

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

SYLLABUS

UNITED STATES HISTORY I COLLEGE PREP

Course Overview

This course includes a survey of United States History from the Colonial Period to the Expansion of American Industry. The class will examine significant geographic, economic, political, and social events of American History. Class time involves teacher-guided lecture, discussion, collaborative and website-specific learning activities, problem solving, writing activities, and creative projects. The class will strive to meet the New Jersey Core Curriculum Content Standards' mission of providing learners with the "knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age."

Course Content Outline and the NJ Core Curriculum Content Standards (2014)

First Marking Period

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

Second Marking Period

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

Third Marking Period

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

Fourth Marking Period

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

Course Expectations and Skills

1. Actively engage in studying current events.
2. Embrace a global perspective.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, **PARCC and ASVAB**.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. **Develop skills in note-taking both from lecture and independently from resources.**
10. Utilize technology to refine 21st century skills through database research and multimedia presentations.

Materials Needed

- Covered textbook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

Resources

Prentice Hall America: Pathways to the Present

Grading Scale

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

- | | |
|--------------------------|--------------------------|
| - Major Assessments: 40% | - Projects: 15% |
| - Minor Assessments: 25% | - Daily Work: 20% |

Teacher Information

TBA

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:</p> <p>U.S. I College Prep – Unit 1 - Founding of the British Colonies</p>	<p>Unit Summary:</p> <p>With both help and resistance from 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.</p>
<p>Grade Level(s):</p> <p>10</p>	<p>The purpose of this unit is to reflect on the founding of the early American Colonies, and the motivating factors that brought the colonists to America. It will lead students to reflect on the diversity of groups which settled in the U.S. 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>Essential Question(s):</p> <ol style="list-style-type: none"> Why did regional differences in settlement patterns, labor conditions, develop during the 18th century in both New England and Middle Atlantic societies? How did British North American colonies adapt the British governance structure? How were political rights determined? How do geography, climate and natural resources affect the way people live and work? What economic ideas existed? What resources contributed to economic development in the American colonies? What consequences existed for Native Americans? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> The vast differences between the fertile soil of the South and Mid-Atlantic colonies and the rocky coastline of New England influenced agriculture, trade and industry differently in the colonies. British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. Gender, property ownership, religion, and legal status affected political rights. Geographic variations (e.g., climate, soil conditions, and other natural resources) influenced economic development in the New World. Economic ideas and the practices of mercantilism and capitalism conflicted during this time period. 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. Consequences to Native American groups developed because of the loss of their land and people.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Determine geographic variations in the colonies that caused different economic livelihoods to develop that caused regionalization of goods, services, products, and professions.	1. 6.1.12.B.1.a
2. Describe the Northern British colonies.	2. 6.1.12.A.1.a
3. Describe the agrarian South.	3. 6.1.12.A.1.a
4. Compose an explanatory text on how differences in climate and agriculture affected the lives of colonists in each region.	4. WHST.9-10.2
5. Synthesize multiple sources available from the internet on the reasons slaves were brought to the colonies.	5. WHST.9-10.7
6. Annotate texts regarding the presence of the colonists that present the point of views of the colonists and the Native Americans.	6. RH.9-10.9
7. Compare the Dutch and English settlement of N.J.	7. 6.1.12.B.1.a
8. Locate important centers of political and economic activity in early colonial N.J.	8. 6.1.12.C.1.a
9. List and describe several types of ethnic and religious groups who settled in N.J.	9. 6.1.12.C.1.b
10. Differentiate the different types of colonies that existed in the English colonial empire.	10. 6.1.12.A.1.a
11. Produce clear and coherent writing to explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.	11. WHST.9-10.4,
12. Gather relevant information from multiple authoritative primary and secondary sources to explain how self-government in the British North American colonies evolved from British governmental structures.	6.1.12.C.1.a
13. Differentiate the colonies based on the culture and economy that develops within.	12. WHST.9-10.8,
14. Analyze how gender, property ownership, religion, and race affected political rights.	6.1.12.A.1.a
15. Determine the rights and responsibilities of colonial women.	13. 6.1.12.A.1.a,
16. Write a narrative analyzing how gender, property ownership, religion, and legal status affected an individual’s political rights.	6.1.12.B.1.a
17. Carefully locate each of the four arguments in the transcript of “Educating American Women” and detail to what extent women in America today would agree or would not with the reasons supporting each argument.	14. 6.1.12.A.1.b
18. Compare primary and secondary sources to determine the impact disease, war, and other conflicts had on Native American peoples during this time period.	15. 6.1.12.A.1.b, RH.9-
19. Compare Native American values versus European values.	10.2
20. Summarize the experience of the Lenape in New Jersey.	16. WHST.9-10.2
21. Provide examples of the impact that the Columbian Exchange had on the economy and cultures of the American Colonies.	6.1.12.A.1.b
	17. RH.9-10.7
	18. RH.9-10.6
	6.1.12.D.1.a
	19. 6.1.12.D.1.a
	20. 6.1.12.D.1.a
	21. 6.1.12.B.1.a

Inter-Disciplinary Connections:

Language Arts Literacy—Primary Source document responses to: 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* and “Mayflower Compact,” **excerpt from “The Therapy of Distance” and excerpt from “Educating American Women.”**

Art—Critiques of Native American art, including: copper portraits and jewelry artifacts

Music—Critiques of “I Shall Disappear” and “No More Be”

Technology—Microsoft Office Word for typed responses, use of turnitin.com for submitting homework assignments

Math—American Tobacco Imported by England, 1616-1626 chart

Students will engage with the following text:

America: Pathways to the Present (Prentice Hall)

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*

Native American Songs, “I Shall Disappear” and “No More Be”

“Mayflower Compact”

Excerpt from “The Therapy of Distance”

Excerpt from “Educating American Women”

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available or read passages aloud to students; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas and key concepts; give students extra time to read assignments.

Students will write:

Cornell Notes: on Colonial New Jersey

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*

Native American Songs, “I Shall Disappear” and “No More Be”

“Mayflower Compact”

“Educating American Women”

Dr. Giampalmi writing prompt: New Jersey colony+Powhattan tribe=...

Reflective Journal entry: Imagine you are A Wampanoag. Describe your initial reactions of the Europeans coming off the *Mayflower*.

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?

Timed writing assignment: How did English pattern of conquest affect their relations with Native Americans?

Picture Prompts: Critique Native American art, including: copper portraits and jewelry artifacts

Persuasive Letters:

Compose a speech urging others on the *Mayflower* to sign the “Mayflower Compact.”

Compose a newspaper article enticing 17th century immigration to the English colonies

Expository Writing:

Detail colonial wardrobe, distinguishing between the respective genders + social classes.

Carefully locate each of the four arguments in the transcript of “Educating American Women” and detail to what extent women in America today would agree with the reasons supporting each argument.

Writers Notebook: Describe a time you began an experience and was uncertain of how the experience would turn out.

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies 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 writing assignments; reduced number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not spelling/grammar/mechanics; provide extra space and lined paper for student responses for students with poor or large handwriting; give sentence starters for essay paragraphs; help the student brainstorm possible answers to open-ended response questions.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: on geographic variations in the colonies

Cornell Notes: on Colonial New Jersey

Debate:

What is the most important aspect of culture?

In what ways was colonial life attractive, and in what ways would it seem tedious and dull to the average twenty-first-century American?

Socratic Seminar: How democratic was colonial American society?

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*

Native American Songs, “I Shall Disappear” and “No More Be”

“Mayflower Compact”

Excerpt from “Arguments for Educating Women” 1735, by John Peter Zenger

Excerpt from “The Therapy of Distance”

Excerpt from “Educating American Women”

Suggested Websites:

<http://www.learner.org/interactives/historymap/colonists2.html>

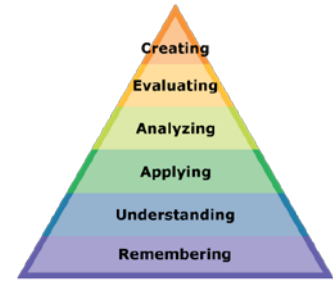
<https://www.gilderlehrman.org/history-by-era/thirteen-colonies/essays/history-times-colonial-era>

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; 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:

Quiz on different types of colonies.
Homework readings on colonial rights of women and Native American culture.
Participation in class discussions.
Written responses on "How did colonial life contrast with our lives today?"
Writer's notebook/journal entries on "Explain an experience when you began a new adventure in your life."
***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: 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; grade content rather than spelling/grammar/mechanics; divide or chunk assessments into portions (give on separate days if necessary); provide graphic organizers or checklists for open-ended response/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 fewer question on each page; allow students to use notes for open-ended questions.
Suggested for gifted & talented students: Provide supplementary or lengthier 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.

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components
***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; 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; increase spacing to reduce visual clutter; put fewer question on each page.
Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide project choices that require more detail and deeper understanding.

Performance Assessments:

- Create an editorial describing the conditions in Colonial America.
- Create a brochure highlighting aspects of life in Colonial America.
- Create a travel portfolio noting the physical characteristics of Northern, Middle, and Southern colonial regions, which also includes an economic activity map, a physical features map, and a population density map that analyzes differences in development among the three regions.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding of material.

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: U.S. I College Prep– Unit 2- Road to Revolution & Revolutionary War</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 caused the American Revolutionary War? 2. What debates emerged as America was formed? 3. What were the intellectual origins of the major ideas expressed in the Declaration of Independence? 4. How did the Americans unite together to gain their independence from the British and what immediate changes were necessary? 5. What led to the writing of the U.S. Constitution? 6. What transpired at the Constitutional Convention and how is the document applicable in today’s society? 7. What was the purpose of the Constitution? 8. On what beliefs was our government founded? 9. How are governments created, structured, maintained, and changed? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. 2. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic. 3. The European Enlightenment influenced major ideas expressed in the Declaration of Independence. 4. Despite division amongst themselves, the colonists united militarily and politically in their War for Independence? 5. Despite initial aspirations for a loose confederation of states, economic, domestic and foreign threats led to the direction of a stronger central government in a new Constitution. 6. Through the Constitutional Convention, a republic was form through a document that is flexible and amendable to current times. 7. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. 8. Our government was founded on the principles of fairness, equality, and respect for diversity. 9. Governments can change based on the needs of the people, their society, and their culture. 10. The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. 11. Inalienable rights are rights that cannot be taken away, were announced in our Declaration of Independence and are protected by our Constitution. 12. The United States has attempted to account for regional differences while also striving to create an American identity. 13. The colonists met the problems of financing the American Revolutionary, especially wartime inflation and profiteering.

<p>10. What causes people to “revolt”?</p> <p>11. What are inalienable rights?</p> <p>12. How does geography influence the development of cultures and societies?</p> <p>13. What challenges did the colonists meet during the American Revolutionary War?</p> <p>14. What groups of people led to the success of the American Revolution?</p>	<p>14. Many colonists, including, African Americans, Native Americans, and women made significant contributions during the American Revolution.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Compare the ideas of the Enlightenment thinkers and writers to the writers of the American Revolution.	1. 6.1.12.A.2.a
2. Deduce the causes and effects of the French and Indian War.	2. RH.9-10.1
3. Locate on a map the territorial possessions in North America in 1763.	3. 6.1.12.A.1.a
4. Chart how British policies in the colonies changed after 1763.	4. 6.1.12.D.1.a
5. Judge the validity of the statement that the French and Indian War weakened the colonists’ loyalty to Britain.	5. 6.1.12.B.1.a
6. List the grievances the colonists had against England and the laws and policies that caused these grievances.	6. 6.1.12.C.1.a
7. Explain the effects of British laws on the economic and political stability in N.J.	7. 6.1.12.C.1.a
8. Summarize the circumstances surrounding the Boston Tea Party and how it contributed to the slide into revolution.	8. 6.1.12.C.1.a
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.	9. 6.1.12.C.1.a
10. Utilize Thomas Paine’s <i>Common Sense</i> as a mentor text exemplifying persuasive writing.	10. 6.1.12.C.1.a
11. Highlight the Patriots’ motivations and decisions to join the rebellion.	11. 6.1.12.C.1.a
12. Write a position paper justifying the colonies’ right to rebel against the British or the British right to keep their colonies.	12. WHST.9-10.1
13. Analyze examples of propaganda to sway public opinion regarding war with Britain.	13. RH.9-10.5
14. Compare and contrast the views of colonists such as Paul Revere, Samuel Adams, Mercy Otis Warren, Patrick Henry, Thomas Jefferson, Thomas Paine, and Abigail and John Adams.	14. RH.9-10.6
15. Distinguish the main ideas of the Declaration of Independence and why the men who signed it took such a great risk.	15. 6.1.12.A.2.b, RH.9-10.5
16. Cite specific textual evidence of the intellectual origins (e.g., John Locke) of the key ideas expressed in the Declaration of Independence.	16. RH.9-10.1, 6.1.12.A.2.a
17. Cite differences amongst the British and American strengths and weaknesses during the Revolution.	17. 6.1.12.A.2.a
18. Give examples of problems with financing the war and dealing with wartime inflation and profiteering.	18. 6.1.12.A.2.a, 6.1.12.A.2.b
19. Use examples of quantitative or technical analysis to visualize that financing the American Revolutionary War was a large challenge.	19. RH.9-10.7, 6.1.12.C.2.a
20. Analyze the contributions and perspectives of African Americans, Native Americans, and women during the Revolution.	20. 6.1.12.A.2.a
21. Prepare a battle chart showing the major campaigns and battles; including	21. 6.1.12.C.2.a, RH.9-10.6
	22. 6.1.12.C.2.b
	23. 6.1.12.A.2.a, WHST.9-10.9
	24. 6.1.12.A.2.c, RH.9-10.3

notable conflicts in New Jersey during the Revolutionary War. 22. Explain why George Washington was central to America’s successful effort in winning independence. 23. Deduce the provisions of the Treaty of Paris, 1783. 24. Review the immediate and long-term significance of the American Revolution on America and New Jersey.	
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Inter-Disciplinary Connections:

Language Arts Literacy—Responding and analyzing primary source documents
Art—Critique the historical accuracy of Paul Revere’s “Boston Massacre.”
Technology—Utilize LMC databases, Microsoft Office PowerPoint, Publisher and Word for formal presentations. Also utilize turnitin.com to submit formal writing.
Music—Lyrics and playing of School House Rock: “Fireworks,” “Shot Heard Round the World,” and “Preamble.” “Too Late to Apologize” video
Math—Interpretation of chart on “Tea Imported from England 1764-1775”

Students will engage with the following text:

- America: Pathways to the Present (Prentice Hall)
- Four parts of the Declaration of Independence
- “Speech to the Virginia Convention,” Patrick Henry
- “Introduction,” *Common Sense*, Thomas Paine
- 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
- Unsolved Mysteries* readings to supplement class discussions, including chapters on “Why Did Benedict Arnold Turn Traitor”
- 1776 excerpt independent reading exercise
- Red Bank Battlefield Re-enactment Courier Post article reading and reaction
- “New Jersey a Key Player During the Revolution” Courier Post article
- “Common Sense’ author lived in S.J.” article in Courier Post
- “A Plan for a New Government” 1775, John Adams
- “A report on reaction to the Stamp Act” 1765, Archibald Hinshelwood
- B.W. “To the Inhabitants of the Province of the Massachusetts-Bay,” Boston Gazette, October 7, 1765.
- Alfred, W. “To Mr. Secretary Conway,” Boston-Gazette Supplement, January 27, 1766.
- Hughes, J. Letter of the Stamp Tax Collector in Philadelphia to London, January 13, 1766.

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, formulate/ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; pre-teach vocabulary for readings or provide a vocabulary sheet to accompany readings to help ensure understanding.

Students will write:

Cornell Notes: on problems of financing the war

Primary Source Document Responses: 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 and "Diary of a Wartime Winter" by Margaret Hill Morris of NJ, -- "A Plan for a New Government" 1775, John Adams, "A report on reaction to the Stamp Act" 1765, Archibald Hinshelwood, B.W. "To the Inhabitants of the Province of the Massachusetts-Bay," Boston Gazette, October 7, 1765, Alfred, W. "To Mr. Secretary Conway," Boston-Gazette Supplement, January 27, 1766, Hughes, J. Letter of the Stamp Tax Collector in Philadelphia to London, January 13, 1766, "A Plan for a New Government" 1775 and "A report on reaction to the Stamp Act" 1765.

Dr. Giampalmi writing prompts: George Washington + facebook=

Reflective Journal entry: What reasons would some colonists have had to not join the rebellion? Have you ever taken an unpopular stance amongst your friends?

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

Timed writing assignment: 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.

Picture Prompts: *Boston Tea Party* painting

Persuasive Letters: Write a speech to the Sons of Liberty calling for an organized attack on British tea.

Writers Notebook: "Spark of Rebellion" from American Heritage. Have students write a historical narrative explain 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."

Expository Essay:

Were the colonists justified in waging a war against the British?

Why did some colonists support England and oppose independence?

Why Were the Colonists Upset about the Stamp Act?

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies 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 writing assignments; reduced number of open-ended responses; use graphic organizers to help students brainstorm and organize their writing; allow students to type responses if possible; grade on content not spelling/grammar/mechanics; provide extra space and lined paper for student responses for students with poor or large handwriting.

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

Cornell Notes: 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:

--Four parts of the Declaration of Independence

--Henry Wadsworth Longfellow's, "Paul Revere's Ride"

--"Speech to the Virginia Convention" and *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

-- "A Plan for a New Government" 1775, John Adams

--"A report on reaction to the Stamp Act" 1765, Archibald Hinshelwood

--B.W. "To the Inhabitants of the Province of the Massachusetts-Bay," Boston Gazette, October 7, 1765.

--Alfred, W. "To Mr. Secretary Conway," Boston-Gazette Supplement, January 27, 1766.

--Hughes, J. Letter of the Stamp Tax Collector in Philadelphia to London, January 13, 1766.

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

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

--Red Bank Battlefield Re-enactment Courier Post article reading and reaction

-- "New Jersey a Key Player During the Revolution" Courier Post article

-- "Common Sense' author lived in S.J." article in Courier Post

Small group cooperative learning:

- Jackdaw Kits—American Revolution kit to explore primary source documents
- Boston Tea Party play
- Pair-share on British and American strengths and weaknesses

Suggested Film Clips:

- 10 Days that Unexpectedly Changed America*—
- America the Story of US: Part 1, Rebels*

Suggested Websites:

Gilder Lehrman: <https://www.gilderlehrman.org/history-by-era/american-revolution-1763-1783/road-revolution>

Road to War: <http://pbs.org/liberty/>

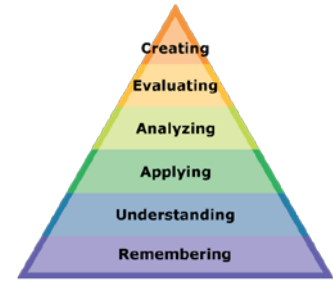
SHEG: Lesson Plan on “Why Were the Colonists Upset about the Stamp Act?” at http://sheg.stanford.edu/upload/V3LessonPlans/Stamp%20Act%20Lesson%20Plan_0.pdf

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:

--Test on Revolutionary War.
--Homework readings on Mercantilism in the Colonies
--Participation in Socratic Seminar on "Were the Sons of Liberty patriots or terrorists?" and participation in class discussion on Was the American Revolution really a revolution?

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Extended time on assessments; reduced number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter on assessment pages; put fewer question on each page; allow students to use notes for open-ended questions; provide student with a vocabulary key to assist with more difficult readings.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper/more comprehensive understanding.

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time, after-school support; provide oral and written instructions; provide step-by-step directions or checklists for open-ended items; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions (give over multiple days if necessary); reduced number of open-ended questions; provide shorter primary source readings; increase spacing to reduce visual clutter; put fewer question on each page.

Suggested for gifted & talented students: 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.

Performance Assessments:

--Timeline of major events at phase in the war. Could include events leading up to the war or key battles/events during the war.

--So You Want to Start a Revolution? – Students will create a revolution between two fictional countries.

--During the American Revolution both the American Continental Army and the British Army had spies to keep track of their enemy. You have been hired by the British to recruit a spy in the colonies. You must choose your spy from one of colonists above. When making your decision use the following criteria: 1. The spy cannot be someone who the Patriots mistrust. The spy should be a person who appears to agree with the Patriots. 2. The spy should live in a populated area where the Patriots are active and can report on Patriot activity. A colonist in a rural area will have little information to provide. 3. The spy should need something from the British, either money or military protection, to entice him or her to risk his or her life.

--A broadside ballad was a song - printed on a broadside, a large sheet of paper that usually focused on a dramatic event such as a battle, a crime, or a disaster. A primitive attempt at mass communication, the broadside was distributed like a newspaper. Many ballads printed on broadsides eventually passed into oral tradition. Compose a ballad about the impact/consequences of the Revolution.

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable.

Suggested for gifted & talented students: 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:</p> <p>U.S. I College Prep– Unit 3 - Life in the New Nation</p>	<p>Unit Summary:</p> <p>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.</p> <p>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):</p> <p>10</p>	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> Governments can change based on the needs of the people, their society, and their culture. The Federalist Era shaped future presidential administrations by encouraging and supporting a strong central government. The conflict between the Federalists and the Anti-Federalists shaped much of the nation’s early political debate and policy and set the precedent for a two party system in America As a result of the Federalist Era, power from one president to another was achieved, a National Bank was chartered, and the judicial branch was developed. As a result of the Alien and Sedition Acts and the Virginia and Kentucky Manifestos, the debate between central and state powers became more heated. As seen during the Federalist Era, with the creation of the Supreme Court, and the debates regarding tariffs and the National Bank, various interpretations of the Constitution began to develop and still exist. The Northwest Ordinance created a resolution in regarding the acquisition of western lands. America’s foreign policy has been determined by the needs of national interest. Societies require rules, laws, and government. A system of checks and balances and a Bill of Rights ensures that American rights are not trampled on by a government. The Constitution was modeled on Enlightenment ideas and state constitutions in place following the Revolutionary War. 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. Judicial review made the Supreme Court an influential branch of
<p>Essential Question(s):</p> <ol style="list-style-type: none"> How are governments created, structured, maintained, and changed? How did the Federalist Era shape future presidential administrations? How did the tensions of this era lead to the birth of the two party political system? What was the impact of the major domestic issues and conflicts experienced by the nation during the Federalist Era? How did the Federalist Era contribute to the long-standing debate in America about the role of government and the distribution of power? How is the U.S. Constitution a document subject to change and interpretation? 	

<ol style="list-style-type: none">7. How effective were the Articles of Confederation?8. To what extent was America’s foreign policy influenced by perceived national interest?9. What would happen if we didn’t have rules and laws?10. How do governments balance the rights of individuals with the common good?11. How did the 1776 New Jersey Constitution impact the development of the United States Constitution?12. What were the arguments of the early political parties?13. How did judicial review make the Supreme Court an influential branch of government?14. How does the system of checks and balances limit the power of government officials?15. How do the three branches of government work together in order to provide leadership for the people?16. How has the Constitution provided the government the ability to adjust to a changing society?17. How have constitutional amendments changed suffrage rights throughout the United	<p>government and has increase the national power of the government.</p> <ol style="list-style-type: none">14. Through checks and balances, not only does each branch of the government have particular powers, each branch has certain powers over the other branches. This is done to keep them balanced and to prevent one branch from ever gaining too much power15. Each branch of the government is restricted by the Constitution to handle the laws in very specific ways.16. Through its amendments, the Constitution, the law of America, has been able to evolve to fit modern times.17. Through the 15th, 19th, 22nd, and 26th Amendments, the right to vote has been expanded and protected.
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States' history?	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Uncover the weaknesses of the Articles of Confederation.	1. 6.1.12.A.2.c
2. Create a Venn diagram illustrating how the weaknesses of the Articles of Confederation were corrected in the Constitution.	2. 6.1.12.A.2.a
3. Characterize the first N.J. State Constitution of 1776.	3. 6.1.12.A.2.c
4. Deduce why executive powers were in the state constitutions and not in the Articles of Confederation.	4. 6.1.12.A.2.c
5. Visualize how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 set the pattern for western settlement.	5. 6.1.12.B.2.b 6. 6.1.12.A.2.c
6. Determine how Shays Rebellion spurred change in our national government.	7. 6.1.12.A.2.b
7. Create a timeline of events leading to the Constitutional Convention and take a position on what event was the most significant.	8. 6.1.12.A.2.b
8. Chronicle the steps to a Constitutional Convention.	9. 6.1.12.A.2.b
9. Indicate how the new Constitution corrected the defects of the Articles of Confederation.	10. 6.1.12.A.2.d 11. 6.1.12.A.2.a
10. Enumerate the three most important compromises at the Constitutional Convention.	12. WHST.9-10.2
11. Describe the debate for and against the Constitution and the arguments of each side.	13. WHST.9-10.2 14. WHST.9-10.7
12. Create a "Story of the U.S. Constitution" through a creative medium such as a comic book, song, multimedia presentation, performance or a written work.	15. 6.1.12.A.2.e
13. Write a narrative explaining how <i>Marbury v. Madison</i> established judicial review and why this concept made the Supreme Court an influential branch of government.	16. 6.1.12.A.2.e
14. Conduct short research to identify a recent decision where the Supreme Court used judicial review and explain the impact.	17. 6.1.12.A.2.a, RH.9-10.5
15. Explain why the Bill of Rights became a necessity.	18. 6.1.12.A.2.e
16. Compare powers delegated to the United States Government, powers reserved to the states, and powers that are considered concurrent.	19. 6.1.12.A.2.e, WHST.9-10.8
17. Interpret the Preamble of the United States Constitution.	20. 6.1.12.A.3.d, WHST.9-10.7
18. Contrast the beliefs of the Federalists and Anti-Federalists.	21. 6.1.12.A.2.c
19. Produce a video "talk show" in which students portray Federalist Era leaders and their philosophies regarding States' Rights and Federal Power.	22. 6.1.12.B.2.a
20. Research current controversies regarding the Constitution.	23. 6.1.12.A.3.g
21. Indicate how the new Constitution corrected the defects of the Articles of Confederation.	24. 6.1.12.A.2.b
22. Judge the balance of power among the federal branches of government.	25. 6.1.12.A.2.e
23. Trace how a bill becomes a law.	26. 6.1.12.A.2.f
24. Understand the importance of the Electoral College in Presidential elections.	27. 6.1.12.D.2.d, RH.9-10.2
25. Analyze important Supreme Court decisions from the early republic and recent history.	28. RH.9-10.1
26. Compare and contrast the views of Washington's cabinet members, Jefferson and Hamilton.	29. RH.9-10.6 30. WHST.9-10.2d
	31. 6.1.12.D.2.d
	32. 6.1.12.D.2.d
	33. 6.1.12.D.2.d

<p>27. Describe the problems the United States had with France, England and Spain in the 1790's.</p> <p>28. Analyze Washington's "Farewell Address."</p> <p>29. Read George Washington's "Farewell Address" and Jefferson's First Inaugural Address and analyze the leadership differences between Washington and Jefferson.</p> <p>30. Create campaign poster and speeches supporting Jefferson or Adams during the Election of 1800.</p> <p>31. Compare and contrast the U.S.' reaction to the XYZ Affair to the Alien and Sedition Acts and the resultant VA and KY Resolutions.</p> <p>32. Discuss the constitutionality of the Alien and Sedition Acts.</p> <p>33. Debate the authority of the VA and KY Resolutions.</p> <p>34. Research and debate which president was "best" or "most effective" (Washington, Adams, or Jefferson) after establishing a criteria for deciding.</p>	<p>34. WHST.9-10.7</p>
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Inter-Disciplinary Connections:

<p>Language Arts Literacy—Analyzing and responding to primary and secondary sources</p> <p>Art—Analyzing and responding to political cartoons. Rembrandt Peale. George Washington, 1795</p> <p>Technology—Utilizing LMC online databases to research current events connected to the Constitution and then publishing them in a Microsoft Office Publisher form</p> <p>Math—Northwest Ordinance's use of a grid system when acquiring new lands will be shared with students</p>
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Students will engage with the following text:

<p>America: Pathways to the Present (Prentice Hall)</p> <p>Documents:</p> <p>Constitution's preamble</p> <p>Proclamation of Neutrality</p> <p>Letters from Washington to Jefferson and Hamilton</p> <p>Adams reflections on the Alien and Sedition Acts</p> <p>Northwest Ordinance excerpts</p> <p>Federalists and Anti-federalist paper excerpts</p> <p>Washington's Farwell Address</p> <p>"What Would the Founders do Today?" from <i>American Heritage</i></p> <p>Bill of Rights</p> <p>Letters and publications produced by Thomas Jefferson and Alexander Hamilton</p> <p>Alien & Sedition Acts</p> <p>Virginia & Kentucky Resolutions</p> <p>Jefferson's First Inaugural Address</p> <p><u>Suggested Accommodations/Modifications for Reading:</u></p> <p>Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to</p>
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complete when reading to ensure an understanding of main ideas.

Students will write:

Cornell Notes: on the conflicts amongst Washington’s cabinet

Primary Source Document Responses: Political cartoon of Jefferson and Hamilton fighting with Washington in the middle, Proclamation of Neutrality, Letters from Washington to Jefferson and Hamilton, Adams reflections on the Alien and Sedition Acts, Northwest Ordinance excerpts, Washington’s Farwell Address and Federalists and Anti-federalist paper excerpts, **Bill of Rights, Letters and publications produced by Thomas Jefferson and Alexander Hamilton, Alien & Sedition Acts, Virginia & Kentucky Resolutions, Jefferson’s First Inaugural Address**

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

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

Opinion essay: Is the electoral college a necessity?

Timed writing assignment: Why was it necessary for the Constitution to have a Bill of Rights?

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

Persuasive Letters: Write an editorial discussing whether we should we have a term limit for presidents 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?

Expository Writing:

Write an essay explaining the dangers of a federal government that is either too weak or too strong.

Write an introductory speech to be given to foreign visitors explaining why civic activity is important in American society.

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies 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 writing assignments; reduced number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; provide extra space and lined paper for student responses for students with poor or large handwriting.

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.

--on why the Bill of Rights became a necessity

Cornell Notes:

-- on current controversies regarding the Constitution.

Socratic Seminar

--using the Bill of Rights as the mentor text

Debates: Suggested topic:

-- Should illegal immigrants be granted amnesty?

--Whether or not it is necessary for the Supreme Court to play an activist role in order to protect the rights of all Americans?

--Whether a recall election should be allowed to remove state and local officials.

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

--Adams reflections on the Alien and Sedition Acts

--Northwest Ordinance excerpts

--Federalists and Anti-federalist paper excerpts

--Washington's Farwell Address

--Bill of Rights

--Letters and publications produced by Thomas Jefferson and Alexander Hamilton

--Alien & Sedition Acts

--Virginia & Kentucky Resolutions

--Jefferson's First Inaugural Address

Secondary Sources (other than text book):

-- "What Are the Arguments Made in Favor--And Against--the Electoral College?" by Nathaniel Bates

Small group cooperative learning:

--"Acting on the Bill of Rights" from North Carolina Civic Education Consortium

--Obtain voter registration forms. Allow students to go through the procedures for registering to vote. Discuss the sections that are required to be completed and the reason for the form being printed in multiple languages.

--Hold a mock political election in the classroom with speeches, posters and campaigning.

--Create a political cartoon that reflects a local partisan issue.

--On a map, identify the number of electoral college votes for each state and explain why candidates campaign in targeted states during primaries and caucuses.

Supplemental materials

--Foreign Affairs graphic organizer

--Delegated, reserved, and concurrent powers Venn diagram

--National Constitution Center Webquest

--Timed Electoral College reading and corresponding questions

Suggested Films:

--*10 Days that Unexpectedly Changed America: Shays' Rebellion: America's First Civil War*

--*The Duel* PBS

Suggested Websites:

--SHEG lesson plan on “--What types of government did Federalists and Anti-Federalists prefer?” at <http://sheg.stanford.edu/upload/V3LessonPlans/Federalists%20and%20Antifederalists.pdf>

--Thomas Jefferson: <http://etext.virginia.edu/jefferson/>

--Alexander Hamilton: <http://www.pbs.org/wgbh/amex/duel/>

--Judiciary Act of 1789: <http://usinfo.state.gov/usa/infousa/facts/democrac/8.htm>

--The Bill of Rights: <http://www.billofrightsinstitute.org>

--Federalism: http://socialscience.tyler.cc.tx.us/mkho/Online_Courses/American_Textbook_Outlines/ap/ch3-out.htm

--National Supremacy: <http://caselaw.lp.findlaw.com/data/constitution/article06/02.html>

--Federal Agencies Directory: <http://www.lib.lsu.edu/gov/fedgov.html>

--The White House – Agencies: <http://www.whitehouse.gov/government/>

--U.S. Census Bureau: <http://www.census.gov/>

--US Debt Clock: <http://www.uwsa.com/uwsausdebt.html>

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; 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:

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

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Extended time on assessments; reduced number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page; allow students to use notes for open-ended questions.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time, after-school support; provide oral and written instructions; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions (give over multiple days if necessary); reduced number of open-ended questions; provide shorter primary source readings; increase spacing to reduce visual clutter; put fewer question on each page.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide essay choices that require more detail and deeper understanding.

Performance Assessments:

- Research a current event connected to the Constitution and publish research in a Microsoft Office Publisher form.
- 6 Panel Comic Strip describing the change from the Articles of Confederation to the Constitution.
- Create posters that compare powers delegated to the United States Government, powers reserved to the states, and powers that are considered concurrent.
- In groups of two, have students review a Supreme Court case, define unfamiliar terms and write questions in the margins about the selected readings. Have students write a summary statement about a court case. Students then move from one group to another, teaching the new group about their court case. Create a chart answering the following for each Supreme Court case: 1. Issue before the court 2. Facts of the case 3. Decision of the court 4. Effects of decision.
- Evaluate past election campaign ads and create a new ad for a candidate; video tape, share with class for evaluation

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable.

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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:</p> <p>USI College Prep—Unit 4— Life in the New and Expanding Nation</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>Grade Level(s):</p> <p>10</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"> How did the U.S. mature as a nation militarily, politically and economically during the Jeffersonian age to the Era of Good Feelings? How did the Age of Jackson and the democratization of American politics lead to changes in America? How did the social changes in Jacksonian Democracy lead to the concept of manifest destiny and what challenges did this present to the U.S.? What expectations were held of women in 18th century society? What goals did antislavery movements have? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> As America’s nationalism expanded, it came into conflict again with Great Britain, but fortunately emerged into a period of peace. Jackson created an age that advocated for the common man and his vote, while also strengthening the power of the presidency. With the nation emerging as a respected world player, America sought to expand its borders, despite this movement’s encroachment on Native American lands. Although women were expected to concentrate their efforts in the home, some women organized a women's rights movement in the 1840s. 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. The borders of America expanded through the Louisiana Purchase and the War with Mexico. The Untied States government created treaties and policies that led to the Native American migration and removal from desirable land. During the 1800s, abolition, women’s rights, and temperance movements made strides toward reform. Economic profits, traditions, and racism led many to continue to support the enslavement of African Americans.

<ol style="list-style-type: none">6. What influence did Manifest Destiny have on foreign policy during different periods in American history?7. How did the American government treat Native Americans?8. What success did reform movements have in the nation during the antebellum period?9. What rationales provided justification for slavery?10. What impact did the Amistad case have on the anti-slavery movement?11. How did technological developments transform national and local economies?12. How did expansion create hardships for some and hardships for others?13. What effects did the religious and social movements have on the development of American culture, literature, and art?	<ol style="list-style-type: none">10. The <i>Amistad</i> case lends much support to the cause of the abolitionists.11. The rise of industry, banking, and transportation helped the United States and New Jersey's economies expand rapidly.12. 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.13. American reform movements and the expansion of American boundaries and industry are reflected in the literature and art of 19th century Americans.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Outline Adams' attempt to expand Federalist rule into Jefferson's' presidency.	1. 6.1.12.A.2.e
2. Give examples of how Jefferson tried to solve our trade problems with England and France.	2. 6.1.12.A.3.b
3. Evaluate the effectiveness of the Embargo Act.	3. 6.1.12.A.3.b
4. Recognize the significance of the <i>Marbury v. Madison</i> court case.	4. 6.1.12.A.3.d
5. Summarize the circumstances surrounding the purchase of Louisiana.	5. 6.1.12.A.3.b
6. Chronicle the journey of Lewis and Clark and their accomplishments.	6. 6.1.12.A.3.b
7. Discuss why the War of 1812 is sometimes called the "Second War for Independence."	7. 6.1.12.A.3.c
8. Evaluate the effects of the Treaty of Ghent and the war as a whole.	8. 6.1.12.A.3.c
9. Describe the issue that led to the Missouri compromise.	9. 6.1.12.D.3.c
10. Detail why 1816 to 1825 is referred to as the "Era of Good Feeling."	10. 6.1.12.C.3.b
11. Create a flow-chart of the events that brought an end to the nationalistic "Era of Good Feelings."	11. 6.1.12.C.3.b
12. Evaluate the impact of Marshall and his decisions on the Supreme Court.	12. 6.1.12.A.3.d
13. Evaluate the impact of the Transcendentalist movement on the reform movements of the antebellum North.	13. 6.1.12.D.3.e
14. Describe the impact of the writings of Emerson and Thoreau on American culture.	14. 6.1.12.D.3.e; RH.9-10.5
15. Analyze the role of public education in the development of responsible citizens for a democratic society.	15. 6.1.12.D.3.d
16. Determine the impact of religious and social movements (e.g., Second Great Awakening, Transcendentalist Movement) on the development of American culture by examining literature (e.g., Thoreau, Emerson, Whitman, and Dickinson), artwork (e.g., Hudson River School) and popular music (e.g., Stephen Foster, hymns, spirituals) of the time period.	16. 6.1.12.D.3.e
17. Explain how the efforts of Horace Mann and Noah Webster transformed American education.	17. 6.1.12.D.3.d
18. Paraphrase the efforts to reform prisons.	18. 6.1.12.A.3.f
19. Compare and contrast the success of the different reforms of the period and determine which ones were most successful and detail why.	19. 6.1.12.D.3.e
20. Explain the impact of <i>Uncle Tom's Cabin</i> on the slavery issue.	20. 6.1.12.A.3.f
21. Explain the efforts of the Abolitionist movement to become a political force.	21. 6.1.12.A.3.f
22. Appraise the activities of the Underground Railroad.	22. 6.1.12.A.3.f
23. Compare and contrast the treatment of the institution of slavery in several primary and secondary sources.	23. RH.9-10.9, 6.1.12.A.3.h
24. Write a narrative account of the Amistad case and describe the impact of the Supreme Court decision on the antislavery movement.	24. WHST.9-10.2, 6.1.12.A.3.i
25. Read excerpts from slave narratives and create a culminating product (poem, artwork, etc.) to represent the emotions and feelings evident in the narratives.	25. WHST.9-10.5
26. Describe the role of New Jersey in helping Africans escape their enslavement.	26. 6.1.12.D.2.e
27. Judge if the Amistad case did or did not help to undermine slavery in the	27. 6.1.12.A.3.i; RI.9-10.1
	28. 6.1.12.D.2.d
	29. 6.1.12.A.2.f
	30. 6.1.12.D.3.d
	31. 6.1.12.A.2.f
	32. 6.1.12.A.2.f
	33. WHST.9-10.1

<p>United States.</p> <p>28. Discuss the efforts made at the Seneca Falls Convention to organize the struggle for women’s equality.</p> <p>29. Compare John Quincy Adams and Andrew Jackson as politicians and as men.</p> <p>30. Explain how the tariff fostered sectionalism.</p> <p>31. Identify the issues in the Hayne-Webster Debate.</p> <p>32. Describe how Jacksonian Democracy transformed American politics.</p> <p>33. Take a position on the following statement: “The United States became more democratic during the age of Jackson.” Illustrate your position in writing or with a diagram.</p> <p>34. Examine the election of 1824 and the resultant Corrupt Bargain.</p> <p>35. Critique the Nullification Crisis and the Compromise of 1832.</p> <p>36. Explain the effects of the demise of the Second Bank.</p> <p>37. Identify Jackson’s policies and attitude toward the Indians.</p> <p>38. Determine push and pull factors to the Midwest and the West Coast</p> <p>39. Assess the influence of Manifest Destiny on foreign policy during this time period.</p>	<p>34. 6.1.12.A.2.f</p> <p>35. 6.1.12.A.2.f</p> <p>36. 6.1.12.A.2.f</p> <p>37. 6.1.12.A.3.e</p> <p>38. 6.1.12.A.3.a</p> <p>39. 6.1.12.A.3.a, 6.1.12.A.3.c</p>
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Inter-Disciplinary Connections:

- Language Arts Literacy**—Reading and responding to primary and secondary sources
- Technology**—Creation of moviemaker or photostory highlighting the westward migration movement
- Math**—Analysis of Louisiana Purchase map, Slave Population Chart from 1790-1860, Missouri Compromise map and Compromise of 1850 map
- Music**—Analysis of *Star Spangled Banner, 1814* “**Battle of New Orleans**”

Students will engage with the following text:

- America: Pathways to the Present (textbook)
- “Mad Tom in a Rage” political cartoon
- “Jefferson Set Upon by King George III and Napoleon” political cartoon
- “Death of the Embargo” political cartoon
- “Columbia Teaching John Bull his New Lesson” political cartoon
- “The Hartford Convention” political cartoon
- letter from Mrs. Samuel Harrison Smith to sister describing President Jackson’s inauguration
- “The Present State of our Country” political cartoon on the War of 1812
- Jackson Ticket” election artifacts
- “Countrymen in Chains” abolition political cartoon
- Monroe Doctrine excerpts
- Star Spangled Banner, 1814*
- Seneca Falls Declaration of Sentiments and Resolutions, 1848
- Journals of Lewis and Clark

Differing views on slavery, including writings from a cotton plantation owner, a New England minister, and an emancipated slave
Views on African Americans in the War of 1812 from General Andrew Jackson and Commander Nathaniel Shaler
“King Andrew the First” political cartoon
“The Times” political cartoon
“All the West Going for Matty” political cartoon
“The People’s Line” political cartoon
Excerpt from “Jackson’s message to Congress on Indian Policy.”
National Geographic, “Lewis and Clark: Naturalist-Explorers”
“Purchase of Louisiana” an editorial written by Alexander Hamilton for the *New York Evening Post*, July 1803.
Thomas Jefferson’s opposition to the Federalists, 1810
The Battle of Horseshoe Bend and the end of the Creek War, 1814
Jefferson on British aggression, 1815
President Madison’s Bonus Bill Veto
Monroe Doctrine
President Jackson’s Bank Veto

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Cornell Notes: on Westward push and pull factors

Primary Source Document Responses: “Mad Tom in a Rage” political cartoon, “Jefferson Set Upon by King George III and Napoleon” political cartoon, “Death of the Embargo” political cartoon, “Columbia Teaching John Bull his New Lesson” political cartoon, “The Hartford Convention” political cartoon, letter from Mrs. Samuel Harrison Smith to sister describing President Jackson’s inauguration, “The Present State of our Country” political cartoon on the War of 1812, Jackson Ticket” election artifacts, “Countrymen in Chains” abolition political cartoon, Monroe Doctrine excerpts, *Star Spangled Banner*, 1814, Seneca Falls Declaration of Sentiments and Resolutions, 1848, Journals of Lewis and Clark, differing views on slavery, including writings from a cotton plantation owner, a New England minister, and an emancipated slave, Views on African Americans in the War of 1812 from General Andrew Jackson and Commander Nathaniel Shaler, “King Andrew the First” political cartoon, “The Times” political cartoon, “All the West Going for Matty” political cartoon, “The People’s Line” political cartoon and excerpt from “Jackson’s message to Congress on Indian Policy” “Purchase of Louisiana” an editorial written by Alexander Hamilton for the *New York Evening Post*, July 1803, Thomas Jefferson’s opposition to the Federalists, 1810, The Battle of Horseshoe Bend and the end of the Creek War, 1814, and Jefferson on British aggression, 1815, President Madison’s Bonus Bill Veto, Monroe Doctrine, and President Jackson’s Bank Veto

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

Reflective Journal entry: Did the Amistad case help or hurt the abolition movement?

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

Timed writing assignment: What impact did *Uncle Tom’s Cabin* have on the abolition movement?

Persuasive Letters: Write an editorial either for or against Jackson’s use of patronage.

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

Persuasive Writing: Write a letter to President Madison outlining the reasons why the US should take military action against the British impressment of US seamen.

Expository Writing:

Write letters to the U.S. Congress of 1812 from the perspective of War Hawks or New England Federalists about the pending war.

Did Federalists oppose the Louisiana Purchase for practical or political reasons? (In other words, did the Federalists have real concerns, or did they just hate Jefferson?)

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies 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 writing assignments; reduced number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting.

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.

Cornell Notes:

--on the significance of the *Marbury v. Madison* court case.

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:

--“Mad Tom in a Rage” political cartoon

--“Jefferson Set Upon by King George III and Napoleon” political cartoon

--“Death of the Embargo” political cartoon

--“Columbia Teaching John Bull his New Lesson” political cartoon

--“The Hartford Convention” political cartoon

--letter from Mrs. Samuel Harrison Smith to sister describing President Jackson’s inauguration

--“The Present State of our Country” political cartoon on the War of 1812

--Jackson Ticket” election artifacts

--“Countrymen in Chains” abolition political cartoon

--Monroe Doctrine excerpts

--*Star Spangled Banner*, 1814

--Seneca Falls Declaration of Sentiments and Resolutions, 1848

--Journals of Lewis and Clark

--differing views on slavery, including writings from a cotton plantation owner, a New England minister, and an emancipated slave

--Views on African Americans in the War of 1812 from General Andrew Jackson and Commander Nathaniel Shaler

--“King Andrew the First” political cartoon

--“The Times” political cartoon

--“All the West Going for Matty” political cartoon

--“The People’s Line” political cartoon

--excerpt from “Jackson’s message to Congress on Indian Policy.”

--President Madison’s Bonus Bill Veto

--Monroe Doctrine

--President Jackson’s Bank Veto

--“Purchase of Louisiana” an editorial written by Alexander Hamilton for the *New York Evening Post*, July 1803.

--Thomas Jefferson’s opposition to the Federalists, 1810

--The Battle of Horseshoe Bend and the end of the Creek War, 1814

--Jefferson on British aggression, 1815

Secondary Sources (other than text book):

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

Supplemental materials:

Trails of Tears Webquest

Small group cooperative work:

--Create a multimedia presentation depicting a reformer and their impact on society.

--Make a list of all the reforms that occurred during this period. In a small group discussion, hypothesize how society would be different today if the reforms had not occurred. Write a summary of the group's ideas.

Suggested Films:

--scenes from *A Night at the Museum*

--scenes from *Amistad*

--scenes from *The Alamo*

--*America: The Story of US: Westward episodes*

Suggested Websites:

North American Slave Narratives: <http://docsouth.unc.edu/neh/>

SHEG Lesson Plan on "Were Lewis and Clark respectful to the Native Americans they met on their journey?" at <http://sheg.stanford.edu/upload/V3LessonPlans/Lewis%20and%20Clark%20SAC%20Teacher%20Materials.pdf>

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; 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:

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

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Extended time on assessments; reduced number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page; allow students to use notes for open-ended questions.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time, after-school support; provide oral and written instructions; provide step-by-step directions or checklists for open-ended items; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions (give over multiple days if necessary); reduced number of open-ended questions; provide shorter primary source readings; increase spacing to reduce visual clutter; put fewer question on each page.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide essay choices that require more detail and deeper understanding.

Performance Assessments:

- Poster project highlighting a trail west, what problems one would encounter, what motivated one to move, and what supplies would be needed on the trail west.
- On a United States map, indicate the locations of various industrial, agricultural, and technological activity of the time period.
- Use a graphic organizer to show the growing divide between the North and the South in issues of religion, education, and economics.

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; 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: US I College Prep— Unit 5 - Civil War & Reconstruction</p>	<p>Unit Summary: 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. After Lincoln’s election leads the southern states to secede, tensions escalate quickly and result in the firing upon Fort Sumter.</p>
<p>Grade Level(s): 10</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>Essential Question(s):</p> <ol style="list-style-type: none"> How did Sectionalism and the Slavery Issue come to dominate the American mind and politics in the decade after the Mexican War? What issues proved decisive in dividing the nation on the eve of the Civil War? What were the prevailing attitudes, socioeconomic factors, and government actions in the North and South that led to the Civil War? How did ideas found in key documents contribute to demanding equality for all? How did political and military leadership affect the outcome of the Civil War? How effective were the 13th, 14th, and 15th Amendments in obtaining 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> With the conclusion of the Mexican War, the United States gained a vast new territory encompassing the present-day states of Arizona, Nevada, California, Utah and parts of New Mexico, Colorado and Wyoming. But it was also a poisoned acquisition because it revived the most explosive question in American politics of the time on whether the new territories would be slave or free. Resenting the large profits amassed by Northern businessmen from marketing the cotton crop, Southerners attributed the backwardness of their own section to Northern aggrandizement. Northerners, on the other hand, declared that slavery -- the "peculiar institution," which the South regarded as essential to its economy -- was wholly responsible for the region's relative backwardness. This issue would eventually divide the nation. 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. 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. The political and military leadership in both the North and South affected how the Civil War was carried out. The 13th, 14th, and 15th Amendments sought to obtain citizenship and equality for African Americans during Reconstruction. Geography, improved military strategies, and new modes of transportation had a great impact on the outcome of the Civil War.

<p>equality for African Americans?</p> <p>7. How did geography, improved military strategy, and new modes of transportation had on the outcome of the Civil War?</p> <p>8. What impact did population shifts and migration patterns have on the country during the Reconstruction period?</p> <p>9. What role did economics play in enabling the North and South to wage war?</p> <p>10. How were the immediate and long-term effects of the Civil War different in the North and South?</p> <p>11. Why was the Civil War more costly to America than previous conflicts?</p> <p>12. What role did African Americans play in the Union and Confederate state during the Civil War?</p> <p>13. What consequences for people’s lives and work were direct effects of the American Civil War or civil wars in another country?</p> <p>14. Were Reconstruction policies effective in reuniting the country and achieving their goals?</p> <p>15. How did conflicting political, economic, social, and sectional perspectives on Reconstruction lead to resistance of some Southern individuals and states?</p> <p>16. How did the Civil War and the 14th Amendment impact the development of the country and the relationship between the</p>	<p>6. Population shifts and migration patterns impacted the country during the Reconstruction period.</p> <p>7. Economics played a large part in enabling the North and South to wage war.</p> <p>8. In the North and South, immediate and long-term effects of the Civil War impacted their economies.</p> <p>9. The Civil War cost America more than any previous conflict from the country’s past.</p> <p>10. The African Americans living in the Union and Confederate states during the war played significant roles.</p> <p>11. The American Civil War and other current civil wars in the world have led to interference in people’s lives and work.</p> <p>12. The Reconstruction policies sought to reunite the country after the Civil War tore the country in two.</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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national and state governments.	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Develop a graphic organizer that compares and contrasts the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.	1. 6.1.12.D.3.c
2. Using Bleeding Kansas, John Brown’s Raid at Harpers Ferry, and the Brooks-Sumner incident as background, have students determine how these issues were a preview of the coming war.	2. 6.1.12.A.4.a 3.6.1.12.D.3.c 4.WHST.9-10.2
3. Identify and describe the failure of various compromises to reach a solution on the issue of slavery.	5.6.1.12.B.4.a 6.6.1.12.C.4.a
4. Create a chart showing results of the 1860 election. Determine the reasons for Lincoln’s election and project the implications of it.	7.6.1.12.B.4.a 8.6.1.12.A.4.b, RH.9-
5. Understand the significance of the First Battle of Bull Run.	10.9
6. Describe how the North and South prepared for the war.	9.6.1.12.B.4.a
7. Evaluate the effectiveness General Lee’s battle strategies.	10. 6.1.12.B.4.a
8. Discover how the Emancipation Proclamation affected both the North and the South.	11. 6.1.12.A.4.a
9. Summarize the importance of the battles to the West.	12. 6.1.12.D.4.b
10. Explain why the <i>Monitor</i> and the <i>Merrimack</i> made traditional warships obsolete.	13. RH.9-10.6
11. Discuss the importance of conscription being used for the first time during the Civil War.	14. 6.1.12.D.4.a
12. Describe wartime politics in the Confederate and Union governments.	15. 6.1.12.C.4.a
13. Outline the viewpoints of Abraham Lincoln and Jefferson Davis in regards to the idea of “Union.”	16. 6.1.12.A.4.c
14. Describe the causes and effects of African Americans joining the Union army.	17. 6.1.12.B.4.a
15. List the kinds of hardships that befell the North and South during the war.	18. 6.1.12.B.4.a
16. Identify the importance of Lee’s victories at Fredericksburg and Chancellorsville.	19. 6.1.12.A.4.b, RH.9-
17. Describe how the Battles of Gettysburg and Vicksburg turned the tide of the war.	10.9
18. On a map of the United States draw and explain the Union’s Anaconda Plan. On the same map identify the “turning point” battles.	20. 6.1.12.B.4.a
19. Summarize the message of Lincoln’s Gettysburg Address.	21. 6.1.12.A.4.c
20. Chart General Grant’s strategy for defeating the South.	22. 6.1.12.D.4.e
21. Review the issues and results of the election of 1864.	23. 6.1.12.C.4.a
22. Explain the reasons why John Wilkes Booth shot and killed President Lincoln.	24. 6.1.12.C.4.c
23. Understand how the South was finally defeated on the battlefield.	25. 6.1.12.C.4.a
24. Detail how the war might have been different had Lincoln appointed Grant as the leader of Union forces in 1861.	26. 6.1.12.D.4.c
25. Explain Lincoln’s belief that the Union could not survive if slavery were preserved.	27. 6.1.12.D.4.e
26. Analyze the similarities and differences between Lincoln and Johnson’s Reconstruction plans.	28. 6.1.12.D.4.e
27. Explain how the newly freed slaves began to rebuild their lives.	29. 6.1.12.D.4.c
	30. 6.1.12.D.4.e
	31. 6.1.12.A.5.a, RH.9-
	10.4
	32. 6.1.12.D.4.d
	33. 6.1.12.A.5.c
	34. 6.1.12.B.4.b

<p>28. Examine the relationship of the black codes to the Fourteenth Amendment.</p> <p>29. Analyze the differences between Johnson and Congress’ Reconstruction plans.</p> <p>30. Describe the significance of the Fifteenth Amendment.</p> <p>31. Explore how the growth of cities and industry began to change the South’s economy after the war.</p> <p>32. Examine the money designated for Reconstruction projects and how it was used.</p> <p>33. Examine how the end of slavery changed agriculture in the South.</p> <p>34. Explain what brought about the end of Reconstruction.</p> <p>35. Identify tactics used by the Ku Klux Klan to spread terror throughout the South.</p> <p>36. Review the major successes and failures of Reconstruction.</p> <p>37. List the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>38. Describe why the Civil War was more costly to America than previous conflicts were.</p> <p>39. 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.</p> <p>40. Cite specific textual evidence from the 14th Amendment to explain how it changed the relationship between the national and state governments.</p> <p>41. Produce clear and coherent writing that explains how political, economic, and social perspectives on Reconstruction led to resistance by some Southern individuals and states (i.e., Freedman’s Bureau, Black Codes, KKK, and Jim Crow laws).</p> <p>42. With a triple Venn diagram, compare and contrast tenant farming, sharecropping and slavery.</p> <p>43. Discuss ways the South resisted and supported Reconstruction.</p> <p>44. Determine the elements of Reconstruction that are present today.</p>	<p>35. 6.1.12.A.5.c</p> <p>36. 6.1.12.D.4.e, 6.1.12.A.5.c</p> <p>37. 6.1.12.C.4.b</p> <p>38. 6.1.12.C.4.c</p> <p>39. 6.1.12.D.4.b</p> <p>40. RH.9-10.1, 6.1.12.D.4.e</p> <p>41. WHST.9-10.4, 6.1.12.D.4.d</p> <p>42. 6.1.12.B.4.b</p> <p>43. 6.1.12.D.4.d</p> <p>44. 6.3.12.D.1</p>
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Inter-Disciplinary Connections:

Language Arts Literacy—Reading and responding to primary and secondary sources

Technology—Create a Photo-Story highlighting the photography during the Civil War

Math—Analysis and interpretation of graphs (African Americans elected to US Congress, Confederate Dollars Equivalent to 100 Union Dollars Worth of Gold, etc.), Gettysburg & Vicksburg battle strategy maps.

Students will engage with the following text:

America: Pathways to the Present (Prentice Hall)

“House Divided” speech, 1858, Lincoln

African American quotes/perspectives on joining the war effort (Frederick Douglass)

“You got what you deserved” political cartoon (pg 398 Pathways text)

Matthew Brady’s photography of the Civil War, analyzing pictures

“Gettysburg Address” Lincoln, 1863

“Lee surrenders at Appomattox Courthouse” painting

“Ye Conference” political cartoon

“Lines of Contention” political cartoon
“The Last Rail Split” political cartoon
“A Warning” political cartoon
“The Sportsman upset by the Recoil...” political cartoon
“Volunteering Down Dixie” political cartoon
“Emancipation Proclamation” excerpts
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
“The Hercules of 1861” political cartoon
Thaddeus Stevens’ speech regarding Voting Rights in 1867
Account from a black Union soldier in 1865 (pg 436 Pathways text)
“Grant in over his head” political cartoon
“Between Two Fires” political cartoon
“Carpetbagger” political cartoon showing the greed of the time
“A Leaf from History for our Foreign Born...” political cartoon
“How it would be if some ladies had their own way” women’s rights political cartoon
13th, 14th, and 15th Amendments
“President Grant in a carpetbag” political cartoon
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
Harper’s Magazine political cartoon of the KKK and the White League during Reconstruction
African American soldiers at the Battle of Fort Wagner, 1863
President Lincoln’s Second Inaugural Address, 1865
The Western Sanitary Commission reports on suffering in the Mississippi Valley, 1863
“Bleeding Kansas” and the Pottawatomie Massacre, 1856
A proposed Thirteenth Amendment to prevent secession, 1861
The Civil War and early submarine warfare, 1863
Official photograph from the “Golden Spike” Ceremony, 1869
The Union Is Dissolved!, 1860
A political cartoon of Grant and Lee, 1864
Mary Todd Lincoln on life after the White House, 1870
“Men of Color, To Arms! To Arms,” 1863
Charles Sumner on Reconstruction and the South, 1866
Sharecropper contract, 1867
Sergeant Francis Fletcher of the 54th Massachusetts on equal pay for black soldiers, 1864
Slave Children of New Orleans, 1863
The “House Divided” Speech, ca. 1857–1858
John Brown’s final speech, 1859

Best friends divided by the Civil War, 1861
Frederick Douglass’s tribute to Abraham Lincoln, 1880
Patriotic Postal Covers: “Lincoln & Davis in 5 Rounds,” 1861
The Fifteenth Amendment, 1870
The Emancipation Proclamation, January 1, 1863
The Gettysburg Address, 1863
Civil War condolence letter for General Paul Semmes, 1863

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Cornell Notes: on the military leaders of the North and South.

Primary Source Document Responses: --“House Divided” speech, 1858, Lincoln; African American quotes/perspectives on joining the war effort (Frederick Douglass); “You got what you deserved” political cartoon; Matthew Brady’s photography of the Civil War; “Gettysburg Address;” “Lee surrenders at Appomattox Courthouse” painting; “Ye Conference” political cartoon; “Lines of Contention” political cartoon; “The Last Rail Split” political cartoon; “A Warning” political cartoon; “The Sportsman upset by the Recoil...” political cartoon; “Volunteering Down Dixie” political cartoon; “Emancipation Proclamation;” Account of a Civil War drummer boy; “Memoirs” of William T. Sherman excerpts; Excerpt from diary of Dr. Samuel McGill; “The Hercules of 1861” political cartoon; Thaddeus Stevens’ speech regarding Voting Rights in 1867; Account from a black Union soldier in 1865; “Grant in over his head” political cartoon; “Between Two Fires” political cartoon; “Carpetbagger” political cartoon showing the greed of the time; “A Leaf from History for our Foreign Born...” political cartoon; “How it would be if some ladies had their own way” women’s rights political cartoon; 13th, 14th, and 15th Amendments; “President Grant in a carpetbag” political cartoon; Excerpts from the Reconstruction Acts; Excerpt from the “black citizens of Nashville;” *Slaughterhouse Cases* of 1873, *US v. Reese* 1876, and *US v. Cruikshank* 1876; Visitor to Atlanta’s account of the upcoming metropolis; Harper’s Magazine political cartoon of the KKK and the White League during Reconstruction, *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, Harper’s Magazine political cartoon of the KKK and the White League during Reconstruction, African American soldiers at the Battle of Fort Wagner, 1863, President Lincoln’s Second Inaugural Address, 1865, The Western Sanitary Commission reports on suffering in the Mississippi Valley, 1863, “Bleeding Kansas” and the Pottawatomie Massacre, 1856, A proposed Thirteenth Amendment to prevent secession, 1861, The Civil War and early submarine warfare, 1863, Official photograph from the “Golden Spike” Ceremony, 1869, The Union Is Dissolved!, 1860, A political cartoon of Grant and Lee, 1864, Mary Todd Lincoln on life after the White House, 1870, “Men of Color, To Arms! To Arms,” 1863, Charles Sumner on Reconstruction and the South, 1866, Sharecropper contract, 1867, A former Confederate officer on slavery and the Civil War, 1907, Sergeant Francis Fletcher of the 54th Massachusetts on equal pay for black soldiers, 1864, Slave Children of New Orleans, 1863, The “House Divided” Speech, ca. 1857–1858, John Brown’s final speech, 1859, Best friends divided by the Civil War, 1861, Frederick*

Douglass's tribute to Abraham Lincoln, 1880, Patriotic Postal Covers: "Lincoln & Davis in 5 Rounds," 1861, The Fifteenth Amendment, 1870, The Emancipation Proclamation, January 1, 1863, The Gettysburg Address, 1863, Civil War condolence letter for General Paul Semmes, 1863

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.

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?

Expository Writing: Write an essay on the effectiveness of Reconstruction. In the essay, include your opinion regarding the following question: "Is 1877 an artificial date for the end of Reconstruction?"

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies 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 writing assignments; reduced number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting.

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.

Cornell Notes:

-- on the military leaders of the North and South.

Debates: Suggested topic:

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

-- **Determine ways that Lincoln expanded executive powers during the war and debate the legality of each.**

Analysis of primary sources:

--“House Divided” speech, 1858, Lincoln

--African American quotes/perspectives on joining the war effort (Frederick Douglass)

--“You got what you deserved” political cartoon (pg 398 Pathways text)

--Matthew Brady’s photography of the Civil War, analyzing pictures

--“Gettysburg Address” Lincoln, 1863

--“Lee surrenders at Appomattox Courthouse” painting

--“Ye Conference” political cartoon

--“Lines of Contention” political cartoon

--“The Last Rail Split” political cartoon

--“A Warning” political cartoon

--“The Sportsman upset by the Recoil...” political cartoon

--“Volunteering Down Dixie” political cartoon

--“Emancipation Proclamation” excerpts

--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

--“The Hercules of 1861” political cartoon

--Thaddeus Stevens’ speech regarding Voting Rights in 1867

--Account from a black Union soldier in 1865 (pg 436 Pathways text)

--“Grant in over his head” political cartoon

--“Between Two Fires” political cartoon

--“Carpetbagger” political cartoon showing the greed of the time

--“A Leaf from History for our Foreign Born...” political cartoon

--“How it would be if some ladies had their own way” women’s rights political cartoon

--13th, 14th, and 15th Amendments

--“President Grant in a carpetbag” political cartoon

--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

--Harper’s Magazine political cartoon of the KKK and the White League during Reconstruction

- 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
- Harper’s Magazine political cartoon of the KKK and the White League during Reconstruction
- African American soldiers at the Battle of Fort Wagner, 1863
- President Lincoln’s Second Inaugural Address, 1865
- The Western Sanitary Commission reports on suffering in the Mississippi Valley, 1863
- “Bleeding Kansas” and the Pottawatomie Massacre, 1856
- A proposed Thirteenth Amendment to prevent secession, 1861
- The Civil War and early submarine warfare, 1863
- Official photograph from the “Golden Spike” Ceremony, 1869
- The Union Is Dissolved!, 1860
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- Mary Todd Lincoln on life after the White House, 1870
- “Men of Color, To Arms! To Arms,” 1863
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- A former Confederate officer on slavery and the Civil War, 1907
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- The Emancipation Proclamation, January 1, 1863
- The Gettysburg Address, 1863
- Civil War condolence letter for General Paul Semmes, 1863

Suggested Films:

- scenes from *Gone with the Wind*
- scenes from *Gettysburg*
- scenes from *Cold Mountain*
- America: The Story of US: Civil War episode*
- American Experience: Reconstruction: The Second Civil War*
- scenes from *Freedom Road*
- Gods and Generals*
- The Civil War* (PBS-Ken Burns)
- The Civil War* (Schlesinger)

Small Group Cooperative Work:

On a map of the U.S., identify the following areas: Slave and Free States, Kansas and Nebraska Territories, areas open to slavery under the terms of the Missouri Compromise, Compromise of 1850, and proposed routes of the transcontinental railroad. Discuss how each of these contributed to outbreak of the Civil War.

Suggested Websites:

SHEG Lesson Plan on Radical Reconstruction: <http://sheg.stanford.edu/radical-reconstruction>

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; 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:

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

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Extended time on assessments; reduce number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page; allow students to use notes for open-ended questions.

Suggested for gifted & talented students: Provide supplementary or lengthier 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.

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time, after-school support; provide oral and written instructions; provide step-by-step directions or checklists for open ended items; 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; increase spacing to reduce visual clutter; put fewer question on each page.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; provide essay choices that require more detail and deeper understanding.

Performance Assessments:

- Poster project highlighting main battles of the war, emphasizing chronology and major generals.
- Create a storyboard on the secession of the Southern States.
- Record a podcast that examined the story of the Booth conspiracy to assassinate Lincoln.
- Create a handout that would have students do academic work on the contributions of African Americans to the North.

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment 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:</p> <p>USI College Prep — Unit 6 - Industrialization & Looking West</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>Grade Level(s):</p> <p>10</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>Essential Question(s):</p> <ol style="list-style-type: none"> How did industrial growth relate to the need for social and governmental reforms? How did government efforts attempt to regulate industrial systems and provide economic stability? How effective were government policies and actions of groups and people in addressing discrimination against minorities? 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? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> The need for social and governmental reform was related to industrial growth. In order to provide economic stability, the government made efforts to regulate industrial and financial systems. Government policies and groups of individuals attempted to address discrimination against new immigrants, Native Americans, and African Americans. 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. The quality of life in cities and the environment were both impacted by the rapid urbanization of the period. There were positive and negative impacts on the nation and on individuals because of economic practices of various business organizations. The economic development of the North, South, and West after the Civil War had similarities and differences. The economy and periods of expansion and recession are cyclical in nature. The government created policies to promote innovation, entrepreneurship, and industrialization in N.J. and the United States during this period. Specific events led to the creation of labor and agricultural organizations

<ol style="list-style-type: none"> 5. What impact did rapid urbanization have on the environment and quality of life in the cities? 6. What were the economic practices of various business organizations regarding production and marketing of goods? 7. How were the North, South, and West in the post-Civil War period comparable in regards to economic development? 8. How are the nature of the economy and the impact of periods of expansion and recession cyclical? 9. What government policies and other factors promoted innovation, entrepreneurship, and industrialization in New Jersey? 10. How did events lead to the creation of labor and agricultural organizations that protected the rights of workers? 11. How did public education in fostering national unity and American values help people meet their economic needs and expectations? 12. What experiences did immigrants have related to their gender, race, ethnicity, or occupations? 13. What were the effects of technology on Americans? 14. What was the effect of the Industrial Revolution and immigration? 15. What were the goals of Progressive Reforms? 	<p>that worked to protect the rights of workers.</p> <ol style="list-style-type: none"> 11. Public education sought to foster national unity and American values, and help people meet their economic needs. 12. Experiences of immigrants varied due to their gender, race, ethnicity, and occupation. 13. Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans. 14. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups. 15. Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Explain how and why the people’s lives changed in the decades following the Civil War.	1.6.1.12.B.5.a
2. Take on the role of a homesteader and write a letter to family explaining the reasons for moving west, the experiences along the way, and the conditions at the new location.	2. WHST.9-10.2 3.6.1.12.B.5.a 4. WHST.9-10.5
3. Evaluate the extent to which settlers adapted to the new environment and to the geography of the West.	5.6.1.12.B.5.a
4. Research the experiences those who took advantage of the Homestead Act and moved West and present information about their experiences using a multimedia presentation, demonstrating whether their lives were better out west than at home.	6.6.1.12.A.5.a 7.6.1.12.A.5.a 8.6.1.12.A.5.a 9.6.1.12.C.5.a
5. Create a chart showing all the groups who went west, why, and the results of their quest.	10. 6.1.12.C.5.c, RH.9-10.3
6. Describe how advances in electric power and communication affected life for people and businesses.	11. 6.1.12.D.5.a
7. List the effects the development of railroads had on industrial growth.	12. 6.1.12.C.5.a
8. Explain the impact of the Bessemer process on American culture.	13. 6.1.12.B.5.b, 6.1.12.D.5.b
9. Examine the implications of the terms “robber barons” and “captains of industry,” as the American industrialists were called.	10. 6.1.12.C.5.a, RH.9-10.7
10. Examine how social Darwinism affected Americans’ views on big business.	11. 6.1.12.D.5.b
11. Detail the ways in which big businesses differed from smaller businesses.	12. 6.1.12.D.5.d
12. Describe how industrialists gained a competitive edge over their rivals.	13. 6.1.12.D.5.b
13. Identify the factors that led to a growing American work force between 1860 and 1900.	14. 6.1.12.D.5.b
14. Explain how factory work at the turn of the century was similar to the working conditions of today.	15. 6.1.12.D.5.b
15. Explain different reasons why entire families were forced to go to work.	16. 6.1.12.B.5.a
16. Examine the impact of industrialism on the gulf between the rich and poor.	17. 6.1.12.B.5.a
17. Chart the goals of early labor unions in the United States to labor unions of today.	18. 6.1.12.B.3.a 19. 6.1.12.B.3.a
18. Explain why Eugene V. Debs formed the American Railway Union.	20. 6.1.12.A.5.c
19. Describe the causes and outcomes of the major strikes in the late 1800s.	21. 6.1.12.A.5.c
20. Identify the conditions that lured people to migrate to the West.	22. 6.1.12.C.3.b
21. Locate on a map where the western settlers came from.	23. 6.1.12.C.5.a
22. Describe how the American frontier shifted westward.	24. 6.1.12.B.3.a
23. List the factors that caused changes in the life of the Plains Indians.	25. 6.1.12.C.5.b, RH9-10.9
24. Examine how government policies and battlefield challenges affected the Indian wars.	26. 6.1.12.D.5.c
25. Detail the changes that occurred in federal Indian policies by 1900.	
26. Chart the spread of mining across the West.	
27. Explain what caused the western cattle boom.	
28. Describe life for the cowboys and settlers in the West.	

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| 29. Explain the complaints issued by farmers to the federal government about post-Civil War economic policies.
30. Detail the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. | |
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Inter-Disciplinary Connections:

Language Arts Literacy—Reading and responding to primary and secondary sources, including: Mary Clark (South Dakota settler) quote on life out west, the Pacific Railway Acts of 1862 & 1864 and newspaper article 1889 detailing people fighting to claim land out west.

Technology—Creation of PowerPoint highlighting the successes of Captains of Industry Carnegie, Rockefeller, etc.

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

Music--Keith and Rusty McNeil, *Cowboy Songs* "Bound for the Promised Land" "Clementine" "I've Been Working on the Railroad" "Sweet Betsey from Pike" "Red River Valley" "The Streets of Laredo" "The Yellow Rose of Texas"

Art--Analyze photographs of American Indians before and after "assimilation." Write reflective paragraph discussing the similarities and differences.

Students will engage with the following text:

America: Pathways to the Present (Prentice Hall)

"Woodruff Sleeping Car Company" quote, Carnegie

Picture of Wall Street from early 1800s

"The Protectors of our Industries" political cartoon

Quote from a garment worker Sadie Frowne on factory life

Photos of children workers (coal miners & factory machine operators)

Samuel Gompers quote on laborers acting against their employers

Political cartoon showing the life of wealthy industrialists vs. the boarding houses full of workers

"The Commonwealth of Toil" song lyrics, by the IWW

Testimonies of Samuel Gompers and Thomas Livermore, 1883, Senate Committee on Education and Labor

Eugene V. Debs quote on fair wages

Quote by August Spies on going against the wealthy

"Monopoly and Lady Liberty" political cartoon

Mary Clark (South Dakota settler) quote on life out west

Pacific Railway Acts of 1862 & 1864

Painting "Buffalo Chase – Single Death"

1864 Calvary Poster to fight out west

Newspaper article 1889 detailing people fighting to claim land out west

Diary of a Union Pacific engineer describing the extinction of "the West"

Charles A. Siringo quote detailing the life of a cowboy

"The Old Chisholm Trail" song lyrics

Photo of a soddie out west

1879 Commercial and Financial Chronicle quote

Free Silver opinions quotes

William Jennings Bryan political cartoon

Homestead Act

Morrill Land Grant Act

Letter from Newton Locke, November 5, 1893 to Thomas Locke: Oklahoma Land Rush

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Cornell Notes: on the impact of the industrialization out West.

Primary Source Document Responses: “Woodruff Sleeping Car Company” Carnegie quote; Picture of Wall Street from early 1800s; “The Protectors of our Industries” political cartoon; Quote from a garment worker Sadie Frowne on factory life; Photos of children coal miners and factory workers; Samuel Gompers quote on laborers acting against their employers; Political cartoon showing the life of wealthy industrialists vs. the boarding houses full of workers; “The Commonwealth of Toil” song lyrics, by the IWW; Testimonies of Samuel Gompers and Thomas Livermore, 1883, Senate Committee on Education and Labor; Eugene V. Debs quote on fair wages; Quote by August Spies on going against the wealthy; “Monopoly and Lady Liberty” political cartoon; Mary Clark (South Dakota settler) quote on life out west; Pacific Railway Acts of 1862 & 1864; Painting “Buffalo Chase – Single Death;” 1864 Calvary Poster to fight out west; Newspaper article 1889 detailing people fighting to claim land out west; Diary of a Union Pacific engineer describing the extinction of “the West;” Charles A. Siringo quote detailing the life of a cowboy; “The Old Chisholm Trail” song lyrics; Photo of a soddie out west; 1879 Commercial and Financial Chronicle quote; Free Silver opinions quotes; William Jennings Bryan political cartoon

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

Reflective Journal entry: Why do owners hire managers to manage certain aspects of their businesses?

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 their methods in achieving their main goals.

Writers Notebook: What types of problems did railroads have in the late 1800s?

Expository Writing:

Who was responsible for the Battle of Little Bighorn?

Analyze photographs and narratives of American Indians before and after “assimilation.” Write reflective paragraph discussing the similarities and differences.

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies 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 writing assignments; reduced number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting.

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.

Cornell Notes:

-- on the impact of the industrialization out West.

Debates: Suggested topic:

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

Analysis of primary sources:

--“Woodruff Sleeping Car Company” quote, Carnegie

--Picture of Wall Street from early 1800s

--“The Protectors of our Industries” political cartoon

--Quote from a garment worker Sadie Frowne on factory life

--Photos of children workers (coal miners & factory machine operators)

--Samuel Gompers quote on laborers acting against their employers

--Political cartoon showing the life of wealthy industrialists vs. the boarding houses full of workers

--“The Commonwealth of Toil” song lyrics, by the IWW

--Testimonies of Samuel Gompers and Thomas Livermore, 1883, Senate Committee on Education and Labor

--Eugene V. Debs quote on fair wages

--Quote by August Spies on going against the wealthy

--“Monopoly and Lady Liberty” political cartoon

--Mary Clark (South Dakota settler) quote on life out west

--Pacific Railway Acts of 1862 & 1864

--Painting “Buffalo Chase – Single Death”

--1864 Calvary Poster to fight out west

--Newspaper article 1889 detailing people fighting to claim land out west

--Diary of a Union Pacific engineer describing the extinction of “the West”

--Charles A. Siringo quote detailing the life of a cowboy

--“The Old Chisholm Trail” song lyrics

--Photo of a “soddie” out west

--1879 Commercial and Financial Chronicle quote

--Free Silver opinions quotes

--William Jennings Bryan political cartoon

Suggested Films:

--scenes from *Gangs of New York*

--scenes from *Far and Away*

--scenes from *The Magnificent Seven*

--scenes from *John Wayne’s The Cowboys*

--*America: The Story of US: Heartland & Cities*

--*The West* (PBS-Ken Burns)

--*The Real West* (History Channel)

--*Death of the Dream: Farmhouse in the*

- Heartland (PBS)
- Frontier House (PBS)
- The Donner Party (PBS)

Suggested Websites:

Gilder Lehrman, Development of the West: <http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/development-west>

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; 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:

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

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Extended time on assessments; reduce number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page; allow students to use notes for open-ended questions.

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

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time, after-school support; provide oral and written instructions; provide step-by-step directions or checklists for open-ended items; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; reduce number of open-ended questions; provide shorter primary source readings; increase spacing to reduce visual clutter; put fewer question on each page.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide essay questions that require more detail and deeper understanding of material.

Performance Assessments:

- Poster project highlighting the effects of industrialization on different economic classes and geographical areas of America.
- Create a pictorial or verbal diary of stories of the Buffalo Soldiers serving in the Indian wars. Share these stories in class.

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

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable.

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