey Student Learning Standards 2014](#) mission of providing learners with the “knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.”

Course Content Outline and the [NJ Student Learning Standards 2014](#)

First Marking Period—America: Forming a Nation

- I. Colonial Life *6.1.12.A.1.a- 6.1.12.D.2.a*
- II. Early Conflicts *6.1.12.A.1.a- 6.1.12.D.2.a*
- III. The Seeds of Revolution *6.1.12.A.2.a*
- IV. The American Revolution *6.1.12.A.2.b-6.1.12.D.2.e*

Second Marking Period—America: Pursuing a Dream

- V. A New Nation *6.1.12.A.2.c-6.1.12.D.2.c*
- VI. The Constitution of the United States *6.1.12.A.2.b-6.1.12.D.2.b*
- VII. Experimental Period *6.1.12.A.2.f-6.1.12.C.2.b*
- VIII. Thomas Jefferson, James Madison, James Monroe *6.1.12.A.3.a-6.1.12.D.3.e*

Third Marking Period—America: Creating an Identity

- IX. Inventions and Innovations *6.1.12.C.3.a*
- X. The Jacksonian Age *6.1.12.D.3.a-6.1.12.D.3.c*
- XI. Life in the New Nation *6.1.12.A.3.e-6.1.12.D.3.e*
- XII. Road to the Civil War *6.1.12.A.4.a*

Fourth Marking Period—America: Living an Experience

- XIII. Civil War *6.1.12.A.4.b-6.1.12.D.4.b*
- XIV. Reconstruction *6.1.12.D.4.c-6.1.12.D.4.e*
- XV. Expansion of American Industry *6.1.12.A.5.a-6.1.12.D.5.d*
- XVI. Looking to the West *6.1.12.B.5.a-6.1.12.C.5.c*

Course Expectations and Skills

1. Actively engage in studying current events.
2. Embrace a global perspective.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as [SAT](#), [ACT](#) and [The Partnership for Assessment of Readiness for College and Careers \(PARCC\)](#).
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. [Develop a variety of skills in note-taking, outlining, annotating, guided practice and repetition.](#)
10. Utilize technology to refine 21st century skills through [the Pearson Online Platform](#), [Google Classroom/Drive](#), database research and multimedia presentations.

Materials Needed

- [Chromebook / Tech Device](#)
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

Resources

[Textbook: Pearson - United States History: Social Studies Reimagined \(PearsonSchool.com\)](#)

Grading Scale

Students will earn their grades based on the following categories of assignments:

- | | |
|--------------------------|---------------------------|
| - Major Assessments: 40% | - Projects: 15% |
| - Minor Assessments: 25% | - Homework/Classwork: 20% |

Teacher Information

[Teachers will advise students for any other items specific to their classroom philosophy/approach.](#)

Black Horse Pike Regional School District Curriculum Template

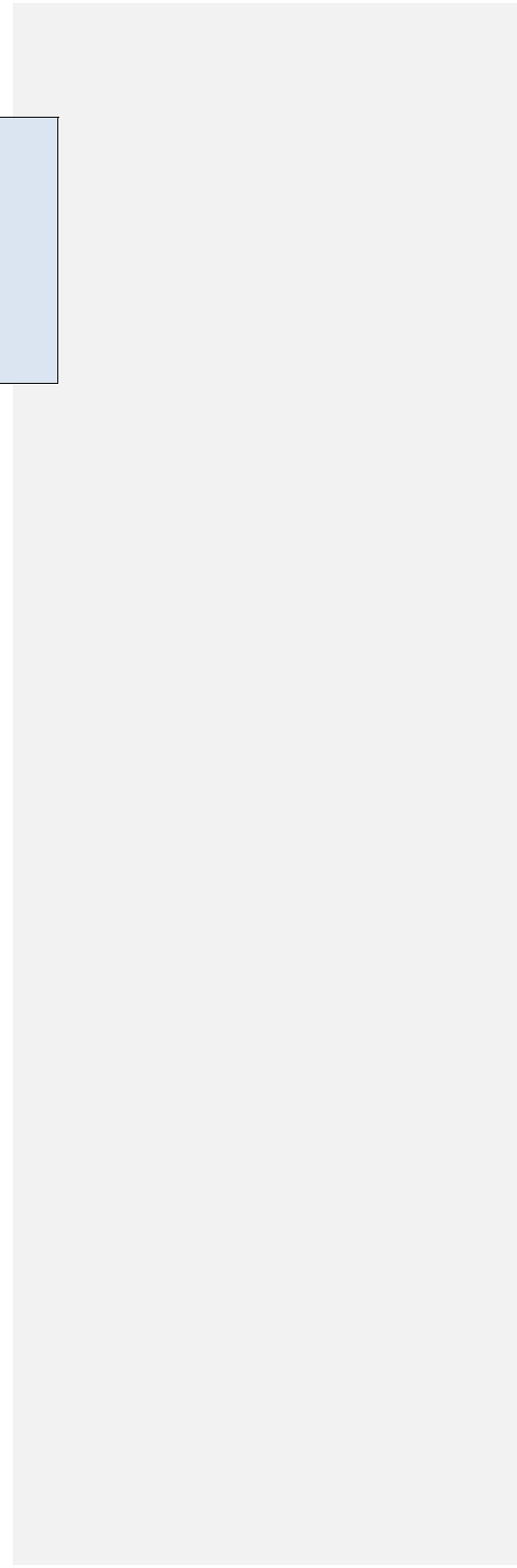
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: American Studies/USI A (America: Forming a Nation)</p>	<p>Unit Summary: Europeans explored, conquered, and settled various regions in the Americas. After years of a policy of salutary neglect, the American identity was formed, which led to a consciousness that led to the war for independence, the American Revolution.</p>
<p>Grade Level(s): 10</p>	<p>The purpose of this unit is to reflect on the struggles and conflicts of the early American Colonists in forming the country, and their desire to create a more representative government that would lead to a better future for the country.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why do we study history? ▪ How are literature and history connected? ▪ Why do conflicts arise when cultures clash? ▪ Why do themes recur throughout history and literature? ▪ How do contemporary texts aid in our understanding of historical texts? ▪ Why should we explore multiple cultural avenues when studying literature and history? ▪ How can studying literature, music, and art help us to understand the past? ▪ How are themes in history and literature applicable to contemporary life? ▪ How are governments created, structured, maintained, and changed? ▪ What causes conflict? ▪ What are inalienable rights? ▪ What causes people to “revolt”? ▪ How has the meaning of citizenship evolved? ▪ How does geography influence the development of cultures and societies? 	<p>Enduring Understanding(s): Understanding the past is crucial to living responsibly in the present and planning for the future.</p> <p>Colonization</p> <ul style="list-style-type: none"> - North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World <p>Road to Revolution</p> <ul style="list-style-type: none"> - The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. <p>Revolution</p> <ul style="list-style-type: none"> - Our government was founded on the principles of fairness, equality, and respect for diversity. - Governments can change based on the needs of the people, their society, and their culture. - Societies require rules, laws, and government.

<ul style="list-style-type: none">▪ How did colonial life contrast with our lives today?▪ What is worth fighting for? Is there such a thing as a “just” war?▪ How is local history connected to national history?	
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PART II:INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the [New Jersey Student Learning Standards 2014](#) and/or [CCSS](#) that are applicable

<u>Learning Target</u>	<u>NJSLS and/or CCSS</u>
1. Recognize geographic variations in the colonies that caused different economic livelihoods to develop and that caused regionalization of goods, services, products, and professions.	1. 6.1.12.B.1.a
2. List and describe several types of ethnic and religious groups who settled in NJ.	2. 6.1.12.B.1.a, 6.1.12.C.1.b
3. Differentiate the different types of colonies that existed in the English colonial empire.	3. 6.1.12.A.1.a
4. Differentiate the colonies based on the culture and economy that develops within.	4. 6.1.12.A.1.a, CCSS.ELA-LITERACY.RH.9-10.6
5. Analyze how gender, property ownership, religion, and race affected political rights.	5. 6.1.12.A.1.b
6. Distinguish the rights and responsibilities of colonial women.	6. 6.1.12.A.1.b
7. Identify, analyze, and deduce the impact of the Enlightenment thinkers and writers on the American Revolution.	7. 6.1.12.A.2.a CCSS.ELA-LITERACY.RH.9-10.1
8. Compare and contrast how the Great Awakening both resolved and contributed to religious tensions.	8. 6.1.12.A.1.a
9. Contrast Native American values versus European values.	9. 6.1.12.D.1.a
10. Identify the causes and effects of the French and Indian War.	10. 6.1.12.D.1.a
11. Indicate on a map the territorial possessions in North America in 1763.	11. 6.1.12.B.1.a
12. Give examples of how British policies in the colonies changed after 1763	12. 6.1.12.C.1.a
13. Evaluate the validity of the statement that the French and Indian War weakened the colonists' loyalty to Britain.	13. 6.1.12.C.1.a
14. Research an assigned aspect of colonial life in a group and present findings to the class to compare colonial life to contemporary times.	14. 6.1.12.A.1.b CCSS.ELA-LITERACY.WHST.9-10.7
15. Illustrate the grievances the colonists had against England and the laws and policies that caused these grievances.	
16. Interpret the circumstances surrounding the Boston Tea Party and how it	

contributed to the slide into revolution.	15. 6.1.12.C.1.a
17. Appraise the activities and recommendations of the Stamp Act Congress, the First Continental Congress, and the Second Continental Congress, and show how these led to eventual independence.	16. 6.1.12.C.1.a, <i>CCSS.ELA-LITERACY.RH.9-10.10</i>
18. Utilize Thomas Paine’s <i>Common Sense</i> as a mentor text exemplifying persuasive writing and write a corresponding essay.	17. 6.1.12.A.2.b <i>CCSS.ELA-LITERACY.RH.9-10.5</i>
19. Compare Thomas Paine’s <i>Common Sense</i> to local newspaper editorials.	18. <i>CCSS.ELA-LITERACY.W.CCR.5</i>
20. Analyze the Patriots’ motivations and decisions to join the rebellion.	19. <i>CCSS.ELA-LITERACY.R.CCR.4</i> 6.1.12.A.2.a
21. Compare and contrast the British and American strengths and weaknesses during the Revolution.	20. 6.1.12.A.2.a
22. Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.	21. 6.1.12.C.2.a
23. Assess the contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.	22. 6.1.12.D.2.a
24. Enumerate the provisions of the Treaty of Paris, 1783.	23. 6.1.12.A.2.a <i>CCSS.ELA-LITERACY.RH.9-10.3</i>
25. Prepare a battle chart showing the major campaigns and battles of the war, their time frame and leaders, and the significant results.	24. 6.1.12.A.2.a
26. Explain why George Washington was central to America’s successful effort in winning independence.	25. 6.1.12.A.2.a
27. Summarize the immediate and long-term significance of the American Revolution on America and New Jersey.	26. 6.1.12.A.2.c
28. Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and international trade, banking and taxation.	27. <i>6.1.12.A.2.b</i> 28. 6.1.12.C.2.a

Commented [1]: Are there standards that match #'S 27 and 28 here?

Inter-Disciplinary Connections:

Language Arts Literacy—Analyze a text, such as Anne Bradstreet’s writings to deduce a woman’s view on colonial life.

Art—Critique the historical accuracy of Paul Revere’s “Boston Massacre.”

Technology—Utilize LMC databases, Microsoft Office PowerPoint, Publisher and Word for formal presentations, such as colonial project to the class. Also utilize turnitin.com to submit formal writing. Utilize [Google Classroom](#), [Slides](#), [Docs](#) and [Drawings](#) for assignments. [CommonLit](#) may also be incorporated for close reading. Infuse [Pearson Next](#) platform. Also practice with [Kami](#) and its annotation features.

Students will engage with the following text:

- [Pearson - United States History: Social Studies Reimagined \(PearsonSchool.com\)](#)
- America: Pathways to the Present (Prentice Hall)
- [Sinners in the Hands of an Angry God](#)
- [Reagan’s 1980 election eve speech drawing on a “shining city on a hill.”](#)
- Declaration of Independence
- “Speech to the Virginia Convention,” Patrick Henry
- Introduction, “*Common Sense*”, Thomas Paine
- “Last of the Mohicans,” (selections) James Fenimore Cooper
- Early American captivity narratives
- [World on the Turtle’s Back for Native American traditions/beliefs](#)
- Anne Bradstreet poetry
- Letters between John and Abigail Adams
- Metacom selections regarding the impression of Native Americans on arriving Europeans
- Selections from Equiano’s *Travels*, 1789

Students will write:

- [Opinion essay on the identity of Native Americans in the US](#)
- Primary Source Document Responses : “Speech to the Virginia Convention,” *Common Sense*, “Last of the Mohicans,” Metacom selections regarding the impression of Native Americans on arriving Europeans
- Selections from Equiano’s *Travels*, 1789, Anne Bradstreet poetry , Early American captivity narratives, *Narrative of the Life of Olaudah Equiano and Letters between John and Abigail Adams*
- Diary response written as a woman, Native American or African American after reading biographies or factual historic persons.
- Dr. Giampalmi writing prompts, Sons of Liberty + twitter=
- Reflective Journal entry: What side would you have joined (Patriot or Loyalist)? Why?
- Opinion essay, “Democracy has evolved into a delicate balance between the rights of individuals and the need for social order. How are limits on government power a part of that balancing act?”
- Timed writing assignment, “Compare and contrast Thomas Paine’s *Common Sense* to the Declaration of

Independence.”

- Compose a response discussing how Benjamin Franklin’s “Join or Die!” cartoon is persuasive.
- Persuasive Letters, “Write a speech for William Pitt persuading Parliament to raise taxes and borrow money to fight the French and Indian War.”
- Writers Notebook, *Common Sense* as a mentor text. Have students write persuasive essay to follow one of their firmly held beliefs.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: all units should include lecture to prepare students for college atmosphere.

- Direct class instruction on British policies [prior to and after 1763](#)
- [Cornell Notes options commensurate with certain lectures and readings](#)

1:1 Initiative

- [availability of Chromebook usage allows for a variety of educational experiences from simple warm-ups to flip-classroom activities](#)

Socratic Seminar

- “Was the American Revolution inevitable?”
- Why do we study history?

Debates: Suggested topics

- Loyalists v. Patriot discussion
- A More Perfect Union: American Independence and the Constitution – Choices Program

Analysis of primary sources:

- 4 parts of the Declaration of Independence
- Henry Wadsworth Longfellow’s, “Paul Revere’s Ride”
- Jackdaw Kit Publication of primary source document--American Revolution kit to explore primary source documents
- “Speech to the Virginia Convention,” *Common Sense*, “Last of the Mohicans”

Secondary Sources (other than textbook):

- “Pocahontas Paradox” reading
- Lenape newspaper article from Courier Post to highlight the culture of a New Jersey Native American tribe.
- *Unsolved Mysteries* readings to supplement class discussions
- 1776 excerpt independent reading exercise

Supplementary materials

- British v. Colonies Advantages/Disadvantages handout
- Proclamation of 1763 map

Small group cooperative learning:

- Boston Tea Party play
- Pair-share on British and American strengths and weaknesses

Projects:

- Research on colonial life, including government, entertainment, rights, literature, food, and employment culminating in Colonial project presented to the class.
- [Personal Declaration of Independence](#)
- [Social Media had it existed during the Colonial and Revolutionary Era](#)



Field Trips

- Could include: Constitution Center, [Historic Walking tour of Philadelphia](#), [US Mint](#), [Museum of the American Revolution](#), [Indian King Tavern](#), [Washington's Crossing State Park](#)

Movies:

- [The Last of the Mohicans \(clips\)](#)
- [America: The Story of US—part 1, Rebels](#)

ART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Quiz on different types of colonies
Homework readings on colonial rights of women and Native American culture
Participation in class discussions and Socratic Seminars
Responses on, "How did colonial life contrast with our lives today?"
Writer's notebook/journal entry on "What is worth fighting for?"
Writer's notebook/journal entry on "What motivates military action in our nation today?"
***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Extra time; preferential seating; retakes; oral and written instruction; after-school support, supplementary readings to expand in class activities; additional project choices; after-school support

Summative Assessments:

Summer Reading Project/Assessment where students take a picture of a historical place they visited over the summer and compose a summary of the historical significance of the place. [Other Summer Project/Assessments may include *Absolute True Diary of a Part Time Indian* and/or utilize the LMC Database Resource EBSCO Host Point/Counterpoint on Native American Mascots permeating popular culture.](#) Marking period Benchmark

presentation/project could be to create a <http://edu.glogster.com/> online collage showing images and small captions of information learned in this unit.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Extra time; preferential seating; retakes; oral and written instruction; after-school support, supplementary readings to expand in class activities; additional project choices; after-school support

Performance Assessments:

Colonial Banquet to share research on aspects of colonial life to compare to contemporary times. Students will be assessed on their speaking, listening and research included in presentation. NJ Festival to relate US history to local history.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Extra time; preferential seating; retakes; oral and written instruction; after-school support , supplementary readings to expand in class activities; additional project choices; after-school support

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: American Studies/USI A America: Pursuing a Dream</p>	<p>Unit Summary: This unit is designed to teach students the challenges America met as a young nation. After the war, a group of powerful men succeeded in writing and winning approval of the Constitution and established a strong central government. In the years following, leaders fought passionately over the shape of the new government and political parties emerged. With the election of 1800, Americans peacefully accomplished the nation's first transfer of power from one party to another. President Jefferson then sought to reduce the influence of the power of the federal government, but he also demonstrated the government's power when he bought new lands and restricted foreign trade.</p>
<p>Grade Level(s): 10</p>	<p>of the new government and political parties emerged. With the election of 1800, Americans peacefully accomplished the nation's first transfer of power from one party to another. President Jefferson then sought to reduce the influence of the power of the federal government, but he also demonstrated the government's power when he bought new lands and restricted foreign trade. The expansion of the United States led the Native Americans to respond in various ways, ranging from acceptance to war. Americans had to fight to prove its security as a nation and emerged from the War of 1812 with a new sense of national pride. However, in the early 1800s, the culture, religion, and social practices of Americans adapted to meet the challenges of a new and growing nation, including the rise of industry, banking, and transportation. Amidst the growth of the nation, reformers urged Americans to improve themselves and society and set out to battle social problems, namely, slavery and women's rights. The emergence of a growing industry also led to the development of regionalization between the North and South.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How are governments created, structured, maintained, and changed? ▪ How does one group's action affect another group? ▪ What is patriotism? ▪ What is worth fighting for? ▪ How does technology influence people's lives? ▪ Have the basic values and principles of American changed and in what ways have they been preserved? ▪ How does the government established by the Constitution embody the purposes, values and principles of the American dream? 	<p>Enduring Understanding(s):</p> <p>Constitution</p> <ul style="list-style-type: none"> - Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic. - Governments can change based on the needs of people, their society and their culture. - The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens. - It is the responsibility of citizens to actively participate in government, otherwise the country is ruled by a few for the few. <p>Experimental Period</p> <ul style="list-style-type: none"> - Washington, Adams and Jefferson set models for the executive branch of the government as the legislative and judicial branches were developing their roles in the new nation. <p>War of 1812</p> <ul style="list-style-type: none"> - Nations interact with each other through treaties, trade, and the use of force. <p>The New Nation</p> <ul style="list-style-type: none"> - America developed with the emergence of industry, banking, and transportation.

<ul style="list-style-type: none"> ▪ How can citizens and groups participate effectively in the democratic process? ▪ How can a government decision be based on a constitution that does not explicitly state the answer? ▪ Why have the roles and responsibilities of American citizens changed? ▪ What is the relationship of the United States to other nations? 	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the [New Jersey Student Learning Standards 2014](#) and/or [CCSS](#) that are applicable

<u>Learning Target</u>	<u>NJSLS and/or CCSS</u>
1. Evaluate the Articles of Confederation.	1. 6.1.12.B.2.b
2. Analyze how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 set the pattern for western settlement.	2. 6.1.12.B.2.b
3. Explain how Shays Rebellion led to change in our national government.	3. 6.1.12.B.2.b
4. Trace the steps to a Constitutional Convention.	4. 6.1.12.A.2.d
5. Assess how the new Constitution corrected the defects of the Articles of Confederation.	5. 6.1.12.A.2.d
6. Describe the three most important compromises and leaders at the Constitutional Convention.	6. 6.1.12.B.2.a
7. Describe the procedure by which the Constitution was ratified.	7. 6.1.12.A.2.d
8. Debate as a class, the arguments for and against a Bill of Rights.	8. 6.1.12.A.2.b
9. Analyze the Preamble of the United States Constitution.	9. 6.1.12.A.2.b, CCSS.ELA-LITERACY.RH.9-10.1
10. Contrast the beliefs of the Federalists and Anti-Federalists.	10. 6.1.12.A.2.d
11. Research, assess and evaluate current controversies connected to the Constitution.	11. 6.1.12.A.2.e, CCSS.ELA-
12. Discuss why American ideals put forth in the Constitution have been denied to different groups of people throughout time and evaluate how denial of these	

rights and ideals has affected these groups .	<i>LITERACYWHST.9-10.6</i>
13. Judge the balance of power among the federal branches of government.	12. 6.1.12.D.2.b
14. Give examples of current uses of delegated, reserved, and concurrent powers.	13. 6.1.12.A.2.b
15. Evaluate Article I of the Constitution and give examples of it functioning in the early republic and today.	14. 6.1.12.A.2.b
16. Evaluate Article II of the Constitution and give examples of it functioning in the early republic and today.	15. 6.1.12.A.2.b
17. Evaluate Article III of the Constitution and give examples of it functioning in the early republic and today.	16. 6.1.12.A.2.b
18. Analyze historical court cases related to the Bill of Rights.	17. 6.1.12.A.2.b
19. Understand how a bill becomes a law.	18. 6.1.12.A.2.b
20. List special interest groups and analyze how they affect the legislative process.	19. 6.1.12.A.2.b
21. Compare and contrast the Democratic and Republican parties.	20. 6.1.12.A.3.g
22. Assess the purpose of the Electoral College in Presidential elections.	21. 6.1.12.A.3.g, <i>CCSS.ELA-LITERACYRH.9-10.2</i>
23. Describe the XYZ Affair and evaluate how denial of these rights and ideals has affected these groups .	22. 6.1.12.A.3.g
24. Compare and contrast the US' reaction to the XYZ Affair to the Alien and Sedition Acts and the resultant VA and KY Resolutions.	23. 6.1.12.D.2.c
25. Explain why Jefferson decided to use force against the Barbary Pirates.	24. 6.1.12.D.2.c
26. Describe the efforts of Jefferson to solve our trade problems with England and France.	25. 6.1.12.D.2.c
27. Detail Adams' attempt to expand Federalist rule into Jefferson's' presidency.	26. 6.1.12.D.2.c
28. Evaluate the effectiveness of the Embargo Act.	27. 6.1.12.A.2.e
29. Recognize the significance of the <i>Marbury v. Madison</i> court case.	28. 6.1.12.D.2.c
30. Evaluate the impact of Marshall and his decisions on the Supreme Court.	
31. Evaluate Jefferson's decision to cut the size of the navy.	
32. Explain the circumstances surrounding the purchase of Louisiana.	

33. Trace the journey of Lewis and Clark and their accomplishments.	29. 6.1.12.A.3.d
34. List and explain the causes of the War of 1812.	30. 6.1.12.A.3.d
35. Describe key figures and events of the War of 1812.	31. 6.1.12.A.3.b
36. Identify the origins of the Star Spangled Banner.	32. 6.1.12.A.3.a, 6.1.12.A.3.c
37. Discuss why the War of 1812 is sometimes called the "Second War for Independence."	33. 6.1.12.A.3.b
38. Justify New England's grievance of secession.	34. 6.1.12.A.3.b, CCSS.ELA-LITERACY .RH.9-10.3
39. Evaluate the effects of the Treaty of Ghent and the war as a whole.	35. 6.1.12.A.3.b
40. Describe the issue that led to the Missouri compromise.	36. 6.1.12.A.3.b
41. Explain why 1816 to 1825 is referred to as the "Era of Good Feeling."	37. 6.1.12.A.3.b
42. Enumerate the provisions of the Monroe Doctrine.	38. 6.1.12.A.3.b
43. Cite factors that led the European Industrial Revolution to come to America.	39. 6.1.12.d.3.c
44. Describe the beginnings of the Industrial Revolution and the factory system and its influence on New Jersey.	40. 6.1.12.A.3.c
45. Explain how industrialization made the north wealthy.	41. 6.1.12.D.3.c
	42. 6.1.12.A.3.a
	43. 6.1.12.C.3.a, CCSS.ELA-LITERACY WHST.9-10.9
	44. 6.1.12.C.3.b
	45. 6.1.12.C.3.b

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Inter-Disciplinary Connections:

English—Through reading aforementioned primary sources students will have practice in actively reading and constructing meaning from texts. By creating Constitution for island nation, students will have practice in writing for a specific audience with a specific purpose.

Technology—Utilize LMC databases, Microsoft Office PowerPoint, Publisher and Word for formal presentations, such as Constitution projects to the class. Also utilize turnitin.com to submit formal writing. Utilize Google Classroom, Slides, Docs and Drawings for assignments. CommonLit may also be incorporated for close reading. Infuse Pearson Next platform. Also practice with Kami and its annotation features.

Music—Lyrics and playing of the Star Spangled Banner and the story surrounding the national anthem.

Art—Christy and Faulkner’s Constitutional Convention paintings and their accuracies will be addressed.

Math—United States population chart, 1780-1830, Chart constructed by students showing the effects of the panic of 1837 on employment.

Students will engage with the following text:

- [Pearson - United States History: Social Studies Reimagined \(PearsonSchool.com\)](#)
- America: Pathways to the Present (Prentice Hall)
- [Assorted texts from the Stanford History Education Group](#)
- Selections of the Articles of Confederation
- Selections of the Constitution of the United States of America
- [Federalist Papers](#)
- Federalist and Anti-federalist selections from Jefferson, Mason, Hamilton, J. Adams, P. Henry and Amos Singletree.
- George Washington’s “Farewell Address”

- Letter written from Washington to Henry Lee regarding Shays' Rebellion
- DBQ—Constitutional Foundations for the United States Republic
- [Selections from the journals of Lewis and Clarke](#)
- "One Document, Under Siege" from *Time*.
- Jury Duty, Jury Rights timed reading and questions
- "What are the Arguments Made in Favor—and Against—the Electoral College" by Nathaniel Bates
- What would the Founders Do Today? From *American Heritage*
- "Was Meriwether Lewis Murdered" from *Unsolved Mysteries* to supplement class discussions
- Selections from the Alien and Sedition Acts
- Selections from the Virginia and Kentucky Resolutions

Students will write:

- Cornell Notes on "Jefferson's Presidency and the On the land and naval campaigns in the War of 1812"
- Primary Source Document Responses: George Washington's "[Farewell Address](#)." "What two suggestions does Washington make to America? What reasons does he give for his suggestions? Use quotes from the document."
- Dr. Giampalmi writing prompts, Constitutional Convention + spy camera = ...
- Reflective Journal entry, "The general language sometimes used in the Bill of Rights has left it open to interpretation. Is this an advantage or disadvantage? Explain using examples to support your thoughts."
- Opinion essay, "Based on the class discussions and readings, what role should the Electoral College play in the 2012 election?"
- Timed writing assignment, "How was the enforcement of the Embargo Act of 1807 like the suppression of the Whiskey Rebellion in 1794?"
- Picture Prompts, "Sun Setting or Rising" image on Washington's chair at Constitutional Convention. Second Great Awakening images of passionate speakers and responsive crowds.
- Persuasive Letters, "As a news reporter, write an article advertising life in the emerging industrial north."
- Writers Notebook, "What section of the nation would better suit you during the early 1800s—the North or the South. Give some reasons to support your choice."

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: all units should include lecture to prepare students for college atmosphere.

- Chart on compromises that led to the Great Compromise
- Map identify the number of slaves in each of the states
- Charts comparing the economies of the North and the South

1:1 Initiative

- availability of Chromebook usage allows for a variety of educational experiences from simple warm-ups to flip-classroom activities

Cornell Notes: lectures and readings

- One the land and naval campaigns in the War of 1812

Socratic Seminar

- How accurate were the artists Christy and Faulkner in portraying the signing of the Constitution during the Constitutional Convention of 1787?

Debates: Suggested topics

- Should the Electoral College be eliminated? Why or Why not?
- What was more unconstitutional: the Alien and Sedition Acts or the Virginia and Kentucky resolutions?
- Challenges to the New Republic: Prelude to the War of 1812 – The Choices Program
- Does slavery, or something similar to slavery, exist in the world today.
- Should you obey unjust laws?

Analysis of primary sources:

- Letter written from Washington to Henry Lee regarding Shays' Rebellion
- DBQ—Constitutional Foundations for the United States Republic
- Federalist v. Anti-federalist selections
- George Washington's "Farewell Address"

Secondary Sources (other than textbook):

- "One Document, Under Siege" from *Time*.
- Jury Duty, Jury Rights timed reading and questions
- "What are the Arguments Made in Favor—and Against—the Electoral College" by Nathaniel Bates
- What would the Founders Do Today? From *American Heritage*
- "Was Meriwether Lewis Murdered" from *Unsolved Mysteries* to supplement class discussions

Small group cooperative learning:

- Create bulletin board on the American system of checks and balances and the powers of each branch of government

Suggested Movies:

- *10 Days that Unexpectedly Changed America*—Shays' Rebellion episode
- *America the Story of Us*: Westward episode
- *12 Angry Men*

Projects:

- Constitution Project, where students design their own constitution and address issues in their own island nation of citizenship, voting, funding, and judiciary issues.

Field Trips/Independent Study could include:

- Independence Hall and Constitution center, City Tavern, bus tour of Philadelphia, and Lawnside Peter Mott House, [courthouse visitations](#), [attend a school board and/or a town council meeting](#)

Guest Speaker option:

- [local politicians, attorneys](#)

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quiz on War of 1812

Homework readings on expansion of industry in the early 1800s

Participation in class discussions and Socratic Seminars

Written responses on, "Based on the class discussions and readings, what role should the Electoral College play in [Presidential elections?](#)"

Writer's notebook/journal entry on, "What section of the nation would better suit you during the early 1800s—the North or the South. Give some reasons to support your choice."

*these assessments will mostly require students to Remember, Understand, Apply, and Analyze

Summative Assessments:

Marking period Benchmark presentation/project

*these assessments will mostly utilize: **Applying, Analyzing, Evaluating, and Creating**

Performance Assessments:

Constitution Project, where students design their own constitution and address issues in their own island nation of citizenship, voting, funding, and judiciary issues. [Full or mini Mock Trials](#) can also be used to further understand [the workings of the judicial system](#).

Accommodations/Modifications:

Extra time; preferential seating; [retakes](#); oral and written instruction; after-school support, supplementary readings to expand in class activities; additional project choices; [Mustang/Tartan/Charger Time support](#)

Black Horse Pike Regional School District Curriculum Template ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: American Studies/USI A— America: Creating an Identity</p> <p>Grade Level(s): 10</p>	<p>Unit Summary: This unit is designed to teach how the growth of a national economy led to regionalization between the North and the South and how these differences continued to develop resulting in Civil War. Specifically, the Industrial Revolution led to improvements in transportation and communication, which changed American society. In the North, as the economy expanded so too did banks, industries and cities. Contractility, in the South, the economy remained largely agricultural, largely due to the invention of the cotton gin. Within the states, reformers set out to battle social problems, such as alcoholism, poor education, inhumane prisons, and slavery. At the federal level, Jackson had to respond to a tariff and Indian crisis and prompted a bank war. Compromises amongst parties temporarily would halt the nation from plunging into a Civil War.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ In what ways did the Jacksonian approach to Native American issues represent a continuation of a long-standing attitude toward the American Indian? ▪ How did the United States prosper during the early 1800s? ▪ How did the extension of the franchise (the right to vote) during this period create a more "democratic" American society? ▪ How can an individual make positive changes in society? ▪ How is it that during the 1840s, the South "grew" but did not "develop" socially, economically and politically? ▪ To what extent was slavery a "cause" of the Civil War? ▪ Was war inevitable between the North and the South? ▪ What efforts have been and can be made by citizens to 	<p>Enduring Understanding(s):</p> <p>Inventions and Innovations</p> <ul style="list-style-type: none"> - In the early 1800s, the rise of industry, banking, and transportation helped the United States economy expand rapidly. - New technologies helped agriculture prosper in the Old Northwest, while a variety of new industries brought growth—with its benefits and problems—to the Northeast. - In the early 1800s, cotton farming became the South’s main economic activity. As a result, the South became more dependent on slave labor. <p>The Jacksonian Age</p> <ul style="list-style-type: none"> - Jackson’s presidency strengthened the political power of the voters and the West, brought about a more limited government, and revived the two-party system. <p>Life in the New Nation</p> <ul style="list-style-type: none"> - Individuals have the power to make positive changes in society. - Reformers urged Americans to improve themselves and society. - Abolitionists, both black and white, used a variety of tactics to combat slavery, facing great dangers in their struggle. - The United States grew increasingly diverse due to the arrival of new groups of immigrants, the movement west, and the growing cultural differences between the North and the South. <p>Road to the Civil War</p> <ul style="list-style-type: none"> - Congressional compromises failed to end disagreement over slavery as the traditional political party system broke down and new political parties emerged. - A series of violent clashes between proslavery and antislavery forces caused Americans on both side of the slavery issue that the other side was acting against law and morality. - The Election of 1860 was the culminating event that led America into a Civil War.

promote a just society?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the [New Jersey Student Learning Standards 2014](#) and/or [CCSS](#) that are applicable

<u>Learning Target</u>	<u>NJSLS and/or CCSS</u>
1. Explain the implications of the invention of the cotton gin in 1793.	1. 6.1.12.A.3.h
	2. 6.1.12.A.3.f
2. Describe the activities of the Underground Railroad.	
3. Describe the role of New Jersey in helping Africans escape their enslavement. Explain the efforts of the Abolitionist movement to become a political force.	3. 6.1.12.A.3.f
4. Discuss if the Amistad case did or did not help to undermine slavery in the United States.	4. 6.1.12.A.3.i
5. Explain the impact of <i>Uncle Tom’s Cabin</i> on the slavery issue.	
6. Analyze primary source documents related to slavery.	
7. Read selections of <i>Frederick Douglass</i> .	
8. Create skits reflecting selections of <i>Frederick Douglass</i> .	5. 6.1.12.A.3.g, CCSS.ELA-LITERACY.RH.9-10.1
9. Cite factors that led the European Industrial Revolution to come to America.	6. 6.1.12.A.3.g, CCSS.ELA-LITERACY.RH.9-10.1
10. Explain how industrialization made the north wealthy, yet continued the enslavement of people in the South.	
11. Distinguish how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.	
12. Explain the implications of the invention of the cotton gin in 1793.	7. 6.1.12.A.3.g, CCSS.ELA-LITERACY.RH.9-10.1
13. Explain how the tariff fostered sectionalism.	
14. Identify the issues in the Hayne-Webster Debate.	
15. Cite Jackson’s position on the tariff issue and the principle of nullification.	8. 6.1.12.A.3.f
16. Identify how Jackson’s policies led to the panic of 1837.	
17. Explain how Andrew Jackson’s Presidency differed from his predecessors.	9. 6.1.12.C.3.b, CCSS.ELA-LITERACY.RH.9-10.1
18. Describe how Jacksonian Democracy transformed American politics.	
19. Analyze the election of 1824 and the Corrupt Bargain.	10. 6.1.12.D.3.a
20. Explain the repercussions of the tariffs on the South.	
21. Differentiate between the reality and the myth of Jacksonian Democracy.	11. 6.1.12.D.3.b
	12. 6.1.12.D.3.a, CCSS.ELA-

22. Explain the rise of the Whig Party.	<i>LITERACY.RH.9-10.3</i>
23. Explain the effects of the demise of the Second Bank.	13. 6.1.12.A.3.g
24. Identify Jackson’s policies and attitude toward the Native Americans.	14. 6.1.12.A.3.g,
25. Evaluate the impact of the Transcendentalist movement on the reform movements of the antebellum North.	<i>CCSS.ELA-LITERACY.WHST.9-10.1.b</i>
26. Explain how the efforts of Horace Mann and Noah Webster transformed American education.	15. 6.1.12.D.3.c
27. Determine the impact of religious and social movements on the development of American culture, literature and art.	16. 6.1.12.A.3.g
28. Explain the efforts of the Abolitionist movement to become a political force.	17. 6.1.12.A.3.g
29. Describe the role of New Jersey in helping Africans escape their enslavement.	18. 6.1.12.A.3.g
30. Argue in writing if the Amistad case did or did not help to undermine slavery in the United States.	19. 6.1.12.A.3.g,
31. Assess the efforts made at the Seneca Falls Convention to organize the struggle for women’s equality.	<i>CCSS.ELA-LITERACY.RH.9-10.7</i>
32. Interpret scholarly articles to ascertain why some historians believe the Civil War was unavoidable.	20. 6.1.12.D.3.c
33. Analyze statistical data comparing the economies of the North and South.	21. 6.1.12.A.3.g
34. Discuss how the annexation of Texas caused problems between the US and Mexico.	22. 6.1.12.A.3.g
35. Assess the country's expansion's impact on the question of slavery.	23. 6.1.12.A.3.g
36. Examine the long-term effects of the Missouri Compromise.	24. 6.1.12.A.3.e
37. Evaluate the roles of Clay, Calhoun, Webster and Douglas in the passage of the Compromise of 1850.	25. 6.1.12.D.3.e,
38. Formulate reasons why Northerners and Southerners reacted differently to the Kansas Nebraska Act.	<i>CCSS.ELA-LITERACY.RH.9-10.2</i>
39. Detect bias in written accounts on Bleeding Kansas.	26. 6.1.12.D.3.d
40. Explain the significance of the Dred Scott case.	27. 6.1.12.D.3.e
41. Analyze 1860 election data to see the developing issue on a national level.	28. 6.1.12.D.2.e
	29. 6.1.12.A.3.f

30. 6.1.12.A.3.i,
*CCSS.ELA-
LITERACY.WHST.9-
10.7*

31. 6.1.12.D.2.d

32. 6.1.12.A.4.a

33. 6.1.12.A.4.a,
*CCSS.ELA-
LITERACY.RH.9-
10.7*

34. 6.1.12.B.3.a

35. 6.1.12.A.4.a

36. 6.1.12.D.3.d

37. 6.1.12.A.4.a

38. 6.1.12.A.4.a

39. 6.1.12.A.4.a

40. 6.1.12.A.4.a

41. 6.1.12.A.4.a

Inter-Disciplinary Connections:

Language Arts Literacy—Analysis of primary Source documents, and consequential writing responses including: Lowell Mill readings and an interview analysis with John Brown

Technology—Utilize LMC databases, Microsoft Office PowerPoint, Publisher and Word for formal presentations, such as Constitution projects to the class. Also utilize turnitin.com to submit formal writing. Utilize Google Classroom, Slides, Docs and Drawings for assignments. CommonLit may also be incorporated for close reading. Infuse Pearson Next platform. Also practice with Kami and its annotation features.

Music—Negro spirituals and their purposes will be addressed

Math— Charts and graphs comparing the agriculture, persons, railroad lines, telegraph lines and slaves in each state to compare the economies of the North and the South. Chart on Free and Enslaved Black Population, 1820-1860.

Art - Painting interpretations, typically using the mural of John Brown in the Kansas State Capitol rotunda, Matthew Brady Photography

Students will engage with the following text:

- [Pearson - United States History: Social Studies Reimagined \(PearsonSchool.com\)](#)
- America: Pathways to the Present (Prentice Hall)
- [Assorted readings from Stanford History Education Group](#)
- Excerpts from Lincoln Douglas Debates
- Excerpts from *The Narrative of the Life of Frederick Douglass*
- Excerpts from "Rip Van Winkle"
- Excerpts from "The Tide Rises, The Tide Falls" and "The Cross of Snow" by Henry Wadsworth
- Excerpts from *Uncle Tom's Cabin*
- Excerpts from *The Impending Crisis of the South: How to Meet It*
- *Time* article, "150 Years After Fort Sumter: Why We're Still Fighting the Civil War"
- Primary Source packet *The Presidency in Cartoons—The Approaching Conflict*
- Jackson's "Farewell Address"
- Excerpt from *The Choice: Jackson-Dickinson Duel*
- *A Rose for Emily* by William Faulkner
- *Tell Tale Heart* by Edgar Allan Poe

Students will write:

- **Cornell Notes:** on the Antebellum South and the 10 Causes of the Civil War
- **Primary Source Document Responses:** *Narrative of the Life of Frederick Douglass*, *Rip Van Winkle*, *Uncle Tom's Cabin*, Lowell Mill Diaries, and Interview with John Brown
- **Dr. Giampalmi writing prompt:** Underground Railroad + twitter = ...
- **Reflective Journal entry:** "How did the various reform movements lead to a greater public role for women?"

- **Opinion essay:** "Could slavery have come to an end without violence?"
- **Timed writing assignment:** How else could have Jackson handled the conflict between the southern states and the Native Americans?
- **Picture Prompts:** "The Bible and Temperance," 1840, by 1840, "What can we tell about the reform movement from this painting?"
- **Persuasive Letters:** Write a campaign advertisement attempting to persuade voters to support either Adams or Jackson in the 1828 presidential election.
- **Writers Notebook:** Imagine yourself as a slave; describe what challenges would face you in attempts to escape?

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: all units should include lecture to prepare students for college atmosphere.

- Bleeding Kansas, Bleeding Congress and John Brown's Raid

1:1 Initiative

- availability of Chromebook usage allows for a variety of educational experiences from simple warm-ups to flip-classroom activities

Cornell Notes: lectures and readings

- Political Parties in 1860

Socratic Seminar

- Jackson's "[Farewell](#) Address" will serve as the key text and the key guiding question may be, Was Jackson really a President of the "common man"?

Debates: Suggested topics

- Was the Civil War Inevitable?

Analysis of primary sources:

- Excerpts from *The Narrative of the Life of Frederick Douglass*
- Excerpts from "Rip Van Winkle"
- Excerpts from "The Tide Rises, The Tide Falls" and "The Cross of Snow" by Henry Wadsworth
- Excerpts from *Uncle Tom's Cabin*
- Excerpts from *The Impending Crisis of the South: How to Meet It*
- Negro spirituals
- Excerpts from Lowell Mill diaries
- Letter to the National Emigrant Aid Society from African Americans in NC listing reasons to go to Kansas
- An Interview with John Brown, New York Herald, October 21, 1859
- Excerpts from speeches by Sojourner Truth

Secondary Sources (other than textbook):

- *Unsolved Mysteries* "Was [Rachel](#) Jackson a Bigamist?" and "How did Davy Crockett die?" to supplement class instruction.
- *Time* article, "150 Years After Fort Sumter: Why We're Still Fighting the Civil War"

Small group cooperative learning:

- Primary Source packet *The Presidency in Cartoons—The Approaching Conflict*, documents include: "Congressional Scales: A True Balance," "The Modern Colossus," "Position of the Democratic Party in 1852," "The Old-Fashioned Gas Fixture," "Our National Bird," and Progressive Democracy: Headed for a Smash Up"

Suggested Movies:

- *America the Story of Us*: first half of episode *Civil War*
- assorted clips from *Gettysburg*, *Glory*, *North and South*, *Lincoln*, *An Occurrence at Owl Creek Bridge*

Projects: Westward Trails poster

Field Trips:

- could include: Philadelphia Art Museum, Kimmel Center, Walnut Street Theater, [Gettysburg Battlefield](#)

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quiz on Bleeding Kansas, Bleeding Congress and John Brown's Raid

Homework readings on the 1850s as a period of crisis

Participation in class discussions and Socratic Seminars

Written responses on, "How did the various reform movements lead to a greater public role for women?"

Writer's notebook/journal entry on, "Imagine yourself as a slave, describe what challenges would face you in attempts to escape?"

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Summative Assessments:

Marking period Benchmark presentation/project. Utilize googleearth.com to pinpoint locations important in this past unit and write small narratives of what happened at each location.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Performance Assessments:

Poster Project, on Westward Expansion trails that will highlight reasons for movement west, challenges facing migrants and the trail typically taken.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Extra time; preferential seating; retakes; oral and written instruction; after-school support, supplementary readings to expand in class activities; additional project choices; Mustang/Tartan/Charger Time support

Black Horse Pike Regional School District Curriculum Template ENGAGING STUDENTS • FOSTERING
ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE**WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

Course/Unit Title: American Studies/USI A America: Living an Experience	Unit Summary: Following the Election of Lincoln in 1860, the Southern states began to secede from the United States. The war entailed an economically and densely populated North booming with railroads and factories against a strong willed Southern population, who saw the conflict as a struggle for their way of life. Quickly the conflict came to be focused on the abolition of slavery as seen in the Emancipation Proclamation.
Grade Level(s): 10	<p>After years of fighting, countless casualties, and considerable devastation, the South finally surrendered and the focus became restoring the Union quickly. As southern states moved to limit freedmen's rights, Congress took over Reconstruction and passed new laws to protect African Americans' freedom.</p> <p>In the years following the Civil War, the South changed little economically despite new technologies, such as electricity and the Bessemer process. In the spirit of expansionism, some Americans migrated west of the Mississippi, which resulted in the near destruction of Native American societies.</p> <p>The purpose of this unit is to teach students that despite a threat to the union of America, America has remained intact and prospered with advances in technology.</p>
Essential Question(s): <ul style="list-style-type: none"> ▪ Was the Civil War inevitable? ▪ What were the major problems of this time period and how were they permanently addressed in the Constitution? ▪ How was society changed by Reconstruction? ▪ How did the three branches of government conflict during the period of Reconstruction? ▪ Was the Civil War detrimental or beneficial to the industrialization of America? ▪ What benefits and challenges did new technologies bring to America? ▪ What push and pull factors motivated people to move west? 	Enduring Understanding(s): <p>Civil War</p> <ul style="list-style-type: none"> - The Civil War was caused by ideological, economic, and political differences about the future course of the nation. <p>Reconstruction</p> <ul style="list-style-type: none"> - Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences. <p>Industrialization</p> <ul style="list-style-type: none"> - Technological developments and unregulated business practices revolutionized transportation, manufacturing, and changed the daily lives of Americans. <p>Heading West</p> <ul style="list-style-type: none"> - American expansion to the region west of the Mississippi led to major changes in the life of the Plains Indians.

- How did the cultures of the migrants and the Native Americans conflict in the Great Plains?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards 2014 and/or CCSS that are applicable

<u>Learning Target</u>	<u>NJSLS and/or CCSS</u>
1. Deduce why the election of Lincoln led to the secession of the South.	1. 6.1.12.A.4.a
2. Trace the secession of the Southern states.	2. 6.1.12.A.4.a
3. Compare and contrast the advantages and disadvantages of each side during the war.	3. 6.1.12.A.4.a, 6.1.12.C.4.a
4. Identify the military strategies of the opponents.	4. 6.1.12.A.4.c
5. Assess the impact of new weaponry on the tactics of warfare.	5. 6.1.12.A.4.c
6. Create a battle chart showing the major battles and campaigns, the opposing generals, and the significance of the outcome.	6. 6.1.12.A.4.c
7. Analyze primary source documents to surmise the impact of Sherman's March to the Sea.	7. 6.1.12.A.4.c, <i>CCSS.ELA-LITERACY.RH.9-10.1</i>
8. Explain how the North and South raised money and troops to continue the war.	
9. Explain the motives of Lincoln issuing the Emancipation Proclamation, when and how he did, and how it influenced the North, the South and Europe.	
10. Describe the contributions of African-Americans to the North.	8. 6.1.12.B.4.a
11. Examine the story of the Booth conspiracy to assassinate Lincoln.	9. 6.1.12.A.4.b, <i>CCSS.ELA-LITERACY.RH.9-10.2</i>
12. Assess the damage to national unity and ascertain the needs of the country at the conclusion of the war.	
13. Compare and contrast the plans of Lincoln, Johnson and the Radical Republicans.	10. 6.1.12.D.4.a
14. Explain the significance of the 13-15 th Amendments.	11. 6.1.12.C.4.b
15. Research how farming in the South changed after the Civil War.	12. 6.1.12.C.4.b, 6.1.12.C.4.c
16. Evaluate why Reconstruction efforts came to a halt.	13. 6.1.12.D.4.c
17. Evaluate the effects of the KKK, Jim Crow laws, and black codes.	14. 6.1.12.A.4.d, 6.1.12.D.4.e
18. Identify and evaluate the tactics used by the KKK and describe examples of Jim Crow laws and black codes.	15. 6.1.12.C.4.b,

19. Give examples of push and pull factors that led people west.	<i>CCSS.ELA-LITERACY.RH.9-10.3</i>
20. Forecast the course of events that will envelop US and Native American relations, given our past history.	16. 6.1.12.D.4.d
21. Identify and explain how finding gold and silver on Indian land complicated relations between Indians, miners and the U.S. government.	17. 6.1.12.D.4.d
22. Utilize primary source accounts to discuss the events of the Sand Creek Massacre, Little Big Horn and Wounded Knee.	18. 6.1.12.D.4.d 19. 6.1.12.B.4.b
23. Relate assimilation to the Dawes Act.	20. 6.1.12.A.5.c
24. Explain the hardships facing those that settled on the Great Plains and how they overcame those trials.	21. 6.1.12.A.5.c
25. Explain why the U.S. government funded the construction of the transcontinental railroad and what benefits it received in return.	22. 6.1.12.A.5.c, <i>CCSS.ELA-LITERACY.RH.9-10.9</i>
26. Identify the main causes for the rise and fall of the Populists.	23. 6.1.12.A.5.c
27. Ascertain the impact of new forms of energy, like oil.	24. 6.1.12.C.5.b
28. Explain how the world seemed to get smaller as communication technology improved.	25. 6.1.12.B.5.a
29. Deduce the impact of the railroad on travel and business.	26. 6.1.12.C.5.a
30. Discuss the impact of the Bessemer Process on the steel industry.	27. 6.1.12.C.5.a
31. Argue in writing how the terms "robber baron" and "captain of industry" suggest one's point of view.	28. 6.1.12.B.5.b
32. Analyze population shifts to track the growing workforce in the US.	29. 6.1.12.B.5.a
33. Appraise the work conditions in factories during the late 19 th century.	30. 6.1.12.C.5.a
34. Suggest the reasons for the widening gap between the rich and poor.	31. 6.1.12.C.5.a, <i>CCSS.ELA-LITERACY.WHST.9-</i>
35. Discuss the grievances that workers may have had in the late 1800's.	
36. Determine the benefits/drawbacks to the use of a strike as a means to gain requests.	
37. Compare and contrast the new labor unions of the late 19th century.	

38. Evaluate the effectiveness of organized labor on the new industrial age.	<p style="text-align: right;"><i>10.1.d</i></p> <p>32. 6.1.12.C.5.c</p> <p>33. 6.1.12.A.5.a</p> <p>34. 6.1.12.D.5.b</p> <p>35. 6.1.12.D.5.b</p> <p>36. 6.1.12.D.5.b</p> <p>37. 6.1.12.D.5.b</p> <p>38. 6.1.12.D.5.b</p>
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Inter-Disciplinary Connections:

Language Arts Literacy—Analyzing primary sources, including: Walt Whitman, “O Captain,” “Emancipation Proclamation,” “What to the Slave is Fourth of July?” “The Gettysburg Address” excerpt from *April Morning*, DBQ- Indian Wars, including: “Sermon on the Ghost Dance,” “On Labor Union” primary source comparison of a factory manager and a physician and excerpt from *The Gospel of Wealth* by Andrew Carnegie

Technology—Utilize LMC databases, Microsoft Office PowerPoint, Publisher and Word for formal presentations, such as Constitution projects to the class. Also utilize turnitin.com to submit formal writing. Utilize Google Classroom, Slides, Docs and Drawings for assignments. CommonLit may also be incorporated for close reading. Infuse Pearson Next platform. Also practice with Kami and its annotation features.

Art—Matthew Brady photography

Music—“I’ve Been Working on the Railroad” and “Chisholm Trail” describing the lives of railroad workers and cowboys, respectfully. “We are Coming from the Cotton Fields,” “Mother is the Battle Over?” “TAPS” may also be played in class.

Math—Chart comparing the wages of white and colored soldiers during the Civil War. Decline of the number of buffalo in North America chart. [Statistical analysis of census data concerning Native Americans in modern society.](#)

Students will engage with the following text:

[Pearson - United States History: Social Studies Reimagined \(PearsonSchool.com\)](#)

America: Pathways to the Present (Prentice Hall)

[Assorted readings from Stanford History Education Group](#)

“Young Voices at War”

Unsolved Mysteries: “Who Was to Blame for Wounded Knee?” chapter to supplement class lessons

Unsolved Mysteries: “Why did Lee Order Pickett’s Charge?” chapter to supplement class lessons

“Who Was the Common Soldier of the Civil War” by Eric Ethier

Walt Whitman, “O Captain,” “Emancipation Proclamation,” “What to the Slave is Fourth of July?” “The Gettysburg Address” excerpt from *April Morning*, DBQ-Indian Wars, including: “Sermon on the Ghost Dance,” “On Labor

Union” primary source comparison of a factory manager and a physician and excerpt from *The Gospel of Wealth* by Andrew Carnegie
The Killer Angels by Michael Shaara
Gods and Generals by Jeff Shaara
A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah

Students will write:

Analytical pieces: on advantages and disadvantages of the North and the South

Primary Source Document Responses: Walt Whitman, “O Captain,” “Emancipation Proclamation,” “What to the Slave is Fourth of July?” “The Gettysburg Address” excerpt from *April Morning*, DBQ-Indian Wars, including: “Sermon on the Ghost Dance,” “On Labor Union” primary source comparison of a factory manager and a physician and excerpt from *The Gospel of Wealth* by Andrew Carnegie

Dr. Giampalmi writing prompts, South+telegraph lines and railroads=...

Reflective Journal entry: How was the Civil War a Total War?

Opinion essay: Should civilians be targeted during war? / [What is the role of the wealthy elite to their common man?](#)

Timed writing assignment: What short term and long term effects did the Emancipation Proclamation have?

Picture Prompts: “Friends Turned to Enemies by the Civil War”-How did the West Point classmates end up as enemies?

Persuasive Letters: Write as Jefferson Davis to border state residents urging them to secede.

Writers Notebook: What effect did the war have on minorities?

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: on push and pull factors for moving west and key battles in the Indian Wars

1:1 Initiative: availability of Chromebook usage allows for a variety of educational experiences from simple warm-ups to flip-classroom activities

Notes (various formats from throughout the year): on the Expansion of industry

Socratic Seminar: The Gettysburg Address as the text for the seminar. Core Questions: What is the main idea of this speech? What was the author trying to accomplish in this speech?

Debates: Suggested topics Where do students think one's loyalty should lie-- with one's family or one's country? Do students believe the government should have the power of conscription? Could the war have ended without the freeing of the slaves?

Analysis of primary sources: Walt Whitman, "O Captain," "Emancipation Proclamation," "What to the Slave is Fourth of July?" "The Gettysburg Address" excerpt from *April Morning*, DBQ-Indian Wars, including: "Sermon on the Ghost Dance," "On Labor Union" primary source comparison of a factory manager and a physician and excerpt from *The Gospel of Wealth* by Andrew Carnegie

Secondary Sources (other than textbook):

"Young Voices at War"

Unsolved Mysteries: "Who Was to Blame for Wounded Knee?" chapter to supplement class lessons

Unsolved Mysteries: "Why did Lee Order Pickett's Charge?" chapter to supplement class lessons

Who Was the Common Soldier of the Civil War? by Eric Ethier

The Great Gatsby

Into the Wild

Keeping up with the Joneses

Small group cooperative learning:

Diversity Binder: Minorities in the Civil War

Diversity Binder: Wild Wild West

Projects: North versus South competition where each class would have create a flag, speech and then compete in a trivia competition.

Field Trips: Gettysburg, Pea Patch Island, [Roebling Museum](#)

Movies:

America: The Story of US—Civil War episode

10 Days that Unexpectedly Changed America-Antietam episode

[The Men Who Built America](#)

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quiz on advantages each side had in the war

Homework readings on the Civil War's impact on border states

Participation in class discussions and Socratic Seminars

Written responses on: How was the Civil War a Total War? Should civilians be targeted during war?

Writer's notebook/journal entry on: What effect did the war have on minorities?

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Summative Assessments:

Marking period Benchmark presentation/project. Photostory of events leading to the Civil War with images and small captions.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Performance Assessments:

Civil War Project: North versus South competition where each class would have create a flag, speech and then compete in a trivia competition.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

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Accommodations/Modifications:

Extra time; preferential seating; retakes; oral and written instruction; after-school support , supplementary readings to expand in class activities; additional project choices; Mustang/Tartan/Charger Time support

Key to NJSL and CCSS for Literacy in History

6.1.12.B.1.a - Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.12.C.1.b - Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

6.1.12.A.1.a - Explain how British North American colonies adapted to the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

CCSS.ELA-LITERACY.RH.9-10.6 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

6.1.12.A.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.

6.1.12.A.2.a - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

6.1.12.D.1.a - Assess the impact of the interactions and conflicts between native groups and North American settlers.

6.1.12.C.1.a - Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

CCSS.ELA-LITERACY.WHST.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

6.1.12.A.2.b - Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

CCSS.ELA-LITERACY.RH.9-10.5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.W.CCR.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.R.CCR.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

6.1.12.C.2.a - 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.D.2.a - Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

6.1.12.A.2.c - Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

Unit 2:

6.1.12.B.2.b - Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery

6.1.12.A.2.d - Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

6.1.12.B.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.A.2.b - Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

6.1.12.A.2.e - 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.

CCSS.ELA-LITERACY.WHST.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

6.1.12.D.2.b - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

6.1.12.A.3.g - Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

CCSS.ELA-LITERACY.RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6.1.12.D.2.c - Relate events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.A.2.f

6.1.12.A.3.d - Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era

6.1.12.A.3.b - Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native

American removal) was influenced by perceived national interest.

6.1.12.A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

6.1.12.A.3.c - Assess the role of geopolitics in the development of American foreign relations during this period.

CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

6.1.12.D.3.c - Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.C.3.a - Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

CCSS.ELA-LITERACY.WHST.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.

6.1.12.C.3.b - Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

Unit 3:

6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.f - Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

6.1.12.A.3.i - Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

6.1.12.D.3.b - Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.WHST.9-10.1.b - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

6.1.12.A.3.e - Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.D.3.e - Determine the impact of religious and social movements on the development of American culture, literature, and art.

CCSS.ELA-LITERACY.RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6.1.12.D.3.d - Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

6.1.12.D.2.e - Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

CCSS.ELA-LITERACY.WHST.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

6.1.12.D.2.d - Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

6.1.12.A.4.a - Analyze 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.B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries.

Unit 4:

6.1.12.C.4.a - Assess the role that economics played in enabling the North and South to wage war.

6.1.12.A.4.c - Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

6.1.12.B.4.a - Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.

6.1.12.A.4.b - Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

6.1.12.D.4.a - Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War

6.1.12.C.4.b - Compare and contrast the immediate and long-term effects of the Civil War on the 22 economies of the North and South.

6.1.12.C.4.c - Explain why the Civil War was more costly to America than previous conflicts were.

6.1.12.D.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.A.4.d - *Standard does not exist?*

6.1.12.D.4.e - Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

6.1.12.D.4.d - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

6.1.12.B.4.b - Analyze the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.A.5.c - *Standard does not exist?*

CCSS.ELA-LITERACY.RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.

6.1.12.C.5.b - Compare and contrast economic development of the North, South, and West in the post-Civil War period.

6.1.12.B.5.a - Compare and contrast economic development of the North, South, and West in the post-Civil War period.

6.1.12.C.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.B.5.b - Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

CCSS.ELA-LITERACY.WHST.9-10.1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

6.1.12.C.5.c - Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.A.5.a - Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability

6.1.12.D.5.b - Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.