

BLACK HORSE PIKE REGIONAL HIGH SCHOOL
SYLLABUS
RESOURCE UNITED STATES I HISTORY

Course Overview

In this course, students will study American History from the period of European Exploration and colonization to the time of the Civil War. The program includes a survey of political, economic and social events as well as general trends and forces evident in United States history. Special emphasis will be placed on the study of the Constitution and the growth of democracy. People who have made significant contributions to our nation's history will be profiled in Biographies. Students will gain an understanding of the relevance of history to life today through problem solving and research.

Suggested Textbooks

AGS United States History

Contemporary American History vol. 1 (Before 1865), and vol. 2 (After 1865)

Pearson E Text *United States History*

Course Content Outline and the NJ Student Learning Standards

First Marking Period

Unit 1: Founding of the British Colonies *6.1.12.A.1.a- 6.1.12.D.2.a*

Unit 2: Road to Revolution and Revolutionary War *6.1.12.A.2.a-6.1.12.D.2.e*

Materials:

AGS Unit 2 & 3 (Ch. 5-6); CAH 1 Unit 3 &4 (Ch. 4-8); Pearson Topics 1-3

Readings from alternative sources, IXL

Second Marking Period

Unit 3: Life in the New Nation (Constitution and 1st Administrations) *6.1.12.A.2.b-6.1.12.D.2.c*

Materials:

AGS Unit 3 (Ch. 7 – 9 &Appendix A- C); CAH1 Units 5&6 (Ch. 9-11); Pearson Topics 4 and 5

Readings from alternative sources, IXL

Third Marking Period

Unit 4: Life in the Expanding Nation (Antebellum Period) *6.1.12.A.3.a-6.1.12.D.3.e; 6.1.12.A.4.a*

Materials:

AGS Units 4 & 5 (Ch. 10-14); CAH1 Units 6-10 (Ch. 12-19); Pearson Topics 5-7

Readings from alternative sources, IXL

Fourth Marking Period

Unit 5: Civil War & Reconstruction *6.1.12.A.4.b-6.1.12.D.4.e*

Unit 6: Industrialization & Looking West *6.1.12.A.5.a-6.1.12.D.5.d*

Materials:

AGS Unit 5 (Ch.15-17); CAH1 (Ch 20) & CAH2 (Ch 1-3); Pearson Topics 7-10

Readings from alternative sources, IXL

Course Expectations and Skills

1. Become familiar with current events.
2. Gain an appreciation for past and present contributions of American citizens.
3. Develop literacy in civics and fundamental values of American citizenship as it is reflected in the governmental systems of global history.
4. Develop critical thinking skills, which enable students to function as civic minded, socially responsible, lifelong learners and to examine and evaluate issues of importance to the modern world.
5. All students will consider United States history through multiple perspectives valuing diversity and promoting cultural understanding, recognizing the implications of an interconnected global economy.
6. Develop skills in: reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and NJSLA.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Utilize emerging technologies for research, communication, and collaboration.
10. Develop skills in note-taking and outlining through guided practice and repetition.

Materials Needed

- Charged Chromebook
- Covered textbook (if issued)
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

Alternative Assessments

Warmups/Do Nows; Exit Tickets

Workbook Activities

Alternative Activities: Research Papers, Web Quests, Creative Slide Shows, Constructed Models, Flipped videos, Student Polls, Posters, Brochures, Newsletters, Advertisements, etc.

Map Activities

Self-Study Guides

Essays, Journal Responses

Chapter Outlines and Tests

Grading Scale

- | | |
|--|-----|
| • Tests/Projects/Research Reports | 30% |
| • Graded Classwork/ Class Preparation/Participation | 30% |
| • Quizzes//Essays/Notebook | 20% |
| • Homework/Warm-ups/Unit Skill Builders/Map activities | 20% |

Teacher Information

TBA

Black Horse Pike Regional School District Curriculum Template

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

Course Name: United States History I

Course Number: 112200 (Resource), 142200 (SCBD)

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: <i>US1 – Unit 1</i> <i>Founding of the British Colonies</i></p>	<p>Unit Summary: With both the help and resistance of Native Americans, English colonists succeeded in establishing permanent settlements along the Atlantic Coast. The English colonies grew and prospered with little direct interference from the English government from the mid-1600s to the early 1700s, creating regionalized economies. The purpose of this unit is to reflect on the founding of the early American colonies, and the motivating factors that brought colonists to America. It will lead students to reflect on the diversity of groups which settled in the US and the different societies which they established. Additionally, this unit will create an appreciation for the beliefs on which our nation was founded.</p>
<p>Grade Level(s): 10</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Why do people move? 2. How did British North American colonies adapt the British governance structure? 3. How were political rights determined? 4. How do geography, climate, and natural resources affect the way people live and work? 5. What economic theories influenced the development of the American colonies? 6. What resources contributed to economic development in the American colonies? 7. What consequences existed for Native Americans? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Complex issues “pushed” many Europeans away from their homelands in search of more fulfilling lives. Other factors “pulled” some Europeans toward new places. 2. British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. 3. Gender, property ownership, religion, and legal status affected political rights. 4. Geographic variance (e.g. climate, soil conditions, and other natural resources) influenced economic development in the New World. 5. Economic theories and practices of mercantilism and capitalism conflicted during this time period. 6. 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. 7. Consequences to Native American groups developed due to the loss of their land and people.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLs; NJCCS; 21 st Century Skills:
<ol style="list-style-type: none"> 1. Explain why England wanted colonies and how they were planned. 2. Determine geographic variations in the colonies that resulted in economic regionalization of goods, services, products and professions. 3. Describe the Northern British colonies and the agrarian Southern Colonies 4. Compare the Dutch and English settlement of NJ 5. Locate important centers of political and economic activity in early colonial NJ 6. List and describe different types of ethnic and religious groups who settled in NJ 7. Differentiate the different types of colonies that existed in the British colonial empire (royal, proprietary, self-governing). 8. Differentiate the colonies based on the culture and economy that developed within. 9. Analyze how gender, property ownership, religion, race and legal status affected political rights. 10. Determine the rights and responsibilities of colonial women. 11. Compare Native American versus European values. 12. Summarize the experience of the Lenape in NJ. 13. Provide examples of the impact that the Columbian Exchange had on the economy and cultures of the American colonies (both Native and European). 	<ol style="list-style-type: none"> 1. 6.1.12.B.1.a ; CRP8; 9.1.12.A.6 2. 6.1.12.B.1.a; CRP5; 9.1.12.A.5 3. 6.1.12.A.1.a 4. 6.1.12.B.1.a 5. 6.1.12.C.1.a 6. 6.1.12.C.1.b 7. 6.1.12.A.1.a; 6.3.12.A.1; CRP7 8. 6.1.12.A.1.a; 6.1.12.B.2.a; 9.1.12.A.5; CRP7 9. 6.1.12.A.1.b; 6.3.12.A.2; 9.1.12.A.5 10. 6.1.12.A.1.b; LA.9-10.R.CCR.2 11. 6.1.12.D.1.a 12. 6.1.12.D.1.a; LA.9-10.R.CCR.2 13. 6.1.12.B.1.a

Inter-Disciplinary Connections:

Language Arts Literacy - Primary Source document analysis:

- Excerpt from John White’s account on missing Roanoke colonists, 1590
- Excerpt from *Description of Virginia from Eastward Ho!*, a popular London play, 1605
- Excerpt from *A Survivor’s record of the Starving Time in Jamestown, October 1609 to March 1610*
- *Mayflower Compact*
- *Indentured Servant’s Contract*
- Topic 2 Lesson 6 Interactive Gallery: *Roots of Democracy*

Art - Critiques of Native American art including copper portraits and jewelry artifacts

Music

- Critiques of “I Shall Disappear” and “No More Be”

- Pearson Digital Topic 1 My Story Video: *Austin Celebrates His Heritage* (Drum as essential component of Native American Culture)

Technology

- Google Classroom and associated products for submitted work; use of turnitin.com
- suggested supplemental use of:
 - Pearson E-Text;
 - IXL
 - Stanford History Education Group (SHEG) Reading Like a Historian
<https://sheg.stanford.edu/history-lessons>)

Math

- American Tobacco Imported by England, 1616-1626 chart

Students will engage with the following text:

- **AGS United States History/Contemporary American History Before 1865 Vol. 1/United States History (Pearson)**
- Excerpt from John White’s account on missing Roanoke colonists, 1590
- Excerpt from *Description of Virginia from Eastward Ho!*, a popular London play, 1605
- Excerpt from *A Survivor’s record of the Starving Time in Jamestown, October 1609 to March 1610*
- *Mayflower Compact*
- *Indentured Servant’s Contract*
- Native American songs, “I Shall Disappear” and “No More Be”

Suggested Accommodations/Modifications for Reading:

IEP/504: Highlight, underline, or bold main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of reading if available or read passages aloud to students; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure understanding of main ideas and key concepts; give students extra time to read assignments; provide students with annotation guide for reading purpose; model annotations in “I do, we do, you do” format

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

Gifted and Talented: Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding of material

Students will write:

Notes (Cornell, Guided, or other): Colonial NJ; 3 Colonial Regions; 3 Colonial Governments

Primary Source Document Responses:

- Excerpt from John White's account on missing Roanoke colonists, 1590
- Excerpt from *Description of Virginia from Eastward Ho!*, a popular London play, 1605
- Excerpt from *A Survivor's record of the Starving Time in Jamestown, October 1609 to March 1610*
- *Mayflower Compact*
- *Indentured Servant's Contract*
- Native American songs, "I Shall Disappear" and "No More Be"

Reflective Journal entries:

- Imagine you are a Wampanoag. Describe your initial reactions to the Europeans coming off the Mayflower. Why did the Wampanoag start King Philip's War? Given the outcome of King Philip's War, should the Wampanoag people have chosen some other way to voice their frustrations? If so, what?
- What types of push factors force people to move places today? What types of pull factors draw people to new places today? How does moving to a new place change people? How do they change the locations to which they move?

Picture Prompts:

- Critique Native American art including copper portraits and jewelry artifacts
- Analyze political cartoons including Native Americans asking Pilgrims for immigration documentation

Opinion Essay: Propose alternatives to using enslaved Africans in the Virginia Colony. What other crops might they have planted? What else could they have done with the land?

Benchmark Essay: How did the English pattern of conquest affect their relations with Native Americans?

Suggested Accommodations/Modifications for Writing:

IEP/504: Provide students with guide notes or copy of notes; offer students extended time on writing assignments; provide guiding questions for written responses; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type or use voice-to-speech tools to complete their responses if possible; grade on content rather than spelling/grammar/mechanics; provide extra space and line paper for student responses for students with poor or large handwriting; provide sentence starters for essay paragraphs; help students brainstorm possible answers to open-ended response questions.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

Gifted and Talented: Provide enrichment activities; use inquiry based practices and allow students to conduct additional research; provide project choices that require more detail and deeper understanding of material

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class Lecture: on geographic and political variation in the colonies

Notes: Colonial NJ; 3 Colonial Regions; 3 Colonial Governments

Graphic Organizers:

- Piedmont vs. Tidewater, t-chart
- Indentured Servants vs. Slaves, Venn diagram
- Puritans vs. Pilgrims, Venn diagram

Analysis of Primary Sources

- Excerpt from John White’s account on missing Roanoke colonists, 1590
- Excerpt from *Description of Virginia from Eastward Ho!*, a popular London play, 1605
- Excerpt from *A Survivor’s record of the Starving Time in Jamestown, October 1609 to March 1610*
- *Mayflower Compact*
- *Indentured Servant’s Contract*
- Native American songs, “I Shall Disappear” and “No More Be”

Suggested Film Clips

- *10 Days that Unexpectedly Changed America*—The Mystic Massacre of the Pequot War
- *America the Story of Us: Part 1 Rebels* (1st half)

Supplemental Materials

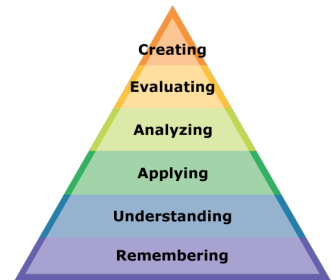
- Smart Notebook – 13 colonies map (drag and drop)
- IXL
 - Geography Skills: Thirteen Colonies - Level F (A.10-12); Level I (JJ.2-4); Level J (J.2-4)
 - Historical Figures: Benjamin Franklin - Level D (B.1); Level E (D.1);
 - US History Content: Level F (section A); Level G (section F); Level I (section JJ); Level J (section J)
- Pearson Digital Interactives
 - Topic 1 Lesson 3 Before and After: *The Columbian Exchange*, interactive map
 - Topic 2 Connect My Story Video: *King Philip’s War*
 - Topic 2 Digital Overview Activity: *British Colonies in North America, 1750*, interactive map
 - Topic 2 Lesson 3 Synthesize Digital Activity *Compare and Contrast the Southern, Middle, and New England Colonies*, interactive chart
 - Topic 2 Lesson 4 Interactive Map: *Diversity of the 13 Colonies*
 - Topic 2 Lesson 5 Interactive Map: *Comparing the English Colonies*
 - Topic 2 Lesson 6 Interactive Gallery: *Roots of Democracy*
- SHEG Reading Like an Historian
 - Pocahontas * Mapping the New World
 - The Puritans * Examining Passenger Lists
 - King Philip’s War * Salem Witch Trials

Suggested Accommodations/Modifications for Assignments and Instruction:

Pre-teach necessary vocabulary and essential skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; provide students with guided notes or copies of notes; provide guiding questions for reading assignments to increase comprehension and retention; break lectures into small portions and check for understanding after each section; use graphic organizers; chunk assignments into smaller portions.

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:

***Remember, Understand, Apply, Analyze**

Quizzes, Tests, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer’s notebook/journal entries

Accommodations/Modifications:

IEP/504: Extended time; reduced number of open-ended questions; provide shorter primary source readings for DBQs; highlight, underline or bold key terms in questions and readings; provide academic vocabulary definitions; grade content rather than spelling/grammar/mechanics; provide graphic organizers or checklists for open ended responses/essay responses; give partial credit for open-ended response answers; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put few questions on each page; allow students to use notes for open-ended questions;

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

Gifted & Talented: Provide supplementary or more lengthy reading; provide enrichment activities; use inquiry based practices and allow students opportunities for research; provide assignment choices that require more detail and enable deeper understanding of material

Summative Assessments:

***Apply, Analyze, Evaluate, Create**

Benchmark Assessment including Essay and Objective components

Accommodations/Modifications:

IEP/504: Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; reduced number of open-ended questions; provide shorter primary source readings; provide academic vocabulary definitions that are not being assessed as part of content; increase spacing to reduce visual clutter; put fewer questions on each page; provide choice to allow students to demonstrate deeper understanding

ELL: provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; give checklists or step-by-step directions; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

Gifted & talented: Provide supplementary or more lengthy readings; provide essay choices that require more detail and deeper understanding.

Performance Assessments:

***Apply, Analyze, Evaluate, Create**

- Persuasive Pamphlet (or commercial): Advertise for settlers to come to One of the 13 Colonies (or one region)
- Create an editorial describing the conditions in Colonial America

Accommodations/Modifications:

IEP/504/ELL: Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable

Gifted & talented: Provide supplementary or lengthier readings; use inquiry based practices and allow students opportunities to conduct additional research; provide project choices that require more detail and deeper understanding

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: <i>US1 – Unit 2 Road to Revolution & Revolutionary War</i></p>	<p>Unit Summary: British expansionistic views brought conflict with the French and Natives which led to the French and Indian War. The relationship between the British and the Colonists became strained as a result of this war. Specifically, debates over taxation without representation emerged, as did protests against the British. Consequently, new ideas about equality and self-government from the Enlightenment contributed to the outbreak of the American Revolution. The purpose of this unit is to understand why governments are overthrown, and how this relates to modern day revolutions around the world.</p>
<p>Grade Level(s): 10</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What were the intellectual origins of the major ideas expressed in the Declaration of Independence? 2. On what beliefs was our government founded? 3. How are governments created, structured, maintained, and changed? 4. What causes people to “revolt”? 5. What are inalienable rights? 6. How does geography influence the development of cultures and societies? 7. What challenges did the colonists meet during the American Revolutionary War? 8. How has the meaning of citizenship evolved? 9. What groups of people led to the success of the American Revolution 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The European Enlightenment influenced major ideas expressed in the Declaration of Independence. 2. Our government was founded on the principles of fairness, equality, and respect for diversity. 3. Governments can change based on the needs of the people, their society, and their culture. 4. The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. 5. Inalienable rights are rights that cannot be taken away, were announced in our Declaration of Independence and are protected by our Constitution. 6. The United States has attempted to account for regional differences while also striving to create an American identity. 7. The colonists met the problems of financing the American Revolutionary, especially wartime inflation and profiteering. 8. Over time, citizenship has evolved to include more than white, male, property owners over the age of 21. 9. African Americans, Native Americans, and women made significant contributions during the American Revolution.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS; NJCCS; 21st Century Skills:</u>
<ol style="list-style-type: none"> 1. Compare the ideas of the Enlightenment thinkers and writers to the writers of the American Revolution. 2. Deduce the causes and effects of the French and Indian War. 3. Locate on a map the territorial possessions in North America in 1763. 4. Chart how British policies in the colonies changed after 1763. 5. Judge the validity of the statement that the French and Indian War weakened the colonists' loyalty to Britain. 6. List the grievances the colonists had against England and the laws and policies that caused these grievances. 7. Explain the effects of British laws on the economic and political stability in N.J. 8. Summarize the circumstances surrounding the Boston Tea Party and how it contributed to the slide into revolution. 9. List 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. 10. Utilize Thomas Paine's <i>Common Sense</i> as a mentor text exemplifying persuasive writing. 11. Highlight the Patriots' motivations and decisions to join the rebellion. 12. Distinguish the main ideas of the Declaration of Independence and why the men who signed it took such a great risk. 13. Cite differences amongst the British and American strengths and weaknesses during the Revolution. 14. Give examples of problems with financing the war and dealing with wartime inflation and profiteering. 15. Analyze the contributions and perspectives of African Americans, Native Americans, and women during the Revolution. 16. Prepare a battle chart showing the major campaigns and battles; including notable conflicts in New Jersey during the Revolutionary War. 17. Explain why George Washington was central to America's successful effort in winning independence. 18. Deduce the provisions of the Treaty of Paris, 1783. 19. Review the immediate and long-term significance of the American Revolution on America and New Jersey. 	<ol style="list-style-type: none"> 1. 6.1.12.A.2.a 2. LA.9-10.RH.9-10.1 3. 6.1.12.A.1.a 4. 6.1.12.D.1.a 5. 6.1.12.B.1.a 6. 6.1.12.C.1.a; 6.3.12.D.1; 9.1.12.A.1 7. 6.1.12.C.1.a; CRP5 8. 6.1.12.C.1.a 9. 6.1.12.C.1.a 10. 6.1.12.C.1.a 11. 6.1.12.A.2.b; LA.9-10.RH.9-10.5 12. LA.9-10.R.CCR.1 13. 6.1.12.A.2.a 14. 6.1.12.A.2.a; 6.1.12.A.2.b 15. 6.1.12.A.2.a; 6.3.12.A.2 16. 6.1.12.C.2.a; LA.9-10.RH.9-10.6; 8.1.12.A.3 17. 6.1.12.C.2.b 18. 6.1.12.A.2.a; LA.9-10.WHST.9-10.9 19. 6.1.12.A.2.c; LA.9-10.RH.9-10.3

Inter-Disciplinary Connections:

Language Arts Literacy - Primary Source document analysis (See list in “Students will engage with Text” below)

Art – Critique the historical accuracy of Paul Revere’s engraving, *Boston Massacre* and Emmanuel Leutze’s painting *Washington Crossing the Delaware*

Music

- Lyrics and videos for School House Rock: *Fireworks*, *Shot Heard Round the World*, and *Preamble*
- Video: *Too Late to Apologize: A Declaration* by Soomo Publishing
- Lyrics and origin for *Yankee Doodle*

Technology

- Google Classroom and associated products for submitted work; use of turnitin.com
- suggested supplemental use of Pearson E-Text; IXL, Common Lit, etc.
- Utilize LMC databases for formal research

Math

- Tea Imported from England, 1764-1775 chart

Students will engage with the following text:

- **AGS United States History/Contemporary American History Before 1865 Vol. 1/United States History (Pearson)**
- *Join or Die* political cartoon – Benjamin Franklin
- Four parts of the *Declaration of Independence*
- *Paul Revere’s Ride* – Henry Wordsworth Longfellow
- *Speech to the Virginia Convention* – Patrick Henry
- *Common Sense* (Introductions) – Thomas Paine
- Excerpts from Letters between John and Abigail Adams (Ie *Remember the Ladies*)
- *Declaration of Rights and Grievances*
- Journal entries from American Revolution soldiers (ie. Joseph Plumb Martin)
- *Diary of a Wartime Winter* – Margaret Hill Morris, NJ
- *Unsolved Mysteries* – short readings to supplement class discussions, including “Why Did Benedict Arnold Turn Traitor?”
- 1776 excerpt – independent reading exercise
- Courier Post news articles:
 - Red Bank Battlefield Re-enactment – reading and reaction
 - “New Jersey a Key Player During the Revolution”
 - “‘Common Sense’ Author Lived in S.J.”

Suggested Accommodations/Modifications for Reading:

IEP/504: Highlight, underline, or bold main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of reading if available or read passages aloud to students; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure understanding of main ideas and key concepts; give students extra time to read assignments; provide students with annotation guide for reading purpose; model annotations in “I do, we do, you do” format

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

Gifted and Talented: Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding of material

Students will write:

Notes (Cornell, Guided, or other): Problems of Financing French and Indian War

Primary Source Document Responses:

- Four parts of the *Declaration of Independence*
- “*Paul Revere’s Ride*” – Henry Wordsworth Longfellow
- *Speech to the Virginia Convention* – Patrick Henry
- *Common Sense* (Introductions) – Thomas Paine
- Excerpts from Letters between John and Abigail Adams (Ie *Remember the Ladies*)
- *Declaration of Rights and Grievances*
- Journal entries from American Revolution soldiers (ie. Joseph Plumb Martin)
- *Diary of a Wartime Winter* – Margaret Hill Morris, NJ

Reflective Journal entries:

- Native American tribes were divided on who to support (in both the French and Indian War and American Revolution). Imagine you are an Ojibway tribal elder. What side would you recommend the tribe take? Why?
- What reasons would some colonists have had to not join the rebellion? Have you ever taken an unpopular stance amongst your friends?

Picture Prompts: *Boston Tea Party* painting

Persuasive Communication:

- Write a speech to the Sons of Liberty calling for an organized attack on British tea
- Draft a political cartoon from the perspective of either Patriot or Loyalist regarding British colonial policies

Dr. Giampalmi writing prompts: George Washington +Facebook/Instagram =

Writers Notebook: “*Spark of Rebellion*” from American Heritage (<https://www.americanheritage.com/sparck-rebellion>) . Have students write a historical narrative explaining the revolution from the point of view of a woman, child, African American or any other person of their choosing and include the detail exemplified in “Spark of Rebellion.”

Opinion Essay: Specifically, how would America be different today if the American Revolution had not occurred when it had?

Benchmark Essay: Compare and contrast historians’ viewpoints on rule by the people, including responses on: Rev. Charles Inglis, *The True Interest of America*, 1776, and an anonymous newspaper editorial from 1774

Suggested Accommodations/Modifications for Writing:

IEP/504: Provide students with guide notes or copy of notes; offer students extended time on writing assignments; provide guiding questions for written responses; give checklists or step-by-step directions for

assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type or use voice-to-speech tools to complete their responses if possible; grade on content rather than spelling/grammar/mechanics; provide extra space and line paper for student responses for students with poor or large handwriting; provide sentence starters for essay paragraphs; help students brainstorm possible answers to open-ended response questions.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

Gifted and Talented: Provide enrichment activities; use inquiry based practices and allow students to conduct additional research; provide project choices that require more detail and deeper understanding of material

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.

- French and Indian War

Notes [Cornell style, or other]: lectures and readings

- Problems financing the war

Socratic Seminar:

- Were the Sons of Liberty patriots or terrorists? At what point do the actions of rebellion groups become an act of terrorism? What types of actions are appropriate displays of patriotism?

Debates: Suggested topics

- Was the American Revolution really a revolution?

Analysis of primary sources:

- *Join or Die* political cartoon – Benjamin Franklin
- Four parts of the Declaration of Independence
- Henry Wadsworth Longfellow's, "Paul Revere's Ride"
- "Speech to the Virginia Convention"
- *Common Sense*
- Letters between John and Abigail Adams
- *Declaration of Rights and Grievances*
- Soldier journal entries from American Revolution
- "Diary of a Wartime Winter" by Margaret Hill Morris of NJ

Supplemental resources:

- British v. Colonies Advantages/Disadvantages handout
- Proclamation of 1763 map
- Battle Maps Daily Activity Handout
- Facts About the Revolution Handout
- Mercantilism in the Colonies Handout
- Boycotting Tea Visual Learning Activity
- Locke & Hobbes Venn Diagram

- IXL
 - Historical Figures: Paul Revere D(B.2); E(D.2); Thomas Jefferson D(B.3), E(D.3)
 - Civics: Facts v. Opinions: E (J.1); F& G(Q.1); H(JJ.2); I(RR.2); J(R.2)
 - US History Content: Level F (section B); Level G (section G); Level H (JJ.4-5); Level I (section KK); Level J (section K)
- Pearson Digital Interactives
 - Topic 3 Lesson 1 Synthesize *Effects of the French and Indian War*
 - Topic 3 Lesson 2 Investigate Interactive Gallery *Important People of the American Revolution*
 - Topic 3 Lesson 2 Investigate Interactive Cartoon *Analyzing Political Cartoons (Join or Die)*
 - Topic 3 Lesson 3 Investigate Interactive Gallery *Thomas Paine and “Common Sense”*
 - Topic 3 Lesson 4 Investigate Interactive Chart *Advantages & Disadvantages of British and Colonists*
 - Topic 3 Lesson 4 Investigate Interactive Timeline *Turning Points of the American Revolution*
 - Topic 3 Lesson 4 Investigate Interactive Map *North America, 1775-1783*

Secondary Sources (other than text book):

- *Unsolved Mysteries* readings to supplement class discussions, including chapters on “Why Did Benedict Arnold Turn Traitor”
- 1776 excerpt independent reading exercise
- Courier Post news articles:
 - Red Bank Battlefield Re-enactment – reading and reaction
 - “New Jersey a Key Player During the Revolution”
 - “‘Common Sense’ Author Lived in S.J.”
- SHEG Reading Like an Historian
 - Boston Massacre; Stamp Act; Loyalists; Great Awakening
 - Battle of Lexington; Declaration of Independence

Small group cooperative learning:

- Jackdaw Kits—American Revolution kit to explore primary source documents
- Boston Tea Party play
- *Sons of Liberty* Choose Your Own Adventure story
- Pair-share on British and American strengths and weaknesses
- *Patriots, Loyalists and the People in Between* Google Map activity

Suggested Film Clips:

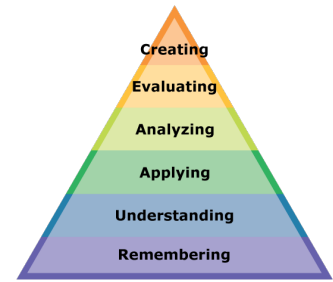
- Pearson Topic 3 Connect My Story Video “George Washington, Victories in War and Peace”
- *America the Story of US: Part 1, Rebels (2nd half) and Part 2, Revolution*
- *The Patriot*
- *The Crossing*

Suggested Accommodations/Modifications for Assignments and Instruction:

- Provide students with some of the Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and essential skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; provide students with guided notes or copies of notes; provide guiding questions for reading assignments to increase comprehension and retention; break lectures into small portions and check for understanding after each section; use graphic organizers; chunk assignments into smaller portions.

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:

***Remember, Understand, Apply, Analyze**

Quizzes, Tests, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer’s notebook/journal entries

Accommodations/Modifications:

IEP/504: Extended time; reduced number of open-ended questions; provide shorter primary source readings for DBQs; highlight, underline or bold key terms in questions and readings; provide academic vocabulary definitions; grade content rather than spelling/grammar/mechanics; provide graphic organizers or checklists for open ended responses/essay responses; give partial credit for open-ended response answers; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put few questions on each page; allow students to use notes for open-ended questions;

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

Gifted & Talented: Provide supplementary or more lengthy reading; provide enrichment activities; use inquiry based practices and allow students opportunities for research; provide assignment choices that require more detail and enable deeper understanding of material

Summative Assessments:

***Apply, Analyze, Evaluate, Create**

- Benchmark Assessment and Final Assessment including Essay and Objective components

Accommodations/Modifications:

IEP/504: Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; reduced number of open-ended questions; provide shorter primary source readings; provide academic

vocabulary definitions that are not being assessed as part of content; increase spacing to reduce visual clutter; put fewer questions on each page; provide choice to allow students to demonstrate deeper understanding

ELL: provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; give checklists or step-by-step directions; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

Gifted & talented: Provide supplementary or more lengthy readings; provide essay choices that require more detail and deeper understanding.

Performance Assessments:

***Apply, Analyze, Evaluate, Create**

- Timeline of major events at each phase in the war. Could include events leading up to the war or key battles/events during the war. [suggest creating a Google Map]
- So You Want to Start a Revolution? – Students will create a revolution between two fictional countries.

Accommodations/Modifications:

IEP/504/ELL: Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable

Gifted & talented: Provide supplementary or lengthier readings; use inquiry based practices and allow students opportunities to conduct additional research; provide project choices that require more detail and deeper understanding

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: <i>US1 – Unit 3</i> <i>Life in the New Nation</i></p>	<p>Unit Summary: Following the Revolutionary War, the national government under the Articles of Confederation was weak, and political power rested mostly with the states. The states debated and then approved the new Constitution, and a Bill of Rights soon was added to protect individual liberties. President Washington led the effort to create an effective federal government that would earn the respect of the American people and of other nations. Following Washington’s Presidency, Adams dealt with an impending war with France and a young country in which party differences were growing wider and wider. The purpose of this unit is to understand the origins of political parties, the limits of Presidential power, and Constitutional rights</p>
<p>Grade Level(s): 10</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How are governments created, structured, maintained, and changed? 2. What would happen if we didn’t have rules and laws? 3. How do governments balance the rights of individuals with the common good? 4. How did the 1776 New Jersey Constitution impact the development of the United States Constitution? 5. What were the arguments of the early political parties? 6. How did judicial review make the Supreme Court an influential branch of government? 7. How effective were the Articles of Confederation? 8. To what extent was America’s foreign policy influenced by perceived national interest? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Governments can change based on the needs of the people, their society, and their culture. 2. Societies require rules, laws, and government. 3. A system of checks and balances and a Bill of Rights ensures that American rights are not trampled on by a government. 4. The Constitution was modeled on Enlightenment ideas and state constitutions in place following the Revolutionary War. 5. Differing views on the flexibility of the Constitution and relationship between a government and individual liberties emerged as the Constitution was being developed are still echoed in modern political parties. 6. Judicial review made the Supreme Court an influential branch of government and has increase the national power of the government. 7. The Northwest Ordinance created a resolution in regarding the acquisition of western lands. 8. America’s foreign policy has been determined by the needs of national interest.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS; NJCCS; 21st Century Skills:</u>
1. Uncover the weaknesses of the Articles of Confederation.	1. 6.1.12.A.2.c; CRP2
2. Characterize the first N.J. State Constitution of 1776.	2. 6.1.12.A.2.c
3. Deduce why executive powers were in the state constitutions and not in the Articles of Confederation.	3. 6.1.12.A.2.c
4. Visualize how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 set the pattern for western settlement.	4. 6.1.12.B.2.b
5. Determine how Shays Rebellion spurred change in our national government.	5. 6.1.12.A.2.c
6. Chronicle the steps to a Constitutional Convention.	6. 6.1.12.A.2.c
7. Indicate how the new Constitution corrected the defects of the Articles of Confederation.	7. 6.1.12.A.2.d
8. Enumerate the three most important compromises at the Constitutional Convention.	8. 6.1.12.A.2.d
9. Describe the debate for and against the Constitution and the arguments of each side.	9. 6.1.12.A.2.d
10. Hypothesis Explain why the Bill of Rights became a necessity.	10. 6.1.12.A.2.b; 6.3.12.D.1
11. Interpret the Preamble of the United States Constitution.	11. 6.1.12.A.2.b, LA.9-
12. Contrast the beliefs of the Federalists and Anti-Federalists.	10.R.CCR.5
13. Research current controversies regarding the Constitution.	12. 6.1.12.A.2.f
14. Indicate how the new Constitution corrected the defects of the Articles of Confederation.	13. 6.1.12.A.3.d
15. Judge the balance of power among the federal branches of government.	14. 6.1.12.A.2.c
16. Trace how a bill becomes a law.	15. 6.1.12.B.2.a
17. Understand the importance of the Electoral College in Presidential elections.	16. 6.1.12.A.3.g
18. Analyze important Supreme Court decisions from the early republic and recent history.	17. 6.1.12.A.2.b
19. Compare and contrast the views of Washington's cabinet members, Jefferson and Hamilton.	18. 6.1.12.A.2.e
20. Describe the problems the United States had with France, England and Spain in the 1790's.	19. 6.1.12.A.2.f
21. Analyze Washington's Farewell Address.	20. 6.1.12.D.2.d; 6.3.12.D.2;
22. Compare and contrast the U.S.' reaction to the XYZ Affair to the Alien and Sedition Acts and the resultant VA and KY Resolutions.	LA.9-10.RH.9-10.2
23. Discuss the constitutionality of the Alien and Sedition Acts.	21. LA.9-10.R.CCR.1
24. Debate the authority of the VA and KY Resolutions	22. 6.1.12.D.2.d; 6.3.12.D.1
	23. 6.1.12.D.2.d
	24. 6.1.12.D.2.d

Inter-Disciplinary Connections:

Language Arts Literacy - Primary Source document analysis (See list in “Students will engage with Text” below)

Art

- Analyzing and responding to political cartoons
- Pearson Topic 4 Connect Digital Overview Activity *Scene at the Signing of the Constitution of the United States*

Music

- Lyrics and videos for Hamilton “Alexander Hamilton”

Technology

- Google Classroom and associated products for submitted work; use of turnitin.com
- suggested supplemental use of Pearson E-Text; IXL, SHEG, iCivics, Common Lit, etc.
- Utilize LMC databases for formal research; current events connected to Constitution

Math

- Grid system used by Northwest Ordinance when acquiring new lands west of the Appalachians

Students will engage with the following text:

- **AGS United States History/Contemporary American History Before 1865 Vol. 1/United States History (Pearson)**
- Constitution’s preamble
- Proclamation of Neutrality
- Letters from Washington to Jefferson and Hamilton
- Adams reflections on the Alien and Sedition Acts
- Northwest Ordinance excerpts
- Federalists and Anti-federalist paper excerpts
- Washington’s Farwell Address
- “What Would the Founders Do Today?” from *American Heritage*
(<https://www.americanheritage.com/what-would-founders-do-today>)

Suggested Accommodations/Modifications for Reading:

IEP/504: Highlight, underline, or bold main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of reading if available or read passages aloud to students; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure understanding of main ideas and key concepts; give students extra time to read assignments; provide students with annotation guide for reading purpose; model annotations in “I do, we do, you do” format

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

Gifted and Talented: Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding of material

Students will write:

Notes (Cornell, Guided, or other): on the conflicts amongst Washington’s cabinet

Primary Source Document Responses:

- Political Cartoon – Jefferson and Hamilton fighting with Washington in the middle
- Proclamation of Neutrality
- Letters from Washington to Jefferson & Hamilton (SHEG)
- Adams’ reflections on the Alien and Sedition Acts
- Excerpt – Northwest Ordinance
- Washington’s Farewell Address
- Excerpts from the Federalist and Anti-Federalist papers

Dr. Giampalmi writing prompts: Constitution – Bill of Rights =

Reflective Journal entries: What current event today do you feel strongest about?

Opinion Essay: Is the electoral college a necessity?

Picture Prompts: Political cartoon of William Pitt and Napoleon carving up the world

Persuasive Communication: Write an editorial discussing whether we should have a term limit for president and other elected officials

Writers Notebook: Does America have a model government for the world? What should it be praised for? What are its weaknesses?

Benchmark Essay: Why was it necessary for the Constitution to have a Bill of Rights?

Suggested Accommodations/Modifications for Writing:

IEP/504: Provide students with guide notes or copy of notes; offer students extended time on writing assignments; provide guiding questions for written responses; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type or use voice-to-speech tools to complete their responses if possible; grade on content rather than spelling/grammar/mechanics; provide extra space and line paper for student responses for students with poor or large handwriting; provide sentence starters for essay paragraphs; help students brainstorm possible answers to open-ended response questions.

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Gifted and Talented: Provide enrichment activities; use inquiry based practices and allow students to conduct additional research; provide project choices that require more detail and deeper understanding of material

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.

- Why the Bill of Rights became a necessity?

Notes [Cornell style, or other]: lectures and readings

- Current controversies regarding the Constitution

Socratic Seminar:

- Using the Bill of Rights as Mentor text

Debates: Suggested topics

- Should illegal immigrants be granted amnesty?

Analysis of primary sources:

- Political cartoon of Jefferson and Hamilton fighting with Washington in the middle
- Proclamation of Neutrality
- Letters from Washington to Jefferson and Hamilton (SHEG)
- Adams reflections on the Alien and Sedition Acts
- Northwest Ordinance excerpts
- Federalists and Anti-federalist paper excerpts
- Washington's Farwell Address

Secondary resources:

- "What Are the Arguments Made in Favor – And Against – the Electoral College?" by Nathaniel Bates
<http://hnn.us/articles/8163.html>
- IXL
 - Historical Figures: Davy Crocket D(B.4), E (D.5); John Deere D(B.5), E(D.6)
 - Civics: Constitution, Bill of Rights, Checks & Balances, Presidential Elections, Branches, citizenship, etc. – Level E (section E); Level F&G (section K); Level H (sections CC.1-7, DD.1-3, EE.1, FF.1-2); Level I (sections CC.1-7, DD.1-4, EE1, FF.1-2); Level J (sections A.1-6, B.1-4, C.1, D.1-2)
 - US History Content: Level F (section C); Level G (section H); Level I (section LL); Level J (section L)
- Pearson Digital Interactives
 - Topic 4 Lesson 1 Investigate Interactive Gallery *The Northwest Territory*
 - Topic 4 Lesson 1 Investigate Interactive Chart *Trade with Great Britain*
 - Topic 4 Lesson 2 Investigate Interactive Gallery *Delegates at the Constitutional Convention*
 - Topic 4 Lesson 2 Investigate Interactive Chart *The Great Compromise*
 - Topic 4 Lesson 3 Investigate Interactive Chart *Viewpoints on Ratification*
 - Topic 4 Lesson 3 Investigate Interactive Chart *The Federal System*
 - Topic 5 Digital Overview Activity *Timeline: The Early Republic*
 - Topic 5 Lesson 1 Investigate Interactive Chart *Federalists vs. Republicans*
 - Topic 5 Lesson 1 Investigate Before and After (map) *The US in 1789 and 2014*
- SHEG Reading Like A Historian
 - Shay's Rebellion OUT * Federalists and Anti-Federalists
 - Slavery in the Constitution * Hamilton v. Jefferson

Small group cooperative learning:

- iCivics:
 - *Wanted: A Just Right Government*
 - *The Anatomy of the Constitution* (previously *Directions for Democracy*)
 - *Federalists and Anti-Federalists*
- *Acting on the Bill of Rights* from North Carolina Civic Education Consortium

Supplemental Materials:

- Foreign Affairs Graphic Organizer
- Delegated, Reserved, and Concurrent Powers Venn diagram
- National Constitution Center Webquest

Suggested Film Clips:

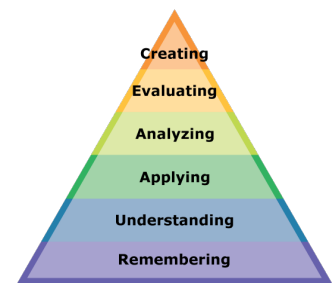
- Pearson Topic 4 Connect My Story Video *Alexander Hamilton, Shaping the New Nation*
- *The Presidents: 1789 - 1825*
- *10 Days That Unexpectedly Changed America: Shay’s Rebellion: America’s First Civil War*
- *Crash Courses in US History* by John Green (<https://thecrashcourse.com/courses/ushistory?page=2>)
The Constitution; Emerging Politics

Suggested Accommodations/Modifications for Assignments and Instruction:

- Provide students with some of the Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and essential skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; provide students with guided notes or copies of notes; provide guiding questions for reading assignments to increase comprehension and retention; break lectures into small portions and check for understanding after each section; use graphic organizers; chunk assignments into smaller portions.

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:

***Remember, Understand, Apply, Analyze**

- Quizzes, Tests, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer’s notebook/journal entries

Accommodations/Modifications:

Extended time; reduced number of open-ended questions; provide shorter primary source readings for DBQs; highlight, underline or bold key terms in questions and readings; provide academic vocabulary definitions; grade content rather than spelling/grammar/mechanics; provide graphic organizers or checklists for open ended responses/essay responses; give partial credit for open-ended response answers; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual

clutter; put few questions on each page; allow students to use notes for open-ended questions; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material

Summative Assessments:

***Apply, Analyze, Evaluate, Create**

- Chapter Test on the Articles of Confederation and Constitution
- Benchmark Assessment including Essay and Objective components

Accommodations/Modifications:

Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; reduced number of open-ended questions; provide shorter primary source readings; provide academic vocabulary definitions that are not being assessed as part of content; increase spacing to reduce visual clutter; put fewer questions on each page; provide choice to allow students to demonstrate deeper understanding

Performance Assessments:

***Apply, Analyze, Evaluate, Create**

- Research a current event connected to the Constitution and publish research in Google platform product.
- 6 Panel Comic Strip describing the change from the Articles of Confederation to the Constitution.
- Create a presidential campaign ad for Adams or Jefferson in the Election of 1800

Accommodations/Modifications:

Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable

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: <i>US1 – Unit 4</i> <i>Life in the Expanding Nation</i></p> <p>Grade Level(s): 10</p>	<p>Unit Summary:</p> <p>President Jefferson sought to reduce the power of the federal government, but he also demonstrated the government’s power when he bought new lands and restricted foreign trade. As the United States continued to expand onto Native American lands, Indians responded in various ways, ranging from acceptance to war.</p> <p>Americans emerged from the War of 1812 with a new sense of national pride, but economic and moral conflicts continued to trouble the country. By the early 1800s, the culture, religion, and social practices of Americans adapted to meet the challenges of a new and growing nation. In the early years of the republic, many people traveled west over the Appalachians to settle across the continent from the Ohio and Mississippi valleys to the Great Salt Lake and Pacific Coast.</p> <p>As America expanded, following war with Mexico, industry, banking and transportation also expanded rapidly. Jackson’s presidency was strengthened by the political power of voters and of the West, brought about a more limited government, and revived the two party system.</p> <p>Amidst the growth of the nation, reformers urged Americas to improve themselves and society and set out to battle social problems, namely, slavery and women’s rights.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What expectations were held of women in 18th century society? 2. What goals did antislavery movements have? 3. What influence did Manifest Destiny have on foreign policy during different periods in American history? 4. How did the American government treat Native Americans? 5. What success did reform movements have in the nation during the Antebellum period? 6. What rationales provided justification for slavery? 7. What impact did the Amistad case have on the anti-slavery movement? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Although women were expected to concentrate their efforts in the home, some women organized a women's rights movement in the 1840s. 2. A small group of both black and white leaders committed to antislavery emerged in the mid-1800s. They used a variety of tactics to combat slavery, facing great dangers in their struggles. 3. The borders of America expanded through the Louisiana Purchase and the War with Mexico. 4. The United States government created treaties and policies that led to the Native American migration and removal from desirable land. 5. During the 1800s, abolition, women’s rights, and temperance movements made strides toward reform. 6. Economic profits, traditions, and racism led many to continue to support the enslavement of African Americans. 7. The <i>Amistad</i> case lends much support to the cause of the abolitionists. 8. The rise of industry, banking, and transportation helped the United States and New Jersey’s economies expand rapidly. 9. Expansion of American industries and its political boundaries led to a greater demand for slave labor in the South and a new labor types, including miners and factory workers.

<p>8. How did technological developments transform national and local economies?</p> <p>9. How did expansion create hardships for some and hardships for others?</p> <p>10. What effects did the religious and social movements have on the development of American culture, literature, and art?</p>	<p>10. American reform movements and the expansion of American boundaries and industry are reflected in the literature and art of 19th century Americans.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS; NJCCS; 21st Century Skills:
<ol style="list-style-type: none"> 1. Outline Adams' attempt to expand Federalist rule into Jefferson's' presidency. 2. Give examples of how Jefferson tried to solve our trade problems with England and France. 3. Evaluate the effectiveness of the Embargo Act. 4. Recognize the significance of the <i>Marbury v. Madison</i> court case. 5. Summarize the circumstances surrounding the purchase of Louisiana. 6. Chronicle the journey of Lewis and Clark and their accomplishments. 7. Discuss why the War of 1812 is sometimes called the "Second War for Independence." 8. Evaluate the effects of the Treaty of Ghent and the war as a whole. 9. Describe the issue that led to the Missouri compromise. 10. Detail why 1816 to 1825 is referred to as the "Era of Good Feeling." 11. Evaluate the impact of Marshall and his decisions on the Supreme Court. 12. Evaluate the impact of the Transcendentalist movement on the reform movements of the antebellum North. 13. Describe the impact of the writings of Emerson and Thoreau on American culture. 14. Explain how the efforts of Horace Mann and Noah Webster transformed American education. 15. Paraphrase the efforts to reform prisons. 16. Explain the impact of <i>Uncle Tom's Cabin</i> on the slavery issue. 17. Explain the efforts of the Abolitionist movement to become a political force. 18. Appraise the activities of the Underground Railroad. 19. Describe the role of New Jersey in helping Africans escape their enslavement. 	<ol style="list-style-type: none"> 1. 6.1.12.A.2.f 2. 6.1.12.C.2.b 3. 6.1.12.D.2.c; RI.9-10.9 4. 6.1.12.A.2.e 5. 6.1.12.A.3.b 6. 6.1.12.A.3.b; CRP2;CRP7 7. 6.1.12.A.3.c 8. 6.1.12.A.3.c 9. 6.1.12.D.3.c 10. 6.1.12.C.3.b 11. 6.1.12.A.3.d 12. 6.1.12.D.3.e 13. 6.1.12.D.3.e; RI.9-10.5 14. 6.1.12.D.3.d 15. 6.1.12.A.3.f 16. 6.1.12.A.3.f; 6.3.12.A.2 17. 6.1.12.A.3.f; 6.3.12.A.2 18. 6.1.12.A.3.f; 6.3.12.A.2 19. 6.1.12.D.2.e; 6.3.12.A.2 20. 6.1.12.A.3.i; 6.3.12.A.2; RI.9-10.1 21. 6.1.12.D.2.d; 9.1.12.A.5 22. 6.1.12.A.2.f 23. 6.1.12.D.3.d; 9.1.12.A.5 24. 6.1.12.A.2.f 25. 6.1.12.A.2.f; 6.3.12.D.1

<p>20. Judge if the Amistad case did or did not help to undermine slavery in the United States.</p> <p>21. Discuss the efforts made at the Seneca Falls Convention to organize the struggle for women’s equality.</p> <p>22. Compare John Quincy Adams and Andrew Jackson as politicians and as men.</p> <p>23. Explain how the tariff fostered sectionalism.</p> <p>24. Identify the issues in the Hayne-Webster Debate.</p> <p>25. Describe how Jacksonian Democracy transformed American politics.</p> <p>26. Examine the election of 1824 and the resultant Corrupt Bargain.</p> <p>27. Critique the Nullification Crisis and the Compromise of 1832.</p> <p>28. Explain the effects of the demise of the Second Bank.</p> <p>29. Identify Jackson’s policies and attitude toward the Indians.</p> <p>30. Determine push and pull factors to the Midwest and the West Coast</p>	<p>26. 6.1.12.A.2.f</p> <p>27. 6.1.12.A.2.f</p> <p>28. 6.1.12.A.2.f; 9.1.12.A.8; 9.1.12.A.9</p> <p>29. 6.1.12.A.3.e; 6.3.12.D.1; 8.1.12.A.3</p> <p>30. 6.1.12.A.3.a; 8.1.12.A.3</p>
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Inter-Disciplinary Connections:

<p>Language Arts Literacy - Primary Source document analysis (See list in “Students will engage with Text” below)</p> <p>Art</p> <ul style="list-style-type: none"> • Analyzing and responding to political cartoons (see list in “Students will engage with Text” below) • Analysis of <i>Oregon Trail</i>, oil painting by Albert Bierstadt, 1869 and <i>American Progress</i> – John Gast, 1872 <p>Music</p> <ul style="list-style-type: none"> • Analysis of <i>Star Spangled Banner</i> – Francis Scott Key, 1814 <p>Technology</p> <ul style="list-style-type: none"> • Google Classroom and associated products for submitted work; use of turnitin.com • suggested supplemental use of Pearson E-Text; IXL, SHEG, iCivics, Common Lit, etc. • Creation of presentation (slideshow, moviemaker or photo-story) highlighting the westward migration movement <p>Math</p> <ul style="list-style-type: none"> • Analysis of Louisiana Purchase Map; Slave Population Chart from 1790-1860; Missouri Compromise map and Compromise of 1850 map

Students will engage with the following text:

<ul style="list-style-type: none"> • AGS United States History/Contemporary American History Before 1865 Vol. 1/United States History (Pearson) • Political Cartoons: <ul style="list-style-type: none"> ○ “Mad Tom in a Rage” political cartoon ○ “Jefferson Set Upon by King George III and Napoleon” political cartoon ○ “Death of the Embargo” political cartoon (Pearson Topic 5 Lesson 2 Investigate Interactive Cartoon <i>The Embargo Act of 1807</i>) ○ “Columbia Teaching John Bull his New Lesson” political cartoon ○ “The Hartford Convention” political cartoon ○ “The Present State of our Country” political cartoon on the War of 1812 ○ “Countrymen in Chains” abolition political cartoon ○ “King Andrew the First” political cartoon
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- “The Times” political cartoon on the Panic of 1837
- “All the West Going for Matty” political cartoon on election of Martin Van Buren
- “The People’s Line – Take Care of the Locomotive” political cartoon
- Journals of Lewis and Clark
- *National Geographic*, “Lewis and Clark: Naturalist-Explorers”
- Views on African Americans in the War of 1812 from General Andrew Jackson and Commander Nathaniel Shaler
- *Star Spangled Banner*, 1814
- Monroe Doctrine excerpts
- letter from Mrs. Samuel Harrison Smith to sister describing President Jackson’s inauguration
- “Jackson Ticket” election artifacts
- Excerpt from “*Jackson’s message to Congress on Indian Policy.*”
- Seneca Falls *Declaration of Sentiments and Resolutions*, 1848
- Differing views on slavery, including writings from a cotton plantation owner, a New England minister, and an emancipated slave
- Excerpts *Narrative of the Life and Times of Frederick Douglass, an American Slave*
- Excerpt *Uncle Tom’s Cabin*

Suggested Accommodations/Modifications for Reading:

IEP/504: Highlight, underline, or bold main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of reading if available or read passages aloud to students; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure understanding of main ideas and key concepts; give students extra time to read assignments; provide students with annotation guide for reading purpose; model annotations in “I do, we do, you do” format

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

Gifted and Talented: Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding of material

Students will write:

Notes (Cornell, Guided, or other): Westward Push and Pull Factors; American System; Reform Movements

Primary Source Document Responses:

- Political Cartoons –(Listed above in “Students will engage with the following text”)
- Journals of Lewis and Clark
- *National Geographic*, “Lewis and Clark: Naturalist-Explorers”
- Views on African Americans in the War of 1812 from Gen. Andrew Jackson and Comm. Nathaniel Shaler
- *Star Spangled Banner*, 1814
- Monroe Doctrine excerpts
- letter from Mrs. Samuel Harrison Smith to sister describing President Jackson’s inauguration

- “Jackson Ticket” election artifacts
- Excerpt from “*Jackson’s message to Congress on Indian Policy.*”
- Seneca Falls *Declaration of Sentiments and Resolutions*, 1848
- Differing views on slavery, including writings from a cotton plantation owner, a New England minister, and an emancipated slave
- Excerpts *Narrative of the Life and Times of Frederick Douglass, an American Slave*
- Excerpt *Uncle Tom’s Cabin*

Dr. Giampalmi writing prompts: Underground Railroad – Harriet Tubman =

Reflective Journal entries:

- Did the Amistad case help or hurt the abolition movement?
- What impact did *Uncle Tom’s Cabin* have on the abolition movement?
- Why would Frederick Douglass believe that the Fugitive Slave Act of 1859 actually helped the abolitionist cause?

Opinion Essay: What opposition do you think women faced when they wanted to obtain an education? Explain.

Picture Prompts: Imagine you are considering moving west – what details from Bierstadt’s *Oregon Trail*, 1848 would influence your decision? What message is the artist sending about westward expansion? Compare to message being sent about westward expansion in *American Progress* by Gast

Persuasive Communication:

- Write an editorial either for or against Jackson’s use of patronage.
- Write a letter home from the Oregon Trail persuading others to follow or stay home.

Writers Notebook: What is something acceptable in society today that you do not feel is acceptable? Or what is not acceptable in society that you feel should be?

Benchmark Essay: Given the chart of travel times to California and Oregon, the pioneer diary excerpt, and image of living conditions of pioneer families, what information would most influence you in deciding whether, or not, to move West?

Suggested Accommodations/Modifications for Writing:

IEP/504: Provide students with guide notes or copy of notes; offer students extended time on writing assignments; provide guiding questions for written responses; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type or use voice-to-speech tools to complete their responses if possible; grade on content rather than spelling/grammar/mechanics; provide extra space and line paper for student responses for students with poor or large handwriting; provide sentence starters for essay paragraphs; help students brainstorm possible answers to open-ended response questions.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

Gifted and Talented: Provide enrichment activities; use inquiry based practices and allow students to conduct additional research; provide project choices that require more detail and deeper understanding of material

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.

Notes: [Cornell, Guided, or other]

- Significance of the *Marbury v. Madison* court case.
- Westward Expansion push and pull factors
- Pros and Cons of the American System
- Relationships between the various Reform Movements

Debates: Suggested topic:

- Should mothers today be forced to stay at home and raise their children? What advantages are there to having a stay at home parent? Disadvantages?

Analysis of primary sources:

- Political Cartoons
 - “Mad Tom in a Rage” political cartoon
 - “Jefferson Set Upon by King George III and Napoleon” political cartoon
 - “Death of the Embargo” political cartoon (Pearson Topic 5 Lesson 2 Investigate Interactive Cartoon *The Embargo Act of 1807*)
 - “Columbia Teaching John Bull his New Lesson” political cartoon
 - “The Hartford Convention” political cartoon
 - “The Present State of our Country” political cartoon on the War of 1812
 - “Countrymen in Chains” abolition political cartoon
 - “King Andrew the First” political cartoon
 - “The Times” political cartoon on the Panic of 1837
 - “All the West Going for Matty” political cartoon on election of Martin Van Buren
 - “The People’s Line – Take Care of the Locomotive” political cartoon
 - “Forcing Slavery Down the Throat of a Free Soiler” (Pearson Topic 7 Lesson 2)
- Journals of Lewis and Clark
- Views on African Americans in the War of 1812 from Gen. Andrew Jackson and Comm. Nathaniel Shaler
- *Star Spangled Banner*, 1814
- Monroe Doctrine excerpts
- letter from Mrs. Samuel Harrison Smith to sister describing President Jackson’s inauguration
- “Jackson Ticket” election artifacts
- Excerpt from “*Jackson’s message to Congress on Indian Policy.*”
- Seneca Falls *Declaration of Sentiments and Resolutions*, 1848
- Differing views on slavery, including writings from a cotton plantation owner, a New England minister, and an emancipated slave
- Excerpts *Narrative of the Life and Times of Frederick Douglass, an American Slave*
- Excerpt *Uncle Tom’s Cabin*

Secondary Sources (other than text book):

- *National Geographic*, “Lewis and Clark: Naturalist-Explorers”

Small group cooperative learning:

- Create a Modern Pioneer’s Trail Guide for one region of the west (photostory or moviemaker)

Supplemental materials

- Trail of Tears Webquest
- Oregon Trail simulation <https://classicreload.com/oregon-trail.html>
- IXL
 - Historical Figures: Frederick Douglass: D(B.7), E(D.7); Susan B. Anthony D(B.8), E(D.8); Harriet Tubman: D(B.9), E(D.9)
 - United States History Content: Level F (section C); Level G (section H); Level I (sections MM, NN); Level J (sections M, N)
- iCivics – *A Growing Nation* pod
- Pearson Digital Interactives
 - Topic 5 Lesson 2 Investigate Interactive Gallery *On the Trail with Lewis and Clark*
 - Topic 5 Lesson 2 Investigate Interactive Cartoon *The Embargo Act of 1807*
 - Topic 5 Lesson 3 Investigate Interactive Chart *Is War Against Great Britain Justified?*
 - Topic 5 Lesson 3 Investigate Interactive Map *The War of 1812*
 - Topic 5 Lesson 4 Investigate Interactive Map *Major Canals, Roads, and Railroads, 1840-1850*
 - Topic 5 Lesson 4 Investigate 3D Model *Early Textile Mill*
 - Topic 5 Lesson 4 Investigate Interactive Illustration *The Lowell System*
 - Topic 5 Lesson 5 Investigate Interactive Chart *Immigration to the US, 1820-1850*
 - Topic 5 Lesson 4 Investigate 3D Model *The Cotton Gin*
 - Topic 5 Lesson 4 Investigate Interactive Gallery *The Closed World of the Plantation*
 - Topic 5 Lesson 6 Synthesize Digital Activity *Nationalism and Sectionalism*
 - Topic 5 Lesson 7 Investigate Interactive Timeline *The Trail of Tears*
 - Topic 5 Lesson 7 Investigate Interactive Chart *Evaluate Andrew Jackson’s Actions*
 - Topic 6 Digital Overview Activity *Reshaping America in the Early 1800s*
 - Topic 6 Lesson 1 Investigate 3D Model *The Covered Wagon*
 - Topic 6 Lesson 1 Investigate Interactive Map *Trails to the West*
 - Topic 6 Lesson 2 Connect Digital Startup Activity *Comparing the US & Mexico 1840*
 - Topic 6 Lesson 2 Investigate Interactive Chart *Compare Viewpoints: The Annexation of TX*
 - Topic 6 Lesson 2 Investigate Interactive Map *Growth of the US, 1783 to 1853*
 - Topic 6 Lesson 3 Investigate Interactive Gallery *California Gold Rush*
 - Topic 6 Lesson 3 Investigate Before and After *The Growth of San Francisco*
 - Topic 6 Lesson 3 Synthesize Digital Activity *Identify Cause and Effect*
 - Topic 6 Lesson 4 Investigate Interactive Gallery *Religious and Spiritual Movements of the Early 1800s*
 - Topic 6 Lesson 4 Investigate Interactive Gallery *Mid-Nineteenth Century Reform Movements*
 - Topic 6 Lesson 5 Investigate Interactive Gallery *Resisting Slavery*
 - Topic 6 Lesson 5 Investigate Interactive Gallery *The Movement to End Slavery*
 - Topic 6 Lesson 6 Investigate Interactive Gallery *The Early Women’s Rights Movement*
 - Topic 6 Lesson 6 Investigate Interactive Chart *Analyzing Primary Sources on Women’s Rights*
 - Topic 6 Lesson 6 Synthesize Digital Activity *Women’s Movement Leaders*
 - Topic 7 Connect Digital Timeline Activity *Sectional Differences and Civil War*

- Topic 7 Lesson 1 Investigate Interactive Chart *Causes and Effects of Sectional Issues in the 1800s*
- Topic 7 Lesson 1 Investigate Interactive Map *The Underground Railroad*
- Topic 7 Lesson 2 Investigate Interactive Cartoon *Forcing Slavery Down the Throat of a FreeSoiler*
- Topic 7 Lesson 2 Investigate Interactive Map *Territories Open to Slavery*
- Topic 7 Lesson 2 Synthesize Digital Activity *The Events that Led to War*
- SHEG Reading Like A Historian
 - Louisiana Purchase; Lewis and Clark SAC; Manifest Destiny;
 - California Missions; Texas Revolution; The Gold Rush and San Francisco
 - Slavery Narratives; Second Middle Passage; Nat Turner; Freedom’s Journal

Suggested Films:

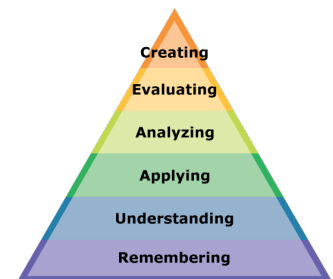
- Topic 6 Connect My Story Video *The Edmonson Sisters, An Audacious Escape*
- *America: The Story of US: Episode 3 – Westward and Episode 4 – Division*
- *The Presidents: 1789-1825; 1825-1849; and 1849-1865*
- *Scenes from Lewis & Clark: Journey of the Corps of Discovery* by Ken Burns
- *The African Americans: Many Rivers to Cross Episode 2 The Age of Slavery* with Henry Louis Gates Jr.
- *The Underground Railroad* with Alfre Woodard
- *Crash Courses in US History* by John Green: *Jefferson; War of 1812; Market Revolution; Slavery; Jackson; Women in the 19th Century; War and Expansion*
- scenes from *Amistad*
- scenes from *The Alamo*
- *10 Days That Unexpectedly Changed America: California Gold Rush*

Suggested Accommodations/Modifications for Assignments and Instruction:

- Provide students with some of the Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and essential skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; provide students with guided notes or copies of notes; provide guiding questions for reading assignments to increase comprehension and retention; break lectures into small portions and check for understanding after each section; use graphic organizers; chunk assignments into smaller portions.

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:

***Remember, Understand, Apply, Analyze**

- Quizzes, Tests, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer’s notebook/journal entries

Accommodations/Modifications:

Extended time; reduced number of open-ended questions; provide shorter primary source readings for DBQs; highlight, underline or bold key terms in questions and readings; provide academic vocabulary definitions; grade content rather than spelling/grammar/mechanics; provide graphic organizers or checklists for open ended responses/essay responses; give partial credit for open-ended response answers; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put few questions on each page; allow students to use notes for open-ended questions; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material

Summative Assessments:

***Apply, Analyze, Evaluate, Create**

- Chapter Assessments on Jeffersonian/Jacksonian Democracy; Westward Expansion; Industrialization and Reform Movements
- Benchmark Assessment including Essay and Objective components

Accommodations/Modifications:

Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; reduced number of open-ended questions; provide shorter primary source readings; provide academic vocabulary definitions that are not being assessed as part of content; increase spacing to reduce visual clutter; put fewer questions on each page; provide choice to allow students to demonstrate deeper understanding

Performance Assessments:

***Apply, Analyze, Evaluate, Create**

- Research a current event connected to societal reform and publish research in Google platform product.
- Modern Pioneer’s Travel Guide presentation (poster, slide show, Prezi, moviemaker, photo-story).
- Nominate a new candidate and plan a design for a new \$20 to replace Andrew Jackson

Accommodations/Modifications:

Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable

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: <i>US1 – Unit 5</i> <i>Civil War & Reconstruction</i></p>	<p>Unit Summary:</p> <p>The Civil War took place because the southern states felt that they could no longer tolerate their status as members of the Union because of their lack of representation in the executive and legislative branches, specifically over the issue of slavery. After Lincoln’s election leads the southern states to secede, tensions escalate quickly and result in the firing upon Fort Sumter.</p> <p>Following the bloodiest war in the western world in the nineteenth century, enslaved African Americans gained their freedom, while the federal government became a strong force in citizens’ lives.</p> <p>Though the outcome of the Civil War cemented the Union, the years that followed plunged the nation into dramatic social and economic changes known as Reconstruction. While African Americans obtained their liberty and southern society was transformed, Reconstruction involved a redefinition of social, economic, and political relationships between the North and the South as well as between the races.</p>
<p>Grade Level(s): 10</p>	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. There were specific attitudes, socioeconomic factors, and government actions, including the Fugitive Slave Act, Dred Scott, and secession, that led to the Civil War in both parts of the country. 2. Documents such as the Declaration of Independence, Seneca Falls Declaration of Sentiments and Resolution, Emancipation Proclamation, and the Gettysburg Address contributed to demanding equal rights for all. 3. The political and military leadership in both the North and South affected how the Civil War was carried out. 4. The 13th, 14th, and 15th Amendments sought to obtain citizenship and equality for African Americans during Reconstruction. 5. Geography, improved military strategies, and new modes of transportation had a great impact on the outcome of the Civil War. 6. Population shifts and migration patterns impacted the country during the Reconstruction period. 7. Economics played a large part in enabling the North and South to wage war. 8. In the North and South, immediate and long-term effects of the Civil War impacted their economies. 9. The Civil War cost America more than any previous conflict from the country’s past. 10. The African Americans living in the Union and Confederate states during the war played significant roles. 11. The American Civil War and other current civil wars in the world have led to interference in people’s lives and work. 12. The Reconstruction policies sought to reunite the country after the Civil War tore the country in two.
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What were the prevailing attitudes, socioeconomic factors, and government actions in the North and South that led to the Civil War? 2. How did ideas found in key documents contribute to demanding equality for all? 3. How did political and military leadership affect the outcome of the Civil War? 4. How effective were the 13th, 14th, and 15th Amendments in obtaining equality for African Americans? 5. How did geography, improved military strategy, and new modes of transportation had on the outcome of the Civil War? 6. What impact did population shift and migration patterns have on the country during the Reconstruction period? 7. What role did economics play in enabling the North and South to wage war? 	

<p>8. How were the immediate and long-term effects of the Civil War different in the North and South?</p> <p>9. Why was the Civil War more costly to America than previous conflicts?</p> <p>10. What role did African Americans play in the Union and Confederate state during the Civil War?</p> <p>11. What consequences for people’s lives and work were direct effects of the American Civil War or civil wars in another country?</p> <p>12. Were Reconstruction policies effective in reuniting the country and achieving their goals?</p> <p>13. How did conflicting political, economic, social, and sectional perspectives on Reconstruction lead to resistance of some Southern individuals and states?</p> <p>14. How did the Civil War and the 14th Amendment impact the development of the country and the relationship between the national and state governments.</p>	<p>13. Differing perspectives in the South led to resistance by states and individuals during Reconstruction.</p> <p>14. The Civil War and 14th Amendment impacted the development of the country and the relationship between federal and state governments.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<p>Learning Targets</p> <ol style="list-style-type: none"> Understand the significance of the First Battle of Bull Run. Describe how the North and South prepared for the war. Evaluate the effectiveness General Lee’s battle strategies. Discover how the Emancipation Proclamation affected both the North and the South. Summarize the importance of the battles to the West. Explain why the <i>Monitor</i> and the <i>Merrimack</i> made traditional warships obsolete. Discuss the importance of conscription being used for the first time during the Civil War. 	<p>NJSLS; NJCCS; 21st Century Skills:</p> <p>1.6.1.12.B.4.a 2.6.1.12.A.4.c 3.6.1.12.A.4.c; R.1.9-10.3 4.6.1.12.A.4.b; 6.3.12.D.1; R.1.9-10.9; CRP5 5.6.1.12.B.4.a 6.6.1.12.B.4.a</p>
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8. Describe wartime politics in the Confederate and Union governments.	7.6.1.12.A.4.a
9. Describe the causes and effects of African Americans joining the Union army.	8.6.1.12.A.4.c; 6.3.12.D.1
10. List the kinds of hardships that befell the North and South during the war.	9.6.1.12.D.4.a; CRP5
11. Identify the importance of Lee’s victories at Fredericksburg and Chancellorsville.	10. 6.1.12.A.4.a; CRP5
12. Describe how the Battles of Gettysburg and Vicksburg turned the tide of the war.	11. 6.1.12.A.4.c
13. Summarize the message of Lincoln’s Gettysburg Address.	12. 6.1.12.A.4.c
14. Chart General Grant’s strategy for defeating the South.	13. 6.1.12.A.4.b, <i>R.1.9-10.9</i>
15. Review the issues and results of the election of 1864.	14. 6.1.12.A.4.c
16. Explain the reasons why John Wilkes Booth shot and killed President Lincoln.	15. 6.1.12.A.4.c
17. Understand how the South was finally defeated on the battlefield.	16. 6.1.12.D.4.d
18. Detail how the war might have been different had Lincoln appointed Grant as the leader of Union forces in 1861.	17. 6.1.12.A.4.c
19. Explain Lincoln’s belief that the Union could not survive if slavery were preserved.	18. 6.1.12.A.4.c
20. Analyze the similarities and differences between Lincoln and Johnson’s Reconstruction plans.	19. 6.1.12.C.4.a
21. Explain how the newly freed slaves began to rebuild their lives.	20. 6.1.12.D.4.c
22. Examine the relationship of the black codes to the Fourteenth Amendment.	21. 6.1.12.D.4.e
23. Analyze the differences between Johnson and Congress’ Reconstruction plans.	22. 6.1.12.D.4.e; 6.3.12.D.1
24. Describe the significance of the Fifteenth Amendment.	23. 6.1.12.D.4.c
25. Explore how the growth of cities and industry began to change the South’s economy after the war.	24. 6.1.12.D.4.e; 6.3.12.D.1
26. Examine the money designated for Reconstruction projects and how it was used.	25. 6.1.12.A.5.a, <i>R.1.9-10.4</i>
27. Examine how the end of slavery changed agriculture in the South.	26. 6.1.12.D.4.d; 9.1.12.A.9
28. Explain what brought about the end of Reconstruction.	27. 6.1.12.A.5.c; 9.1.12.A.5
29. Identify tactics used by the Ku Klux Klan to spread terror throughout the South.	28. 6.1.12.B.4.b
30. Review the major successes and failures of Reconstruction.	29. 6.1.12.A.5.c
31. List the immediate and long-term effects of the Civil War on the economies of the North and South.	30. 6.1.12.D.4.e, 6.1.12.A.5.c; CRP5
32. Describe why the Civil War was costlier to America than previous conflicts were.	31. 6.1.12.C.4.b; CRP5
33. Explain the impact of the American Civil War and past civil wars in other countries in terms of the consequences for people’s lives and work.	32. 6.1.12.C.4.c
	33. 6.1.12.D.4.b; CRP5

Inter-Disciplinary Connections:

Language Arts Literacy - Primary Source document analysis (See list in “Students will engage with Text” below)

Art

- Analyzing and responding to political cartoons (see list in “Students will engage with Text” below)
- Analyze and respond to battlefield photography used during the Civil War
- Analyze and respond to Civil War memorial sculptures

Music

- Comparison of *Battle Hymn of the Republic* – Julia Ward Howe and *John Brown’s Body* – 2nd Infantry Bn. Mass.
- Analysis of *Oh I’m A Good Old Rebel* – sung by Hoyt Axton

Technology

- Google Classroom and associated products for submitted work; use of turnitin.com
- suggested supplemental use of Pearson E-Text; IXL, SHEG, iCivics, Common Lit, etc.
- Creation of presentation (slideshow, moviemaker or photo-story) highlighting technological advancements of the Civil War era

Math

- Analysis and interpretation of graphs/charts (Industrial Resources of Union and Confederacy, Men present for duty during the Civil War; African Americans elected to US Congress, Confederate Dollars Equivalent to 100 Union Dollars-Worth of Gold, etc.),
- Interpretation of Anaconda Plan, Gettysburg & Vicksburg battle strategy maps

Students will engage with the following text:

- **AGS United States History/Contemporary American History Before 1865 Vol. 1/United States History (Pearson)**
- Political Cartoons:
 - Election of 1860 showing 4 regional candidates tearing apart National Map
 - “The Hercules of 1861” political cartoon
 - “Volunteering Down Dixie” Cincinnati, 1861, southern recruiting efforts
 - “Ye Conference, Thank you Jeff, not any.” Ohio, 1861, British decline to recognize CSA
 - “Lines of Contention”
 - “One Good Turn Deserves Another” – London Punch, 9, Aug 1862 (African American Soldiers)
 - “Slow and Steady Wins the Race” – Historical Society of PA, Election of 1864
 - “A Man Knows a Man” – Harper’s, 22 April 1865, African American veterans
 - “You got what you deserved” political cartoon (pg 398 Pathways text)
 - “The Last Rail Split”
 - “A Warning”
 - “The Sportsman upset by the Recoil...”
 - “Grant in over his head”
 - “Between Two Fires”
 - “Carpetbagger” showing the greed of the time
 - “A Leaf from History for our Foreign Born...”
 - “How it would be if some ladies had their own way” women’s rights
 - “President Grant in a carpetbag”
 - “Worse Than Slavery”- Harper’s Magazine, KKK & White League during Reconstruction
- “House Divided” speech, 1858, Lincoln
- African American quotes/perspectives on joining the war effort (Frederick Douglass)
- “Emancipation Proclamation” excerpts
- “Gettysburg Address” Lincoln, 1863

- Account of a Civil War drummer boy
- “Memoirs” of William T. Sherman excerpts
- Excerpt from diary of Dr. Samuel McGill on the action in the Civil War
- Lyrics “Battle Hymn of the Republic”
- Lyrics “John Brown’s Body”
- Lyrics “Oh I’m a Good Old Rebel”
- Matthew Brady’s photography of the Civil War, analyzing pictures
- “Lee surrenders at Appomattox Courthouse” painting
- Account from a black Union soldier in 1865 (pg 436 Pathways text)
- Thaddeus Stevens’ speech regarding Voting Rights in 1867
- 13th, 14th, and 15th Amendments
- Excerpts from the Reconstruction Acts
- Excerpt from the “black citizens of Nashville,” 1865
- *Slaughterhouse Cases* of 1873, *US v. Reese* 1876, and *US v. Cruikshank* 1876
- Visitor to Atlanta’s account of the upcoming metropolis
- “It’s Time for the Lost Cause of the South to Get Lost” - Jack Schwartz, 2017
- “America’s Most Infamous Hate Group: The KKK” – Common Lit article

Suggested Accommodations/Modifications for Reading:

IEP/504: Highlight, underline, or bold main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of reading if available or read passages aloud to students; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure understanding of main ideas and key concepts; give students extra time to read assignments; provide students with annotation guide for reading purpose; model annotations in “I do, we do, you do” format

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

Gifted and Talented: Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding of material

Students will write:

Notes (Cornell, Guided, or other): Election of 1860; military leaders and strategy of Union and Confederacy;

Primary Source Document Responses: (see list above in “students will engage with the following text”)

Dr. Giampalmi writing prompts: Union army – Grant = , Confederate army – Lee =

Reflective Journal entry: What was the most significant battle of the Civil War? Why?

Opinion essay:

- Was Civil War inevitable between the states of the North and South? Explain.
- What should be done with Civil War monuments to Confederate leaders?

Timed writing assignment: Which Amendment during Reconstruction do you feel had the largest and most positive impact on America?

Persuasive Letters: Write a letter from an African American soldier to a congressman in the North encouraging Congress to consider legislation for equal rights.

Writers Notebook: Which event of the Civil War and Reconstruction period do you feel had the most influence in America's future?

Suggested Accommodations/Modifications for Writing:

IEP/504: Provide students with guide notes or copy of notes; offer students extended time on writing assignments; provide guiding questions for written responses; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type or use voice-to-speech tools to complete their responses if possible; grade on content rather than spelling/grammar/mechanics; provide extra space and line paper for student responses for students with poor or large handwriting; provide sentence starters for essay paragraphs; help students brainstorm possible answers to open-ended response questions.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

Gifted and Talented: Provide enrichment activities; use inquiry based practices and allow students to conduct additional research; provide project choices that require more detail and deeper understanding of material

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.

Notes: [Cornell, Guided, or other]

- Election of 1860
- Military Leaders and strategy of Union and Confederacy

Debates: Suggested topic:

- What rights should states and their governments have in America?

Analysis of primary sources: (see list above in "students will engage with text")

Secondary Sources (other than text book):

- *"It's Time for the Lost Cause of the South to Get Lost"*
- "America's Most Infamous Hate Group: The KKK" – Common Lit article

Small group cooperative learning:

- Compare advantages/disadvantages for Union and Confederacy
- Civil War Battle Map

Supplemental materials

- IXL
 - Historical Figures: Abraham Lincoln: D(B.6), E(D.6)

- US History Content: Level F (section D); Level G (section I); Level H (section JI.6); Level I (sections OO,PP); Level J (sections O,P)
- iCivics:
 - *Civil War & Reconstruction*; (Amendments 13-15)
 - *Jim Crow* (barriers to voting)
- Pearson Digital Interactives
 - Topic 7 Lesson 3 Investigate Interactive Chart *South Carolina Declaration of Causes of Secession*
 - Topic 7 Lesson 3 Investigate Interactive Timeline *Early Battles of the Civil War*
 - Topic 7 Lesson 4 Investigate Interactive Gallery *The Road to the Emancipation Proclamation*
 - Topic 7 Lesson 4 Investigate Interactive Gallery *African Americans and the Civil War*
 - Topic 7 Lesson 5 Investigate Interactive Gallery *New Ways of Waging War*
 - Topic 7 Lesson 5 Investigate Interactive Illustration *Hardships on the Home front*
 - Topic 7 Lesson 6 Investigate 3D Model *The Battle at Gettysburg*
 - Topic 7 Lesson 6 Investigate Interactive Map *Turning Points of the Civil War*
 - Topic 7 Lesson 6 Investigate Interactive Gallery *Sherman's March to the Sea*
 - Topic 7 Lesson 6 Synthesize Digital Activity *Significant Military Events*
 - Topic 7 Lesson 7 Investigate Interactive Gallery *Lincoln's Assassination*
 - Topic 7 Lesson 7 Investigate Interactive Chart *Costs to the War*
 - Topic 8 Digital Overview Activity *Map: Reconstruction of the South 1865-1877*
 - Topic 8 Lesson 1 Investigate Interactive Chart *Comparing Viewpoints on Reconstruction*
 - Topic 8 Lesson 1 Synthesize Digital Activity *Plans for Reconstruction*
 - Topic 8 Lesson 2 Investigate Interactive Gallery *Reconstruction-Era Political Groups*
 - Topic 8 Lesson 2 Investigate Interactive Chart *The Cycle of Poverty*
 - Topic 8 Lesson 3 Investigate Interactive Cartoon *Worse than Slavery*
 - Topic 8 Lesson 3 Synthesize Interactive Chart *Effects of Reconstruction*
- SHEG Reading Like A Historian
 - John Brown; Fort Sumter; Emancipation Proclamation
 - Radical Reconstruction; Reconstruction SAC; Sharecropping; Thomas Nast's Political Cartoons

Suggested Films:

- Topic 7 Connect My Story Video *Robert E. Lee, The Marble Man*
- Topic 8 Connect My Story Video *The Freedmen's Bureau*
- *America: The Story of US: Episode 5 – Civil War*
- *The Presidents: 1849-1865 and 1865-1885*
- *The African Americans: Many Rivers to Cross Episode 3 Into the Fire* with Henry Louis Gates Jr.
- *Reconstruction: America After the Civil War* PBS
- *Crash Courses in US History* by John Green: *1860 Election; Battles of the Civil War; Civil War 1; Civil War 2; Reconstruction*
- scenes from *Gettysburg* (Col. Chamberlain on Little Round Top)
- scenes from *Lincoln* (opening scene with soldiers reciting Gettysburg Address)
- *10 Days That Unexpectedly Changed America: Battle of Antietam*
- Interactive Battle Maps from Civilwar.org (include film clips)

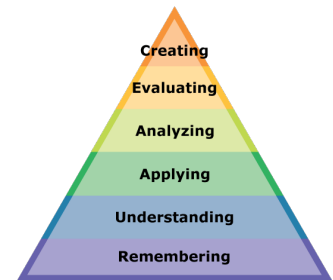
Suggested Accommodations/Modifications for Assignments and Instruction:

- Provide students with some of the Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and essential skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; provide students with guided notes or copies of notes; provide guiding questions for reading assignments to increase comprehension and retention; break lectures into small portions and check for understanding after each section; use graphic organizers; chunk assignments into smaller portions.

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:

***Remember, Understand, Apply, Analyze**

- Quizzes, Tests, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

Accommodations/Modifications:

Extended time; reduced number of open-ended questions; provide shorter primary source readings for DBQs; highlight, underline or bold key terms in questions and readings; provide academic vocabulary definitions; grade content rather than spelling/grammar/mechanics; provide graphic organizers or checklists for open ended responses/essay responses; give partial credit for open-ended response answers; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put few questions on each page; allow students to use notes for open-ended questions; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material

Summative Assessments:

***Apply, Analyze, Evaluate, Create**

- Chapter Assessments including Essay and Objective components

Accommodations/Modifications:

Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; reduced number of open-ended questions; provide shorter primary source readings; provide academic vocabulary definitions that are not being assessed as part of content; increase spacing to reduce visual clutter; put fewer questions on each page; provide choice to allow students to demonstrate deeper understanding

Performance Assessments:

***Apply, Analyze, Evaluate, Create**

- Research Project on the Civil War: technology, medicine, espionage, prisons, music, biographies of major generals on each side, etc.
- Research a current event connected to civil rights/voting rights and publish research in Google platform product.

Accommodations/Modifications:

Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable

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: <i>US1 – Unit 6 Industrialization & Looking West</i></p>	<p>Unit Summary:</p> <p>The age of Industrialization in the United States began prior to the Civil War when rapid industrial progress transformed the country. Relations between those who managed the industries and those who labored in them were filled with tensions as conditions continually worsened for the workers. In the years following the Civil War, new technology revolutionized the American way of life and big businesses began springing up. With the big businesses creating more wealth for its owners and for the nation, controversy promptly arose over the methods the businesses were carrying out. One of the points of concern in America was the working conditions in the factories, which lead to the creation of unions that would fight for better wages and conditions.</p> <p>Following the Civil War, more Americans moved west of the Mississippi River, taking over the land for farms, ranches, and mines, forcing out the original users; the Native Americans. The taming of the West became one of the great American myths. With the assistance of the federal government, these settlers looking to the western region were part of a major migration during the second half of the 1800s. While Native American societies were nearly destroyed as a result of this expansion, American mining, ranching, and farming thrived, developing from individual and family enterprises into major industries, completely transforming the West.</p>
<p>Grade Level(s): 10:</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How did industrial growth relate to the need for social and governmental reforms? 2. How did government efforts attempt to regulate industrial systems and provide economic stability? 3. How effective were government policies and actions of groups and people in addressing discrimination against minorities? 4. What impact did the Homestead Act, availability of land, and the transcontinental railroads have on the growth of a national economy and movement of populations? 5. What impact did rapid urbanization have on the 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The need for social and governmental reform was related to industrial growth. 2. In order to provide economic stability, the government made efforts to regulate industrial and financial systems. 3. Government policies and groups of individuals attempted to address discrimination against new immigrants, Native Americans, and African Americans. 4. The Homestead Act, availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. 5. The quality of life in cities and the environment were both impacted by the rapid urbanization of the period. 6. There were positive and negative impacts on the nation and on individuals because of economic practices of various business organizations. 7. The economic development of the North, South, and West after the Civil War had similarities and differences. 8. The economy and periods of expansion and recession are cyclical in nature.

<p>environment and quality of life in the cities?</p> <p>6. What were the economic practices of various business organizations regarding production and marketing of goods?</p> <p>7. How were the North, South, and West in the post-Civil War period comparable in regards to economic development?</p> <p>8. How are the nature of the economy and the impact of periods of expansion and recession cyclical?</p> <p>9. What government policies and other factors promoted innovation, entrepreneurship, and industrialization in New Jersey?</p> <p>10. How did events lead to the creation of labor and agricultural organizations that protected the rights of workers?</p> <p>11. How did public education in fostering national unity and American values help people meet their economic needs and expectations?</p> <p>12. What experiences did immigrants have related to their gender, race, ethnicity, or occupations?</p>	<p>9. The government created policies to promote innovation, entrepreneurship, and industrialization in N.J. and the United States during this period.</p> <p>10. Specific events led to the creation of labor and agricultural organizations that worked to protect the rights of workers.</p> <p>11. Public education sought to foster national unity and American values, and help people meet their economic needs.</p> <p>12. Experiences of immigrants varied due to their gender, race, ethnicity, and occupation.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<p><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. Explain how and why the people’s lives changed in the decades following the Civil War. 2. Describe how advances in electric power and communication affected life for people and businesses. 3. List the effects the development of railroads had on industrial growth. 4. Explain the impact of the Bessemer process on American culture. 5. Examine the implications of the terms “robber barons” and “captains of industry,” as the American industrialists were called. 	<p><u>NJSLS; NJCCS; 21st Century Skills:</u></p> <p>1.6.1.12.B.5.a</p> <p>2.6.1.12.A.5.a</p> <p>3.6.1.12.A.5.a</p> <p>4.6.1.12.A.5.a</p> <p>5.6.1.12.C.5.a, 9.1.12.A.6</p>
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<p>6. Examine how social Darwinism affected Americans’ views on big business.</p> <p>7. Detail the ways in which big businesses differed from smaller businesses.</p> <p>8. Describe how industrialists gained a competitive edge over their rivals.</p> <p>9. Identify the factors that led to a growing American work force between 1860 and 1900.</p> <p>10. Explain how factory work at the turn of the century was similar to the working conditions of today.</p> <p>11. Explain different reasons why entire families were forced to go to work.</p> <p>12. Examine the impact of industrialism on the gulf between the rich and poor.</p> <p>13. Chart the goals of early labor unions in the United States to labor unions of today.</p> <p>14. Explain why Eugene V. Debs formed the American Railway Union.</p> <p>15. Describe the causes and outcomes of the major strikes in the late 1800s.</p> <p>16. Identify the conditions that lured people to migrate to the West.</p> <p>17. Locate on a map where the western settlers came from.</p> <p>18. Describe how the American frontier shifted westward.</p> <p>19. List the factors that caused changes in the life of the Plains Indians.</p> <p>20. Examine how government policies and battlefield challenges affected the Indian wars.</p> <p>21. Detail the changes that occurred in federal Indian policies by 1900.</p> <p>22. Chart the spread of mining across the West.</p> <p>23. Explain what caused the western cattle boom.</p> <p>24. Describe life for the cowboys and settlers in the West.</p> <p>25. Explain the complaints issued by farmers to the federal government about post-Civil War economic policies.</p> <p>26. Detail the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</p>	<p>6.6.1.12.C.5.c, 9.1.12.A.9 , <i>R.1.9-10.3</i></p> <p>7.6.1.12.D.5.a</p> <p>8.6.1.12.C.5.a</p> <p>9.6.1.12.B.5.b, 6.1.12.D.5.b, 6.3.12.A.2, 9.1.12.A.5</p> <p>10. 6.1.12.C.5.a, 6.3.12.A.2, <i>R.1.9-10.7</i></p> <p>11. 6.1.12.D.5.b</p> <p>12. 6.1.12.D.5.d</p> <p>13. 6.1.12.D.5.b, 6.3.12.A.2</p> <p>14. 6.1.12.D.5.b</p> <p>15. 6.1.12.D.5.b</p> <p>16. 6.1.12.B.5.a</p> <p>17. 6.1.12.B.5.a</p> <p>18. 6.1.12.B.3.a</p> <p>19. 6.1.12.B.3.a</p> <p>20. 6.1.12.A.5.c</p> <p>21. 6.1.12.A.5.c</p> <p>22. 6.1.12.C.3.b</p> <p>23. 6.1.12.C.5.a</p> <p>24. 6.1.12.B.3.a</p> <p>25. 6.1.12.C.5.b, <i>R.1.9-10.9</i></p> <p>26. 6.1.12.D.5.c</p>
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Inter-Disciplinary Connections:

Language Arts Literacy - Primary Source document analysis (See list in “Students will engage with Text” below)

Art - Analyzing and responding to political cartoons , paintings, and other images (see list in “Students will engage with Text” below)

Music - analysis of song lyrics

- *The Old Chisholm Trail* <http://www.balladofamerica.com/music/indexes/songs/oldchisholmtrail/>
- *The Commonwealth of Toil* – Ralph Chaplin, 1910’s (IWW)

Technology

- Google Classroom and associated products for submitted work; use of turnitin.com
- suggested supplemental use of Pearson E-Text; IXL, SHEG, iCivics, Common Lit, etc.
- Creation of presentation (slideshow, moviemaker or photo-story) highlighting successes of Captains of Industry (Carnegie, Rockefeller, etc.)

Math

- Analysis and interpretation of graphs/charts (Wheat prices 1866-1890, Texas cattle driven North 1867-1881, Shifts in population and employment 1860-1890, etc.)
- Interpretation of maps (Statehood in the West map, Native American Territory in the West 1890)

Students will engage with the following text:

- **AGS United States History/Contemporary American History Before 1865 Vol. 1/United States History (Pearson)**
- Political Cartoons:
 - *The Protectors of our Industries* – by Gillam in *Puck*, NY: Keppler & Schwarzmann, 7 Feb 1883
 - Life of wealthy industrialists vs. boarding house full of workers
 - *Monopoly and Lady Liberty* – *Puck*, Keppler, 1881
 - *Bosses of the Senate* – *Puck*, 1 Jan 1889
 - *Next!* - Keppler, 1904 (Standard Oil monopoly “octopus”)
 - *William Jennings Bryan Cross of Gold Speech* by Hamilton, *Judge* magazine, 1886
- Quotes
 - “Woodruff Sleeping Car Company” – Carnegie
 - Garment worker on factory life – Sadie Frowne
 - Laborers acting against their employers – Samuel Gompers
 - Fair Wages – Eugene v. Debs
 - Going against the wealthy – August Spies
 - South Dakota settler on life out West – Mary Clark
 - Details of life of a cowboy – Charles A. Siringo
 - 1879 Commercial and Financial Chronicle
 - Free Silver opinions
- Images
 - Wall Street, early 1800s
 - child workers (coal miners & factory machine operators) – photos
 - *Buffalo Chase – Single Death* – painting, George Catlin, c.1832-33
 - Cavalry poster to fight out west, 1864
 - Soddie house - photo
- Song lyrics
 - *The Commonwealth of our Toil* (IWW)
 - *The Old Chisholm Trail*
- Testimonies of Samuel Gompers and Thomas Livermore, 1883, Senate Committee on Education and Labor
- Pacific Railway Acts of 1862, 1864
- Newspaper article detailing people fighting to claim land out west, 1889
- Diary of a Union Pacific engineer describing the extinction of “the West”
- Speech – Red Cloud after Wounded Knee Massacre

Suggested Accommodations/Modifications for Reading:

IEP/504: Highlight, underline, or bold main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of reading if available or read passages aloud to students; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure understanding of main ideas and key concepts; give students extra time to read assignments; provide students with annotation guide for reading purpose; model annotations in “I do, we do, you do” format

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

Gifted and Talented: Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding of material

Students will write:

Notes (Cornell, Guided, or other): impact of industrialization out West, development of labor unions, romanticism of “the West”

Primary Source Document Responses: (see list above in “students will engage with the following text”)

Dr. Giampalmi writing prompts: Industrialization + American West =, American West – government policies =

Reflective Journal entry:

- Why do owners hire managers to handle certain aspects of their businesses?
- How has the romantic image of the west/cowboy culture impacted modern society?

Opinion essay: Is the impact of big business on American society positive, or negative? Explain.

Timed writing assignment: Why do you think the federal government was friendly to the industrialists even when much of the public did not support them?

Persuasive Letters: Write an editorial either for or against labor unions and the methods utilized for achieving their main goals.

Writers Notebook: What types of problems did (railroads/ranchers/farmers/Native Americans) have in the late 1800s?

Suggested Accommodations/Modifications for Writing:

IEP/504: Provide students with guide notes or copy of notes; offer students extended time on writing assignments; provide guiding questions for written responses; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type or use voice-to-speech tools to complete their responses if possible; grade on content rather than spelling/grammar/mechanics; provide extra space and line paper for student responses for students with poor or large handwriting; provide sentence starters for essay paragraphs; help students brainstorm possible answers to open-ended response questions.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

Gifted and Talented: Provide enrichment activities; use inquiry based practices and allow students to conduct additional research; provide project choices that require more detail and deeper understanding of material

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.

Notes: [Cornell, Guided, or other]- impact of industrialization on the West

Debates: Suggested topic:

- Were key figures Carnegie and Rockefeller “Captains of Industry”, or “Robber Barons”?

Analysis of primary sources: (see list above in “students will engage with text”)

Small Group Cooperative Learning

- Comparison of different labor organizations: goals, methods, accomplishments

Supplemental materials

- IXL
 - Historical Figures: Sitting Bull D(B.10), E (D.11); Thomas Edison D(B.10), E(D.11)
 - US History Content: Level I (QQ.1); Level J (Q.1)
- Pearson Digital Interactives
 - Topic 9 Digital Overview Activity *The Brooklyn Bridge Nears Completion*
 - Topic 9 Lesson 1 Investigate Interactive Map *Railroads Spur Economic Development in Cities*
 - Topic 9 Lesson 1 Investigate Interactive Gallery *Major Inventions of the Late 1800s*
 - Topic 9 Lesson 2 Investigate Interactive Galley *Captains of Industry*
 - Topic 9 Lesson 2 Investigate Interactive Chart *The Courts, Business, and Labor Regulation*
 - Topic 9 Lesson 3 Investigate Interactive Cartoon *A Different Kind of Knight*
 - Topic 9 Lesson 3 Investigate Interactive Chart *Major Labor Strikes of the 1800s*
 - Topic 10 Digital Overview Activity *Challenges in the Late 1800s*
 - Topic 10 Lesson 1 Investigate Interactive Map *Major Indian Wars, 1861-1886*
 - Topic 10 Lesson 1 Investigate Interactive Timeline *Legislative Acts Affecting Native Americans*
 - Topic 10 Lesson 2 Investigate Interactive Chart *Gold and Silver Rushes*
 - Topic 10 Lesson 2 Investigate 3D Model *Nineteenth Century Sod House*
 - Topic 10 Lesson 2 Investigate Interactive Gallery *Mexican & Chinese American Contributions to the American West*
- SHEG Reading Like A Historian
 - Battle of Little Big Horn; Carlisle Indian Industrial School
 - Great Plains Homesteaders;
 - Homestead Strike; Pullman Strike;

Suggested Films:

- Topic 10 Connect My Story Video *Sitting Bull, The Fight for the Black Hills*
- *America: The Story of US*: Episode 6 – Heartland and 7 - Cities
- *Crash Courses in US History* by John Green: *The Industrial Economy; Westward Expansion*
- Scenes from *Gangs of New York*
- scenes from *Far and Away*
- scenes from *The Magnificent Seven*
- scenes from John Wayne’s *The Cowboys*
- scenes from Ken Burns PBS documentary *The West*

- *10 Days That Unexpectedly Changed America: The Homestead Strike*

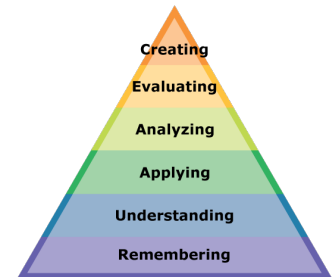
Suggested Accommodations/Modifications for Assignments and Instruction:

- Provide students with some of the Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and essential skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; provide students with guided notes or copies of notes; provide guiding questions for reading assignments to increase comprehension and retention; break lectures into small portions and check for understanding after each section; use graphic organizers; chunk assignments into smaller portions.

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:

***Remember, Understand, Apply, Analyze**

- Quizzes, Tests, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

Accommodations/Modifications:

Extended time; reduced number of open-ended questions; provide shorter primary source readings for DBQs; highlight, underline or bold key terms in questions and readings; provide academic vocabulary definitions; grade content rather than spelling/grammar/mechanics; provide graphic organizers or checklists for open ended responses/essay responses; give partial credit for open-ended response answers; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put few questions on each page; allow students to use notes for open-ended questions; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material

Summative Assessments:

***Apply, Analyze, Evaluate, Create**

- Chapter Assessments including Essay and Objective components

Accommodations/Modifications:

Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; reduced number of open-ended questions; provide shorter primary source readings; provide academic vocabulary definitions that are not being assessed as part of content; increase spacing to reduce visual clutter; put fewer questions on each page; provide choice to allow students to demonstrate deeper understanding

Performance Assessments:

***Apply, Analyze, Evaluate, Create**

- Research Project on effects of industrialization on different economic classes and geographical areas of the United States
- Research a current event connected to land use/technological innovation and government policies and publish research in Google platform product.
- Develop an informational brochure detailing worker’s rights under current labor law (OSHA violations, Pregnancy and Maternity Discrimination, Wage Theft, etc.)
- Create a resume for one of the presidents of the last half of the 19th Century highlighting accomplishments during term of office, achievements in former government/military service, education, honors/awards, and references, etc.

Accommodations/Modifications:

Extended time; after-school/Common Time support; provide oral and written instructions; allow students to work with partners; provide step-by-step instructions or checklists; use concrete examples; highlight, underline or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable