

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

SYLLABUS

UNITED STATES HISTORY I ACCELERATED

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: Unit 1 - Founding of the British Colonies</p>	<p>Unit Summary: 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. 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>Grade Level(s): 10</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 structure of governance? 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. Recognize 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. Characterize the Northern British colonies.	2. 6.1.12.A.1.a
3. Characterize the agrarian South.	3. 6.1.12.A.1.a
4. Compare the Dutch and English settlement of N.J.	4. 6.1.12.B.1.a
5. Explain proprietary rule and locate important centers of political and economic activity in early colonial N.J.	5. 6.1.12.C.1.a
6. List and describe several types of ethnic and religious groups who settled in N.J.	6. 6.1.12.C.1.b
7. Differentiate the different types of colonies that existed in the English colonial empire.	7. 6.1.12.A.1.a
8. Utilize, maps, graphs, and charts to infer how geographic characteristics of a region influenced economic development in the New World.	8. RH.9-10.7 6.1.12.B.1.a 6.1.12.C.1.b
9. Differentiate the colonies based on the culture and economy that develops within.	9. 6.1.12.A.1.a, 6.1.12.B.2.a
10. Analyze how gender, property ownership, religion, and race affected political rights.	10. 6.1.12.A.1.b
11. Distinguish the rights and responsibilities of colonial women.	11. 6.1.12.A.1.b, RH.9-10.2
12. Write an argument on how either gender, property ownership, religion, or legal status influenced political rights in colonial America.	12. WHST.9-10.1, 6.1.12.A.1.b
13. Take a position supporting the reasons for the use of indentured servants versus African slaves.	13. 6.1.12.C.1.b
14. Determine the central ideas of "Some Memoirs of the Life of Job, Son of Solomon."	14. RH.9-10.3
15. Contrast Native American values versus European values.	15. 6.1.12.D.1.a
16. Summarize the experience of the Lenape in New Jersey.	16. 6.1.12.D.1.a, RH.9-10.2
17. Provide examples of the impact that the Columbian Exchange had on the economy and cultures of the American Colonies.	17. 6.1.12.B.1.a
18. Research several authoritative sources to determine how economic ideas conflicted during this historical time.	18. 6.1.12.C.1.a, WHST.9-10.7
19. Analyze quotes of significant speakers and authors of the time period and how they reflect the American ideals, i.e. Jonathan Edwards, Phyllis Wheatley, etc.	19. RH.9-10.5
20. Provide examples of how British North American colonies modified the British government structure in the colonies.	20. 6.1.12.A.1.a

Inter-Disciplinary Connections:

Language Arts Literacy—Primary Source document responses, including: Diversity Binder Activities pertaining to Native American culture, Europeans Encounter Native Americans, Primary Source Activity, Lenape newspaper

reading from Courier Post to highlight the culture of a New Jersey Native American tribe, Letter from Judge Samuel Sewall Regarding Relations with the Indians, Jackdaw Kits—Immigration in Colonial Times Primary source documents, “Last of the Mohicans,” “Jamestown & John Smith,” Expansion of Native American Lands opposing viewpoints of Canasatego, Iroquois leader and Governor of Pennsylvania, “Mayflower Compact” Eliza Lucas Pickney excerpts, “A Jamestown Settler Describes Life in Virginia” 1622, a primary source by Sebastian Brandt, “A bond for the Manumission of a Slave” 1757 by Eve Scurlock, “A Virginian Describes the Difference between Servants and Slaves in 1722,” and excerpt from “The Narrative of the Captivity and the Restoration of Mrs. Mary Rowlandson,” 1682.

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)

Diversity Binder Activities pertaining to Native American culture

Europeans Encounter Native Americans, Primary Source Activity

Lenape newspaper reading from Courier Post to highlight the culture of a New Jersey Native American tribe.

Letter from Judge Samuel Sewall Regarding Relations with the Indians, Guided Reading Questions

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

Jackdaw Kits—Immigration in Colonial Times Primary source documents

“Last of the Mohicans” and “Jamestown & John Smith” Pamphlet/Primary Document

Expansion of Native American Lands opposing viewpoints of Canasatego, Iroquois leader and Governor of Pennsylvania.

Mayflower Compact

Eliza Lucas Pickney excerpts

Expansion of Native American Lands opposing viewpoints of Canasatego, Iroquois leader and Governor of Pennsylvania.

“A Jamestown Settler Describes Life in Virginia” 1622, a primary source by Sebastian Brandt

“A bond for the Manumission of a Slave” 1757 by Eve Scurlock

“A Virginian Describes the Difference between Servants and Slaves in 1722”

Excerpt from “The Narrative of the Captivity and the Restoration of Mrs. Mary Rowlandson,” 1682

Suggested Accommodations/Modifications for Reading:

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: Geographic variations in the colonies

Primary Source Document Responses : Diversity Binder Activities pertaining to Native American culture

Europeans Encounter Native Americans, Primary Source Activity

Lenape newspaper reading from Courier Post to highlight the culture of a New Jersey Native American tribe.

Letter from Judge Samuel Sewall Regarding Relations with the Indians, Guided Reading Questions

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

“Last of the Mohicans” and “Jamestown & John Smith” Pamphlet/Primary Document

Expansion of Native American Lands opposing viewpoints of Canasatego, Iroquois leader and Governor of Pennsylvania, “Mayflower Compact”

Eliza Lucas Pickney excerpts

“A Jamestown Settler Describes Life in Virginia” 1622, a primary source by Sebastian Brandt

“A bond for the Manumission of a Slave” 1757 by Eve Scurlock

“A Virginian Describes the Difference between Servants and Slaves in 1722”

Excerpt from “The Narrative of the Captivity and the Restoration of Mrs. Mary Rowlandson,” 1682

DBQ: On Immigration in Colonial Times

Dr. Giampalmi writing prompt: Native American + e-mail=...

Reflective Journal entry: If you were a colonist, how would you have felt about Native Americans? Likewise, if you were a Native American, how would you have felt about colonists?

Opinion essay: What was life really like in Jamestown?

Timed writing assignment: Compare the ways that religion contributed to the colonization of North America.

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

Persuasive Letters: Write two paragraphs in which you try to persuade a relative in Germany to join you in Pennsylvania as a settler in 1740.

Expository Writing:

Write an essay explaining why the contributions of selected people were important to the time period, i.e., Roger Williams, William Penn, George Calvert, and Anne Hutchinson.

Write an essay describing how the factors of population, economics, disease and climate shaped the basic social conditions and ways of life of early Americans in the Southern, Middle, and New England colonies.

Writers Notebook: Explain an experience when you began a new adventure in your life.

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 grammar/spelling/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: on several types of ethnic and religious groups who settled in NJ

Cornell Notes: lectures and readings on, “How do geography, climate and natural resources affect the way people live and work?”

Socratic Seminar:

“How do cultures clash?” followed by Studying Cultures, Daily Activity Handout introduction

Why does Howard Zinn ask if racism "was...the result of a "natural" antipathy of white against black?"

Debate: Did Europeans have the right to establish settlements in North America?

Analysis of primary sources:

Diversity Binder Activities pertaining to Native American culture

Europeans Encounter Native Americans, Primary Source Activity

Lenape newspaper reading from *Courier Post* to highlight the culture of a New Jersey Native American tribe.

Letter from Judge Samuel Sewall Regarding Relations with the Indians, Guided Reading Questions

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

Jackdaw Kits—Immigration in Colonial Times Primary source documents

“Last of the Mohicans” and “Jamestown & John Smith” Pamphlet/Primary Document

Expansion of Native American Lands opposing viewpoints of Canasatego, Iroquois leader and Governor of Pennsylvania.

“Mayflower Compact”

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“A Jamestown Settler Describes Life in Virginia” 1622, a primary source by Sebastian Brandt

“A bond for the Manumission of a Slave” 1757 by Eve Scurlock

“A Virginian Describes the Difference between Servants and Slaves in 1722”

Excerpt from “The Narrative of the Captivity and the Restoration of Mrs. Mary Rowlandson,” 1682

Suggested Websites:

<https://www.gilderlehrman.org/history-by-era/colonization-and-settlement-1585-1763/early-settlements/primary-sources>

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 multi-media sources when possible; 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 and Socratic Seminars.
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 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; 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; 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; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions and give over two or three 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 reading; 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:

- Choose foldable type: four-tab book, four door book, layered-look book, shutter fold, three pocket book, three tab book, trifold book, or two-tab book to highlight the Founding of the British Colonies.
- Students can use prezi.com to develop an annotated timeline that details the chronology and significance of major events in British North America.
- Create a collage about one aspect of colonial life.

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; 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.

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. IA – 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. What was our 	<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>government founded on?</p> <p>9. How are governments created, structured, maintained, and changed?</p> <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. How has the meaning of citizenship evolved?</p> <p>15. What groups of people led to the success of the American Revolution?</p>	<p>14. 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. Identify, analyze, and deduce the impact of the Enlightenment thinkers and writers on 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; 6.1.12.A.1.a
3. Indicate on a map the territorial possessions in North America in 1763.	3. 6.1.12.D.1.a
4. Give examples of how British policies in the colonies changed after 1763.	4. 6.1.12.B.1.a
5. Evaluate the validity of the statement that the French and Indian War weakened the colonists’ loyalty to Britain.	5. 6.1.12.C.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. Describe the circumstances surrounding the Boston Tea Party and how it contributed to the slide into revolution.	8. 6.1.12.C.1.a
9. Write a short excerpt for a British history textbook that includes a description and interpretation of several events such as: the Proclamation of 1763, Quartering Act, Stamp Act, Boston Massacre, Boston Party.	9. WHST.9-10.4
10. List the activities and recommendations of the Stamp Act Congress, the First Continental Congress, and the Second Continental Congress, and show how these led to eventual independence.	10. 6.1.12.C.1.a
11. Utilize Thomas Paine’s <i>Common Sense</i> as a mentor text exemplifying persuasive writing.	11. 6.1.12.A.2.b, RH.9-10.5
12. Analyze the Patriots’ motivations and decisions to join the rebellion.	12. RH9-10.1
13. Distinguish the main ideas of the Declaration of Independence and why the men who signed it took such a great risk.	13. 6.1.12.A.2.a
14. Compare and contrast the British and American strengths and weaknesses during the Revolution.	14. 6.1.12.A.2.a, 6.1.12.A.2.b
15. Research several historical sources to determine the values of Americans during this period.	15. WHST.9-10.8
16. Compose an appropriate written answer to, “What then is this new American, this new man?” following a reading of an excerpt from Crèvecoeur’s, <i>what is an American?</i>	16. WHST.9-10.2e
17. Analyze the problems of financing the war and dealing with wartime inflation and profiteering.	17. 6.1.12.A.2.a
18. Analyze the contributions and perspectives of African Americans, Native Americans, and women during the Revolution.	18. 6.1.12.C.2.a
19. Gather relevant information from primary and secondary sources to describe the contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.	19. WHST.9-10.8, 6.1.12.D.2.a
20. Determine the central ideas in foundational documents such as the Declaration of	20. RH.9-10.2
	21. 6.1.12.C.2.b
	22. 6.1.12.A.2.d
	23. 6.1.12.A.2.a
	24. 6.1.12.A.2.c, LA.9-10.RH.9-10.3

Independence, the U.S. Constitution, and the Bill of Rights, making clear the relationship among key concepts, such as self-government, democratic government structures, and the protection of individual rights.

21. Prepare a battle chart showing the major campaigns and battles; including 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. Enumerate the provisions of the Treaty of Paris, 1783.
24. Summarize the immediate and long-term significance of the American Revolution on America and New Jersey.

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 N.J.
- 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
- Henry Sandham (1886), *The Dawn of Liberty, Lexington, 1775*
- Amos Doolittle (1775), *The Battle of Lexington*
- John Barker, diary entry, April 19th, 1775, in R. H. Dana, Jr. (1877)

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.

Students will write:

Cornell Notes: on French and Indian 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, **Henry Sandham (1886), The Dawn of Liberty, Lexington, 1775, Amos Doolittle (1775), The Battle of Lexington, and John Barker, diary entry, April 19th, 1775, in R. H. Dana, Jr. (1877)**

Dr. Giampalmi writing prompts: Sons of Liberty + twitter=

Reflective Journal entry: What side would you have joined (Patriot or Loyalist)? Why?

Opinion essay: Do you think Americans today are as interested in having a voice in government as they were at the time of the Revolution? Explain.

DBQ: Was the American Revolution really a Revolution?

Timed writing assignment: Compare and contrast Thomas Paine's *Common Sense* to the Declaration of Independence.

Picture Prompts: "Join or Die!"

Persuasive Letters: Write a speech for William Pitt persuading Parliament to raise taxes and borrow money to fight the French and Indian War.

Writers Notebook: *Common Sense* as a mentor text. Have students write persuasive essay to follow one of their firmly held beliefs.

Historical Narrative: Write a letter from a historical figure's point of view during the Revolutionary War. While writing as historical figure, make sure to include any relative information such as where you are, a description of what you are doing, and any future plans you may have. Make sure the letter is written appropriately for both its intended reader and its intended time period.

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; allow student to use notes to complete open-ended writing tasks; 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 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 British policies after 1763

Cornell Notes: lectures and readings

--French and Indian War

Socratic Seminar:

--“Was the American Revolution inevitable?”

Debates: Suggested topics

--Loyalists v. Patriot—what side would you side with?

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 N.J.

--Henry Sandham (1886), *The Dawn of Liberty, Lexington, 1775*

--Amos Doolittle (1775), *The Battle of Lexington*

--John Barker, diary entry, April 19th, 1775, in R. H. Dana, Jr. (1877)

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

--Howard Zinn, *A People’s History of the United States*, 1980, pp. 68 and 72

--Bernard Bailyn, *The Ideological Origins of the American Revolution*, 1967, pp. 94 and 140-142

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 Films:

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

Suggested Websites:

SHEG: Lesson Plan: “What Happened at the Battle of Lexington?”

<http://sheg.stanford.edu/upload/V3LessonPlans/Battle%20of%20Lexington.pdf>

Excerpts from Paine’s Common Sense: <http://xroads.virginia.edu/~Hyper2/CDFinal/Paine/cover.html>

The Declaration of Independence: http://www.archives.gov/national_archives_experience/charters.html

John Dickinson’s Letters from a Farmer 1767-68:<http://www.earlyamerica.com/earlyamerica/bookmarks/farmer/>

Edmund Burke - Speech on Conciliation with America, March 22, 1775:

<http://www.earlyamerica.com/earlyamerica/firsts/cartoon/snake.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 essential 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 French and Indian War.
- Homework readings on British and colonial advantages and disadvantages.
- Participation in Socratic Seminar on "Was the American Revolution inevitable?" and participation in class discussion on Why do we study history?
- Written responses on Compare and contrast Thomas Paine's *Common Sense* to the Declaration of Independence.
- Writers Notebook response with *Common Sense* as a mentor text.

***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.

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/more comprehensive 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; 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 essay choices that require more detail and deeper understanding of material.

Performance Assessments:

Newspaper article summarizing a major battle of the Revolutionary that includes: a description of the action, key participants from the American and British side, dates and specific location of the battle, and the effect of the battle.

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

Design a political cartoon highlighting one of the major events of the American Revolution.

Create a Prezi map assignment that visualizes the locations of the major battles of the Revolutionary War and provides corresponding information.

***these assessments will mostly utilize: 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: Use inquiry based practices and allow students opportunities to conduct additional research; provide project 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:</p> <p>U.S. IA – 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. 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 government and has increase the national power of the government. 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
<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? What would happen if we didn’t have rules and laws? How do governments balance the rights of individuals with the common good? 	

<p>9. How did the 1776 New Jersey Constitution impact the development of the United States Constitution?</p> <p>10. What were the arguments of the early political parties?</p> <p>11. How did judicial review make the Supreme Court an influential branch of government?</p> <p>12. How effective were the Articles of Confederation?</p> <p>13. To what extent was America’s foreign policy influenced by perceived national interest?</p> <p>14. How does the system of checks and balances limit the power of government officials?</p> <p>15. How do the three branches of government work together in order to provide leadership for the people?</p> <p>16. How has the Constitution provided the government the ability to adjust to a changing society?</p> <p>17. How have constitutional amendments changed suffrage rights throughout the United States’ history?</p>	<p>interest.</p> <p>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 power</p> <p>15. Each branch of the government is restricted by the Constitution to handle the laws in very specific ways.</p> <p>16. Through its amendments, the Constitution, the law of America, has been able to evolve to fit modern times.</p> <p>17. Through the 15th, 19th, 22nd, and 26th Amendments, the right to vote has been expanded and protected.</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. Evaluate the Articles of Confederation.	1. 6.1.12.A.2.c
2. Identify characteristics of the first N.J. State Constitution of 1776.	2. 6.1.12.A.2.c
3. Explain why executive powers were in the state constitutions and not in the Articles of Confederation.	3. 6.1.12.A.2.c
4. Show how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 set the pattern for western settlement.	4. 6.1.12.B.2.b
5. Explain how Shays Rebellion spurred change in our national government.	5. 6.1.12.A.2.c
6. Trace the steps to a Constitutional Convention.	6. 6.1.12.A.2.c
7. Indicate how the new Constitution corrected the defects of the Articles of Confederation.	7. 6.1.12.A.2.d
8. Describe the three most important compromises at the Constitutional Convention.	8. 6.1.12.A.2.d
9. Describe the debate for and against the Constitution and the arguments of each side.	9. 6.1.12.A.2.d
10. Explain why the Bill of Rights became a necessity.	10. 6.1.12.A.2.b
11. Interpret the Preamble of the United States Constitution.	11. 6.1.12.A.2.b, RH.9-10.5
12. Contrast the beliefs of the Federalists and Anti-Federalists.	12. 6.1.12.A.2.e
13. Examine Federalist Paper #51 and write a paragraph explaining the following excerpt, <i>“If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary.”</i>	13. WHST.9-10.8
14. Using Federalist Paper #10, compare and contrast representative and direct democracy.	14. WHST.9-10.8
15. Identify arguments in the Federalists’ and Anti-Federalists’ writings that are relevant to current events.	15. RH.9-10.6
16. Compare and contrast the viewpoints about the function of government as expressed by John Jay, Alexander Hamilton, James Madison, George Mason, and James Monroe.	16. RH.9-10.6
17. Develop a list of alternative policies that the United States government could have used to improve the social conditions of women, African Americans, and American Indians during the Federalist Era. Explain why each alternative would have been accepted or rejected by citizens.	17. 6.1.12.D.2.b
18. Be aware of current controversies regarding the Constitution.	18. 6.1.12.A.2.d
19. Indicate how the new Constitution corrected the defects of the Articles of Confederation.	19. 6.1.12.A.2.c
20. Judge the balance of power among the federal branches of government.	20. 6.1.12.A.2.d
21. Understand how a bill becomes a law.	21. 6.1.12.A.2.a
22. Understand the importance of the Electoral College in Presidential elections.	22. 6.1.12.A.2.b
23. Analyze important Supreme Court decisions from the early republic and recent history.	23. 6.1.12.A.2.d
24. Draw evidence from landmark cases (e.g., <i>McCulloch v. Maryland</i> , <i>Gibbons v. Ogden</i>) to show how the Supreme Court expanded the power of the national government and promoted national economic growth during this era.	24. WHST.9-10.9, 6.1.12.A.3.d
	25. 6.1.12.A.2.e
	26. WHST.9-10.9, 6.1.12.A.3.g
	27. 6.1.12.A.3.g
	28. RH.9-10.8, 6.1.12.A.3.g
	29. 6.1.12.C.2.b
	30. 6.1.12.C.2.a
	31. RH.9-10.1
	32. 6.1.12.A.2.e
	33. 6.1.12.A.2.e

<p>25. Contrast the views of Washington's cabinet members, Jefferson and Hamilton.</p> <p>26. Draw evidence from informational texts to support analysis of the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.</p> <p>27. Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.</p> <p>28. Assess the extent to which the reasoning and evidence in de Tocqueville's <i>Democracy in America</i> supported the author's claims that Americans in this time period were developing democratic institutions and practices (including ways to balance civic virtue and self-interest).</p> <p>29. Compare and contrast views about how to best promote economic development (including issues of national and state debt, National Bank, trade and taxation) advanced by Hamilton and Jefferson.</p> <p>30. Describe the problems the United States had with France, England and Spain in the 1790's.</p> <p>31. Interpret Washington's Farewell Address.</p> <p>32. 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>33. Discuss the constitutionality of the Alien and Sedition Acts.</p> <p>34. Debate the authority of the VA and KY Resolutions.</p>	<p>34. 6.1.12.A.2.e</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</p> <p>Technology—utilizing online collage makers to highlight current events connected to the Constitution</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>Pathways to America (Prentice Hall)</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>Jefferson on the French and Haitian Revolutions, 1792</p> <p>The Articles of Confederation, 1777</p> <p>Slavery in the New York State census, 1800</p> <p>Two versions of the Preamble to the Constitution, 1787</p>

Alexander Hamilton's "gloomy" view of the American Revolution, 1780
George Washington discusses Shays' Rebellion and the upcoming Constitutional Convention, 1787
Ratification of the US Constitution in New York, 1788
George Washington's reluctance to become president, 1789
George Washington's First Inaugural Address, 1789
Hamilton's Report on the Subject of Manufactures, 1791
Reports on the yellow fever epidemic, 1793
The Whiskey Rebellion, 1794
Washington on a proposed third term and political parties, 1799
John Adams on the abolition of slavery, 1801

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 current controversies regarding the Constitution

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, Federalists and Anti-federalist paper excerpts, *Jefferson on the French and Haitian Revolutions, 1792, The Articles of Confederation, 1777, Slavery in the New York State census, 1800, Two versions of the Preamble to the Constitution, 1787, Alexander Hamilton's "gloomy" view of the American Revolution, 1780, George Washington discusses Shays' Rebellion and the upcoming Constitutional Convention, 1787, Ratification of the US Constitution in New York, 1788, George Washington's reluctance to become president, 1789, George Washington's First Inaugural Address, 1789, Hamilton's Report on the Subject of Manufactures, 1791, Reports on the yellow fever epidemic, 1793, The Whiskey Rebellion, 1794, Washington on a proposed third term and political parties, 1799, John Adams on the abolition of slavery, 1801.*

Dr. Giampalmi writing prompts: Congress today+ time travel to meet with Washington =

Reflective Journal entry: What current event today connected to the Constitution is most likely to be resolved in the next twenty years?

Opinion essay: Should we have a term limit for presidents and other elected officials?

DBQ: The Convictions of Thomas Jefferson DBQ, to what extent did Jefferson live up to his ideals and beliefs?

Timed writing assignment: Why did Washington insist on neutrality for America?

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

Persuasive Letters:

--Write an editorial for or against the electoral college.

Writers Notebook: Dignity and restraint were important characteristics for Washington as president. What adjectives describe today's political process?

Expository Writing:

In your own opinion, what would you say is the biggest difference between Jefferson and Hamilton?
Why did the Founding Fathers keep slavery in the Constitution if the Declaration of Independence claimed, “all men are created equal”?

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 preamble of the Constitution as the mentor text.

--Hold a Socratic seminar on a controversial issue such as abortion or flag burning. Remember to keep the discussion centered on the source documents: the Constitution and the Bill of Rights.

Debates: Suggested topic:

-- Should Foreign-Born Citizens Be Allowed to Run for President?

--Examine the nomination and confirmation process for the State Supreme Court Judges. Debate whether or not the current process should be changed.

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

--Jefferson on the French and Haitian Revolutions, 1792

--The Articles of Confederation, 1777

--Slavery in the New York State census, 1800

--Two versions of the Preamble to the Constitution, 1787

--Alexander Hamilton's "gloomy" view of the American Revolution, 1780

--George Washington discusses Shays' Rebellion and the upcoming Constitutional Convention, 1787

--Ratification of the US Constitution in New York, 1788

--George Washington's reluctance to become president, 1789

--George Washington's First Inaugural Address, 1789

--Hamilton's Report on the Subject of Manufactures, 1791

--Reports on the yellow fever epidemic, 1793

--The Whiskey Rebellion, 1794

--Washington on a proposed third term and political parties, 1799

--John Adams on the abolition of slavery, 1801

Secondary Sources (other than text book):

--"What Would the Founders do Today?" from *American Heritage*

Small group cooperative learning:

--The Constitution and Governance lesson from Constitutional Rights Foundation

--Give each student a case analysis sheet and a Supreme Court case. Have students teach the class about the case by creating a visual that illustrates the constitutional issues and background of the court case.

--Select a landmark Supreme Court Case and predict what life in the United States would be like if these cases had been decided differently. Write an essay or a scenario of life in the United States if the Supreme Court decision had an alternative outcome.

--Using a Venn Diagram, compare and contrast similarities and differences between the two major political parties in the United States.

--Develop a questionnaire for students to identify their political position as a liberal, moderate or conservative. Have the class chose a topic to debate and assign students to argue from the opposite viewpoint of their questionnaire outcome.

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*

Suggested Websites:

SHEG lesson plan on Shays' Rebellion: <http://sheg.stanford.edu/shays-rebellion>

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

National Constitution Center, Interactive Constitution: <http://www.constitutioncenter.org/>

On the Establishment of Religion, What the Constitution Really Says:

<http://www.renewamerica.us/readings/keyes.pdf>

The Federalist Papers: <http://lcweb2.loc.gov/const/fed/fedpapers.html>

The Anti-Federalists Papers: <http://www.constitution.org/afp/afp.htm>

Democratic National Committee: www.democrats.org/

Republican National Committee: <http://gopnet.com/>

Guide to Political Parties in America: <http://www.politics1.com/parties.htm>

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, 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 enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide project choices that require more detail and deeper understanding of material.

Performance Assessments:

- Online glogster collage of current events related to the Constitution with captions explaining what the image represents.
- 6 Panel Comic Strip describing the change from the Articles of Confederation to the Constitution.
- Create a list of ways the Constitution has been changed other than through the amendment process (for example: legislation, court decision, custom, political party practices). Select one method of change and create a PowerPoint presentation describing it.
- Have students write and perform skits to act out an example of one of the rights in the Bill of Rights.
- Have students draw a number from 1-27 and create a visual representation of the amendment that corresponds to their number.

***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: U.S. 1A –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>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>Grade Level(s):</p> <p style="text-align: center;">10</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. Detail Adams' attempt to expand Federalist rule into Jefferson's' presidency.	1. 6.1.12.A.2.e
2. Describe the efforts of Jefferson to solve our trade problems with England and France.	2. 6.1.12.C.2.a
3. Evaluate the effectiveness of the Embargo Act.	3. 6.1.12.D.2.c
4. Recognize the significance of the <i>Marbury v. Madison</i> court case.	4. 6.1.12.A.2.d
5. Explain the circumstances surrounding the purchase of Louisiana.	5. 6.1.12.A.3.b
6. Trace 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.b
8. Evaluate the effects of the Treaty of Ghent and the war as a whole.	8. 6.1.12.A.3.b
9. Describe the issue that led to the Missouri Compromise.	9. 6.1.12.D.3.c
10. Explain why 1816 to 1825 is referred to as the "Era of Good Feeling."	10. 6.1.12.C.3.b
11. Evaluate the impact of Marshall and his decisions on the Supreme Court.	11. 6.1.12.A.3.d
12. Evaluate the impact of the Transcendentalist movement on the reform movements of the antebellum North.	12. 6.1.12.D.3.e
13. Describe the impact of the writings of Emerson and Thoreau on American culture.	13. 6.1.12.D.3.e; RH.9-10.5
14. Take works of Garrison and Douglass and highlight any excerpts that indicate that these men were "spiritually" led to their work. Discuss the findings.	14. RH.9-10.4
15. Explain how the efforts of Horace Mann and Noah Webster transformed American education.	15. 6.1.12.D.3.d
16. Draw evidence from informational texts to illustrate the connections among the leadership (e.g., Grimke Sisters, Mott, Stanton, Sojourner Truth, Douglass, Garrison) and ideas of the social reform movements (i.e. abolition, women's rights, and temperance) and their impact in New Jersey and the nation during the antebellum period.	16. WHST.9-10.9, 6.1.12.D.2.d, 6.1.12.A.3.f
17. Identify the efforts to reform prisons.	17. 6.1.12.A.3.f
18. Explain the impact of <i>Uncle Tom's Cabin</i> on the slavery issue.	18. 6.1.12.A.3.f
19. Explain the efforts of the Abolitionist movement to become a political force.	19. 6.1.12.A.3.f
20. Describe the activities of the Underground Railroad.	20. 6.1.12.A.3.f
21. Describe the role of New Jersey in helping Africans escape their enslavement.	21. 6.1.12.D.2.e
22. Discuss if the Amistad case did or did not help to undermine slavery in the United States.	22. 6.1.12.A.3.i; RH.9-10.1
23. Discuss the efforts made at the Seneca Falls Convention to organize the struggle for women's equality.	23. 6.1.12.D.2.d
24. Compare John Quincy Adams and Andrew Jackson as politicians and as men.	24. 6.1.12.A.2.f
25. Explain how the tariff fostered sectionalism.	25. 6.1.12.D.3.d
26. Identify the issues in the Hayne-Webster Debate.	26. 6.1.12.A.2.f
27. Describe how Jacksonian Democracy transformed American politics.	27. 6.1.12.A.2.f
28. Analyze the election of 1824 and the resultant Corrupt Bargain.	28. 6.1.12.A.2.f
29. Critique the Nullification Crisis and the Compromise of 1832.	29. 6.1.12.A.2.f
30. Explain the effects of the demise of the Second Bank.	30. 6.1.12.A.2.f
31. Identify Jackson's policies and attitude toward the Indians.	31. 6.1.12.A.3.e
	32. 6.1.12.A.3.a
	33. WHST.9-10.7,

32. Cite push and pull factors to the Midwest and the West Coast.	6.1.12.A.3.b
33. Conduct short research to determine the extent to which America’s foreign policy (i.e., Tripoli pirates, Louisiana Purchase, War of 1812, and Monroe Doctrine) was influenced by geopolitics and perceived national interest.	34. RH.9-10.7, 6.1.12.C.3.a
34. Use quantitative analysis, maps, and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets.	35. 6.1.12.C.3.a
35. Determine how new inventions, new modes of transportation, and the expanding market economy affected the environment in New Jersey and the nation.	36. WHST.9-10.2, 6.1.12.C.3.b, 6.1.12.D.3.a
36. Write a narrative account to explain how the wealth of natural resources (e.g., water, coal, gold, silver) in the United States (e.g., Paterson, Lowell, Charleston) affected economic development and the quality of life of individuals from multiple perspectives (e.g., mill worker, factory owner, miner).	

Inter-Disciplinary Connections:

<p>Language Arts Literacy—Reading and responding to primary and secondary sources</p> <p>Technology—Creation of moviemaker or photostory highlighting the westward migration movement</p> <p>Math—Analysis of Louisiana Purchase map, Slave Population Chart from 1790-1860, Missouri Compromise map and Compromise of 1850 map</p> <p>Music—Analysis of <i>Star Spangled Banner</i>, 1814 “Steal Away” “Go Down, Moses” “Follow the Drinkin’ Gourd” “Amazing Grace” “We are Climbing Jacob’s Ladder”</p> <p>Art—Analyze the painting <i>Trail of Tears</i> from the perspective a Cherokee tribe member, a US official, a white farmer in Georgia, a Supreme Court justice.</p>

Students will engage with the following text:

<p>America: Pathways to the Present (textbook)</p> <p>“Mad Tom in a Rage” political cartoon</p> <p>“Jefferson Set Upon by King George III and Napoleon” political cartoon</p> <p>“Death of the Embargo” political cartoon</p> <p>“Columbia Teaching John Bull his New Lesson” political cartoon</p> <p>“The Hartford Convention” political cartoon</p> <p>letter from Mrs. Samuel Harrison Smith to sister describing President Jackson’s inauguration</p> <p>“The Present State of our Country” political cartoon on the War of 1812</p> <p>Jackson Ticket” election artifacts</p> <p>“Countrymen in Chains” abolition political cartoon</p> <p>Monroe Doctrine excerpts</p> <p><i>Star Spangled Banner</i>, 1814</p> <p>Seneca Falls Declaration of Sentiments and Resolutions, 1848</p> <p>Journals of Lewis and Clark</p> <p>Differing views on slavery, including writings from a cotton plantation owner, a New England minister, and an emancipated slave</p> <p>Views on African Americans in the War of 1812 from General Andrew Jackson and Commander Nathaniel Shaler</p> <p>“King Andrew the First” political cartoon</p>

“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”
Lewis and Clark Journals
John L. O’Sullivan, “On Manifest Destiny”
President Polk’s War Message
Through Indian Eyes, The Untold Story of Native American People, Reader’s Digest Publication, 1995

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” **Lewis and Clark Journals, John L. O’Sullivan, “On Manifest Destiny,” and President Polk’s War Message.**

Dr. Giampalmi writing prompts: Underground Railroad +email=...

DBQ: “The War of 1812 was fought solely in defense of national honor.” Assess the validity of this statement in relation to the successes and failures of events from 1800-1816.

Reflective Journal entry: What was the legacy of the Seneca Falls Convention?

Opinion essay: Do you think Jackson would have approved of the extent to which democracy is exercised in American politics today? Explain your answer.

Timed writing assignment: Describe an average day of work in the Lowell Mill factory.

Persuasive Letters: Write an editorial supporting the abolition of slavery in the South.

Writers Notebook: What needs reform today?

Expository Writing:

Have students write a position paper on the United States’ entrance into the Mexican War

Write a position paper that advocates the views of one of the major social reformers during the Antebellum Period.

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.

Cornell Notes:

--on Westward push and pull factors

Socratic Seminar:

--Core question: Is the title “King Jackson fitting?”

Debates: Suggested topic:

--“What moral obligations do people living today have towards the descendents of slaves and towards members of societies most heavily impacted by the slave trade?”

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.”

--**Lewis and Clark Journals**

--**John L. O’Sullivan, “On Manifest Destiny”**

--**President Polk’s War Message**

Secondary Sources (other than text book):

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

Through Indian Eyes, The Untold Story of Native American People, Reader’s Digest Publication, 1995

Supplemental materials:

Trails of Tears Webquest

Suggested Films:

- scenes from *A Night at the Museum*
- scenes from *Amistad*
- scenes from *The Alamo*
- America: The Story of US: Westward episode*

Small group collaborative work:

- Create "Territorial Expansion" jigsaw puzzles. Students can trace and cut out puzzle pieces representing the territorial acquisitions of the lower 48 states on cardboard and write notes on the back of each piece to explain how it was acquired. Exchange puzzles and compare notes.
- Complete a Venn diagram comparing the support and opposition for the Mexican War. Use this information to write personal letters to President Polk supporting or protesting the war.

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 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; 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; re-take failed assessments at teacher discretion; 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:

- Moviemaker or photo story of the images and captions related to the movement west.
- Create posters celebrating the advantages of territorial expansion.
- Track down a picture of John Gast’s painting entitled “American Progress”. Using this as a springboard, create your own interpretation, using any medium you wish, displaying what you believe American progress will look like in the 21st century.
- Research and report on the contributions of Chinese Laborers who worked on the railroads. What was their life like? What did they do, etc. Write a 2 paragraph expository essay.
- River Boats played a significant role in transporting goods throughout the Mississippi River valley. Find out what goods they carried and where they went. Record this information on a chart.
- Research the life story of Chief Joseph. Write a letter to the Chief telling him your thoughts about the events that happened in his life. What would you say to him if you could do so? Be sure to consult his “I will fight no more forever” speech.
- In 1844 F.B. Morse invented the telegraph. Explain how this invention worked. Use words and pictures to prepare a poster which teaches about the telegraph and its use. The social studies book has an excellent section on this topic.

***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: U.S. 1A— 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>8. Population shifts and migration patterns impacted the country during the Reconstruction period.</p> <p>9. Economics played a large part in enabling the North and South to wage war.</p> <p>10. In the North and South, immediate and long-term effects of the Civil War impacted their economies.</p> <p>11. The Civil War cost America more than any previous conflict from the country’s past.</p> <p>12. The African Americans living in the Union and Confederate states during the war played significant roles.</p> <p>13. The American Civil War and other current civil wars in the world have led to interference in people’s lives and work.</p> <p>14. The Reconstruction policies sought to reunite the country after the Civil War tore the country in two.</p> <p>15. Differing perspectives in the South led to resistance by states and individuals during Reconstruction.</p> <p>16. 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. Identify and describe the failure of various compromises to reach a solution on the issue of slavery.	1.6.1.12.D.3.c 2.RH.9-10.5
2. Have students read the text of the Missouri Compromise, Compromise of 1850, the Kansas-Nebraska Act, excerpts from <i>Uncle Tom’s Cabin</i> , and excerpts from <i>The Impending Crisis of the South</i> , and create a timeline of 1820-1860 that demonstrates the development of the crisis.	3.6.1.12.D.3.c 4.6.1.12.D.3.c 5.6.1.12.B.4.a
3. Identify and describe the failure of various compromises to reach a solution on the issue of slavery.	6.6.1.12.B.4.a 7.6.1.12.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.	8.6.1.12.B.4.a 9.6.1.12.A.4.b
5. Determine ways in which strong executive leadership in the 1850’s could have averted the Civil War.	10. 6.1.12.B.4.a
6. Understand the significance of the First Battle of Bull Run.	11. 6.1.12.B.4.a
7. Describe how the North and South prepared for the war.	12. 6.1.12.B.4.a
8. Evaluate the effectiveness General Lee’s battle strategies.	13. 6.1.12.D.4.a
9. Discover how the Emancipation Proclamation affected both the North and the South.	14. 6.1.12.D.4.a
10. Summarize the importance of the battles to the West.	15. 6.1.12.B.4.a
11. Explain why the <i>Monitor</i> and the <i>Merrimack</i> made traditional warships obsolete.	16. 6.1.12.B.4.a 17. 6.1.12.B.4.a
12. Discuss the importance of conscription being used for the first time during the Civil War.	18. 6.1.12.A.4.b, RH.9-10.1
13. Analyze wartime politics in the Confederate and Union governments.	19. 6.1.12.B.4.a
14. Describe the causes and effects of African Americans joining the Union army.	20. 6.1.12.D.4.d
15. List the kinds of hardships that befell the North and South during the war.	21. 6.1.12.D.4.d
16. Identify the importance of Lee’s victories at Fredericksburg and Chancellorsville.	22. 6.1.12.C.4.b
17. Describe how the Battles of Gettysburg and Vicksburg turned the tide of the war.	23. 6.1.12.C.4.b 24. WHST.9-10.7, 6.1.12.C.4.c
18. Interpret the message of Lincoln’s Gettysburg Address.	25. 6.1.12.D.4.b
19. Outline General Grant’s strategy for defeating the South.	6.1.12.C.4.a
20. Review the issues and results of the election of 1864.	26. WHST.9-10.7
21. Examine the reasons why John Wilkes Booth shot and killed President Lincoln.	27. 6.1.12.D.4.c
22. Analyze how the South was finally defeated on the battlefield.	28. 6.1.12.D.4.e
23. Hypothesize how the war might have been different had Lincoln appointed Grant as the leader of Union forces in 1861.	29. 6.1.12.D.4.e
24. Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	30. 6.1.12.D.4.c
25. Conduct short research synthesizing multiple sources to explain why the costs (e.g., human, economic, environment, social) of the American Civil War were greater than previous conflicts.	31. 6.1.12.D.4.e 32. 6.1.12.A.5.a
26. Research, analyze, and summarize ways in which citizens of both sides of the war showed their opposition or support.	33. 6.1.12.D.4.d 34. 6.1.12.A.5.c

<p>27. Compare and contrast the impact of the American Civil War and the impact of a past civil war in another country in terms of the consequences for people’s lives and work.</p> <p>28. Defend Lincoln’s belief that the Union could not survive if slavery was preserved.</p> <p>29. Analyze the similarities and differences between Lincoln and Johnson’s Reconstruction plans.</p> <p>30. Explain how the newly freed slaves began to rebuild their lives.</p> <p>31. Compare the relationship of the black codes to the Fourteenth Amendment.</p> <p>32. Analyze the differences between Johnson and Congress’ Reconstruction plans.</p> <p>33. Describe the significance of the Fifteenth Amendment.</p> <p>34. Explore how the growth of cities and industry began to change the South’s economy after the war.</p> <p>35. Examine the money designated for Reconstruction projects and how it was used.</p> <p>36. Examine how the end of slavery changed agriculture in the South.</p> <p>37. Explain what brought about the end of Reconstruction.</p> <p>38. Identify tactics used by the Ku Klux Klan to spread terror throughout the South.</p> <p>39. Review the major successes and failures of Reconstruction.</p> <p>40. Develop arguments supporting the idea that the Civil War and Reconstruction were the key events in determining the supremacy of the federal government and present potential solutions to at least three issues facing the United States during Reconstruction.</p> <p>41. Compare and contrast the point of view of two or more historians to determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>42. 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>35. 6.1.12.B.4.b</p> <p>36. 6.1.12.A.5.c</p> <p>37. 6.1.12.D.4.e, 6.1.12.A.5.c</p> <p>38. 6.1.12.D.4.d</p> <p>39. 6.1.12.A.4.c</p> <p>40. RH.9-10.1</p> <p>41. RH.9-10.6, 6.1.12.D.4.c</p> <p>42. WHST.9-10.4, 6.1.12.D.4.d</p>
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Inter-Disciplinary Connections:

<p>Language Arts Literacy—Reading and responding to primary and secondary sources</p> <p>Technology—Create a Photo-Story highlighting the photography during the Civil War.</p> <p>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.</p>
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Students will engage with the following text:

<p>America: Pathways to Present (Prentice Hall)</p> <p>“House Divided” speech, 1858, Lincoln</p> <p>African American quotes/perspectives on joining the war effort (Frederick Douglass)</p> <p>“You got what you deserved” political cartoon (pg 398 Pathways text)</p> <p>Matthew Brady’s photography of the Civil War, analyzing pictures</p> <p>“Gettysburg Address” Lincoln, 1863</p>

“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
Hinton Helper, The Impending Crisis of the South
Stephen Oates, With Malice Toward None
Mark Twain, Huckleberry Finn
South Carolina Ordinance of Secession
Lincoln’s First Inaugural Address
Jefferson Davis’ message to the Confederate Congress, April 29, 1861
Lincoln’s Message to Congress, July 4, 1861

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 strengths and weaknesses of the Union and Confederacy

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, *Mark Twain, Huckleberry Finn, South Carolina Ordinance of Secession, Lincoln’s First Inaugural Address, Jefferson Davis’ message to the Confederate Congress, April 29, 1861, Lincoln’s Message to Congress, July 4, 1861.*

DBQ: The Civil War was primarily started because of a clash of cultures in the United States. Assess the validity of this statement.

Dr. Giampalmi writing prompts: America – Lincoln = , the Union during the Civil War + a different President = , create a modern day bumper sticker reflecting the feelings of betrayal African Americans may have felt...

Reflective Journal entry: What was the most significant success of Reconstruction? Why?

Opinion essay: Do you agree with historian Samuel Eliot Morison, who said that “the North may have won the war, but the white South won the peace”? Explain.

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

Persuasive Letters: Write an editorial either for or against Grant’s decision to let Sherman “make Georgia howl.”

Writers Notebook: What motivates hate groups that exist in the world today?’

Expository Writing: How did Northern attitudes towards freed African Americans change during 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 strengths and weaknesses of the North and South going into the Civil War.

Debates: Suggested topic:

-- Was the Civil War inevitable? Who was to blame for the war: North or South?

--**Divide the class into two groups – one in support of states' rights, one in support of federal supremacy. Each group will analyze the historical arguments for their position and present to the class.**

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

--Hinton Helper, *The Impending Crisis of the South*

--Stephen Oates, *With Malice Toward None*

--Mark Twain, *Huckleberry Finn*

--South Carolina Ordinance of Secession

--Lincoln's First Inaugural Address

--Jefferson Davis' message to the Confederate Congress, April 29, 1861

--Lincoln's Message to Congress, July 4, 1861

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*

Small Group Cooperative Activates:

--Create a diagram of the 13, 14, 15 Amendments, the Civil Rights Act of 1866 and the Compromise of 1877.

--Identify the provisions, purpose, and impact of each.

Suggested Websites:

--SHEG Lesson Plan on Sharecropping: <http://sheg.stanford.edu/sharecropping>

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:

General: 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 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 collage that illustrates the successes and failures of Reconstruction.
- Create a prezi that highlights the major events of the Civil War.

***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: U.S. 1A— Unit 6 - Industrialization & Looking West</p>	<p>Unit Summary: 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): 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 NJ 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 CCSS</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. Describe how advances in electric power and communication affected life for people and businesses.	2. 6.1.12.A.5.a
3. Discover the effects the development of railroads had on industrial growth.	3. 6.1.12.A.5.a
4. Examine the impact of the Bessemer process on American culture.	4. 6.1.12.A.5.a
5. Compare the implications of the terms “robber barons” and “captains of industry,” as the American industrialists were called.	5. 6.1.12.C.5.a
6. Examine how social Darwinism affected Americans’ views on big business.	6. 6.1.12.C.5.c, RH.9-10.3
7. Analyze the ways in which big businesses differed from smaller businesses.	7. 6.1.12.D.5.a
8. Describe how industrialists gained a competitive edge over their rivals.	8. 6.1.12.C.5.a
9. Identify the factors that led to a growing American work force between 1860 and 1900.	9. 6.1.12.B.5.b, 6.1.12.D.5.b
10. Determine what groups of Irish were considered “white” in the 19th century.	10. RH.9-10.6
11. Compare factory work at the turn of the century to working conditions today.	11. 6.1.12.C.5.a, R.H.9-10.7
12. Explain different reasons why entire families were forced to go to work.	12. 6.1.12.D.5.b
13. Analyze the impact of industrialism on the gulf between the rich and poor.	13. 6.1.12.D.5.d
14. Compare the goals of early labor unions in the United States to labor unions of today.	14. 6.1.12.D.5.b
15. Explain why Eugene V. Debs formed the American Railway Union.	15. 6.1.12.D.5.b
16. Describe the causes and outcomes of the major strikes in the late 1800s.	16. 6.1.12.D.5.b
17. Identify the conditions that lured people to migrate to the West.	17. 6.1.12.B.5.a
18. Locate on a map where the western settlers came from.	18. 6.1.12.B.5.a
19. Describe how the American frontier shifted westward.	19. 6.1.12.B.3.a
20. List the factors that caused changes in the life of the Plains Indians.	20. 6.1.12.B.3.a
21. Determine what happened at Little Big Horn after consulting various sources from each side.	21. RH.9-10.6
22. Examine how government policies and battlefield challenges affected the Indian wars.	22. 6.1.12.A.5.c
23. Detail the changes that occurred in federal Indian policies by 1900.	23. 6.1.12.A.5.c
24. Review excerpts from historical fiction, selected works of art and/or movie excerpts to compare the romantic vision of the West to the reality of life there.	24. 6.1.12.B.5.a
25. Create a pictorial or verbal diary of stories of the Buffalo Soldiers serving in the Indian wars.	25. WHST.9-10.5
26. Chart the spread of mining across the West.	26. 6.1.12.C.3.b
27. Explain what caused the western cattle boom.	27. 6.1.12.C.5.a
28. Describe life for the cowboys and settlers in the West.	28. 6.1.12.B.3.a
29. Analyze the complaints issued by farmers to the federal government about post-Civil War economic policies.	29. 6.1.12.C.5.b, R.I.9-10.9
30. Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and	30. 6.1.12.D.5.c

expectations.

Inter-Disciplinary Connections:

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

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

Art--George Catlin: Native American paintings Oriana Day.

Music--Keith and Rusty McNeil, *Cowboy Songs*

Students will engage with the following text:

America: Pathways to 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

Official photograph from the “Golden Spike” Ceremony, 1869

Indian Wars: The Battle of Washita, 1868

Verses on Norwegian emigration to America, 1853

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 battles between the American government and Native Americans in the Indian Wars
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, **Official photograph from the “Golden Spike” Ceremony, 1869, Indian Wars: The Battle of Washita, 1868, Verses on Norwegian emigration to America, 1853.**

Dr. Giampalmi writing prompts: Write a tagline for a film about Industrialization in the late 1800s, Write an obituary for Carnegie detailing all of the positives of his life.

DBQ: Discuss the advantages and disadvantages of industrialization following the Civil War and how it affected different groups of people in America.

Reflective Journal entry: Are children permitted to work in this country today? Do other countries in the world permit child labor? Should there be exceptions to these rules?

Opinion essay: Were these individuals at the top of industrialism Captains of Industry or Robber Barons? Explain through citing examples.

Timed writing assignment: As an eastern reporter traveling with an army unit, report on one of the battles you’ve been following in the Indian Wars.

Persuasive Letters: Write an editorial either for or against expansion to the West and the forced move of Native populations.

Writers Notebook: What influences from this time period are still present today in America?

Expository Writing: Prove or disprove this quote: “The American cowboy was actually a dirty, overworked laborer who fried his brains under a prairie sun, or rode endless miles in rain and wind to mend fences or look for lost calves.” *The Cowboy*, Time Life, p.1

Small Group Cooperative Activities: Analyze photos, paintings, and any other representations of the coming of the railroad to the West.

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 battles between the American government and Native Americans in the Indian Wars.

Debates: Suggested topic:

-- Were the actions of the American government justifiable in regards to the treatment of the Native Americans?

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

--Official photograph from the “Golden Spike” Ceremony, 1869

--Indian Wars: The Battle of Washita, 1868

--Verses on Norwegian emigration to America, 1853

Suggested Movies:

--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*

Small Group Cooperative Work:

--Analyze photos, paintings, and any other representations of the coming of the railroad to the West.

--Create a catalog of the newest tools available to the farmers and ranchers. Compare the catalog to an early mail order catalog of the time period.

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 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:

General: 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 to increase student knowledge; provide essay questions that require more detail and deeper understanding of material.

Performance Assessments:

- Prezi highlighting Native American policies during and after the Civil War.
- Create a catalog of the newest tools available to the farmers and ranchers. Compare the catalog to an early mail order catalog of the time period.

***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.