

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

SYLLABUS

UNITED STATES HISTORY I HONORS

COURSE OVERVIEW:

This course is for capable, self-motivated students who wish to stimulate their intellectual curiosity and who are considering taking the Advanced Placement Exam in U.S. History. The subject matter is identical to our traditional U.S. History I course – including a study of American History from the colonial period to America’s emergence as a world power in the 1890’s. Learning methods will include summer reading assignments, extensive writing, exploration and analysis of primary documents, historiography, and an introduction to Advanced Placement style test questions. A college level textbook is used in this course. *This course satisfies the NJ graduation requirement for one of the two years of American History.*

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

First Marking Period

- I. Exploration – 6.1.12.A- D.1
- II. Founding and Settlement - 6.1.12.A-D.1
- III. The 13 Colonies – 6.1.12.A.1-D.1
- IV. The Enlightenment, the Great Awakening, the Albany Plan and the French and Indian War – 6.1.12.A-D.1
- V. The Road the Revolution – 6.1.12.A-D.2

Second Marking Period

- VI. The American Revolution – 6.1.12.A-D.2
- VII. The Articles of Confederation – 6.2.12.A-D.2
- VIII. The Constitution – 6.1.12.A-D.2
- IX. Washington and Adams – 6.1.12.A-D.2
- X. Jefferson, Madison and Monroe – 6.1.12.A-D.2; 6.1.12.A-D.3

Third Marking Period

- XI. Jacksonian Democracy – 6.1.12.A-D.3
- XII. The North – Immigration, Industrialization and Reform - 6.1.12.A-D.3
- XIII. The South – states’ rights and slavery - 6.1.12.A-D.3
- XIV. The West – Manifest Destiny and the Mexican War- 6.1.12.A-D.3
- XV. The Road to the Civil War – 6.1.12.A-D.4

Fourth Marking Period

- XVI. The Civil War – 6.1.12.A-D.4
- XVII. Reconstruction – 6.1.12.A-D.4
- XVIII. Settlement of the West – 6.1.12.A-D.4, 6.1.12.A-D.5
- XIX. The Gilded Age, Urbanization, Industrialization and Immigration – 6.1.12.A-D.5
- XX. Populism – 6.1.12.A-D.5

Course Expectations and Skills

1. Demonstrate ability in compiling resource material and preparing research projects.
2. Exhibit proficiency in speaking before a group.
3. Become familiar with current events.
4. Develop literacy in civics as it is reflected in the on-going governmental changes of the United States.
5. Explain the functions and organizations of our three branches of government: legislative, executive and judicial.
6. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
7. Develop skills in reading comprehension, research, communication and technology.
8. Gain practice to succeed on standardized testing such as ACT, SAT, and **PARCC**.
9. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
10. Develop skills in note-taking and outlining guided practice and repetition.
11. Explain the economic, political and social changes that occurred in the US through 1900.
12. Develop proficiency in writing FRQ's and DBQ's.
13. Develop skills necessary for a successful completion of the AP US test.

Materials Needed

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

Resources

Textbook: *The American Pageant, 16th ed. (2016) by Bailey, Kennedy and Cohen*
AMSCO United States History, 2015 ed. by Newman and Schmalbach

Grading Scale

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

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

Teacher Information

TBA

Second Marking Period

- VI. The American Revolution (Period 3; Ch. 8)
 - A. Lexington and Concord
 - B. Turning points in the War
 - C. Paris Peace Treaty of 1783
- VII. The Articles of Confederation (Period 3; Ch. 9)
 - A. Land Ordinances
 - B. Shay's Rebellion
- VIII. The Constitution (Period 3; Ch. 9)
 - A. State constitutions
 - B. VA, NJ Plans and the Great Compromise
 - C. 3/5ths Compromise
 - D. Legislative, Executive and Judicial Branches
 - E. Bill of Rights
- IX. Washington and Adams (Period 3; Ch. 10)
 - A. Washington, Hamilton and the shaping of the national government
 - B. Emergence of political parties: Federalists and Republicans
 - C. Republican motherhood and education for women
- X. Jefferson, Madison and Monroe (Period 4; Ch. 11-12)
 - A. Significance of Jefferson's Presidency
 - B. Expansion into the trans-Appalachian West; Indian resistance
 - C. Growth of slavery and free Black communities
 - D. The War of 1812 and its consequences
 - E. Era of Good Feelings
 - F. Missouri Compromise and Monroe Doctrine

Third Marking Period

- XI. Jacksonian Democracy (Period 4; Ch. 13)
 - A. Emergence of a second party system
 - B. Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy and states' rights debates
 - C. Jacksonian democracy: its successes and limitations
- XII. The North – Immigration, Industrialization and Reform (Period 4; Ch. 14-15)
 - A. The transportation revolution and creation of a national market economy
 - B. Beginnings of industrialization and changes in social and class structures
 - C. Immigration and nativist reaction
 - D. Evangelical Protestant revivalism
 - E. Social reforms
 - F. Ideals of domesticity
 - G. Transcendentalism and utopian communities
 - H. American renaissance: literary and artistic expressions

- XIII. The South – states’ rights and slavery (Period 4; Ch. 16)
 - A. Planters, yeoman farmers, and slaves in the cotton South
 - B. Free Black communities
 - C. Underground Railroad

- XIV. The West – Manifest Destiny and the Mexican War (Period 5; Ch. 17)
 - A. Forced removal of American Indians to the trans-Mississippi West
 - B. Western migration and cultural interactions
 - C. Territorial acquisitions
 - D. Early US imperialism: the Mexican War

- XV. The Road to the Civil War (Period 5; Ch. 18-20)
 - A. Pro-slavery and anti-slavery arguments and conflicts
 - B. Compromise of 1850 and popular sovereignty
 - C. The Kansas-Nebraska Act and the emergence of the Republican Party
 - D. Abraham Lincoln and the election of 1860

Fourth Marking Period

- XVI. The Civil War (Period 5; Ch. 21)
 - A. Two societies at war: mobilization, resources and internal dissent
 - B. Military strategies and foreign diplomacy
 - C. Emancipation and the role of African Americans in the war
 - D. Social, political and economic effects of war in the North, South and West

- XVII. Reconstruction (Period 5; Ch. 22-23)
 - A. Presidential and Radical Reconstruction
 - B. Southern state governments: aspirations, achievements and failures
 - C. Role of African Americans in politics, education and the economy
 - D. Compromise of 1877
 - E. Impact of Reconstruction
 - F. Reconfiguration of southern agriculture: sharecropping and crop lien system
 - G. Expansion of manufacturing and industrialization
 - H. The politics of segregation: the Jim Crow Laws

- XVIII. Settlement of the West (Period 6; Ch. 26)
 - A. Expansion and development of western railroads
 - B. Competitors for the West; miners, ranchers, homesteaders and Native Americans
 - C. Government policy toward American Indians
 - D. Gender, race and ethnicity in the far West
 - E. Environmental impacts of western settlement

- XIX. Urbanization, Industrialization and Immigration (Period 6; Ch. 24-25)
- A. Corporate consolidation of industry
 - B. Effects of technological development on the worker and workplace
 - C. Labor and unions
 - D. National politics and influence of corporate power
 - E. Migration and immigration; the changing face of a nation
 - F. Proponents and opponents of the new order, e.g. Social Darwinism and Social Gospel
 - G. Urbanization and the lure of the city
 - H. City problems and machine politics
 - J. Intellectual and cultural movements and popular entertainment
- XX. Populism (Period 6; Ch. 26)
- A. Agrarian discontent and political issues of the late 19th century
 - B. Origins of Progressive Reform: municipal, state and national
 - C. Women's roles: family, workplace, education, politics and reform
 - D. Black America: urban migration and civil rights initiatives

from American Pageant 16th ed. – updated 2016

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: United States History I Honors - Unit 1: Early Exploration and the Founding of the British colonies: 1492-1690</p> | <p>Unit Summary: Europeans who followed Columbus to the New World had no notion of its geography. Propelled by religious and economic reasons, many different peoples settled in what will become the U.S. Although different European countries claimed different parts of the New World, the British eventually settled on 13 colonies. The purpose of this unit is to reflect on the diversity of groups who settled in the U.S. and the different societies which they established, as well as the societies which they disrupted.</p> |
| <p>Grade Level(s): 10</p> | |
| <p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why do we study history? • Can we judge history or people in history by modern standards? • How do we recognize revisionism? • What is historiography? • What is meant by American exceptionalism? • Was America really discovered? • What were the reasons for exploration? • What conflicts arose between the Native Americans and the new settlers? • What impact did the Columbian Revolution have on the world? • What propelled the British to settle Jamestown and Plymouth? • What is the importance of religion in Europe and early US history? • Why were the remaining colonies founded? • What do Pope's | <p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Understanding the past is crucial to living responsibly in the present and planning the future. <p>Historiography</p> <ul style="list-style-type: none"> • History is an ongoing process, open to scholarly analysis and interpretation. • The discovery of America has been much debated throughout history. <p>Colonialization</p> <ul style="list-style-type: none"> • Peoples came to the New World for a variety of reasons, many of them similar throughout history. • Conflicts continued to arise between the indigenous peoples and the new settlers. • Globalization really exploded with the introduction of the Columbian Exchange. • Religious and economic reasons led people to settle in new areas. • Tolerance or intolerance often lead peoples to new belief systems, to create new societies and to found new lands. • Rebellions often lead to significant changes in societies. |

Rebellion, Bacon's
Rebellion and the
Paxton Boys have in
common?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

| Learning Target | NJCCCS or CCSS |
|--|---|
| 1. Respond to DBQs (Document Based Questions), LEQs (Long Essay Questions), and SAQs (Short Answer Questions) using logical historical arguments and appropriate historical thinking skills. | 1. WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.10 |
| 2. Analyze the difference between historically significant ideas and everyday ideas. | 2. RH.9-10.1 |
| 3. Predict the outcome of a familiar story with an unusual twist. | 3. RH.9-10.4 |
| 4. Assess the truth of American exceptionalism. | WHST.9-10.3 |
| 5. Explain the reasons for the founding of the New World. | 4. RH.9-10.8 |
| 6. Differentiate among the Native American groups. | WHST.9-10.1 |
| 7. Compare and contrast the treatment of the Native Americans by the different groups of Europeans. | 5. 6.1.12.B.1.a RH.9-10.2 |
| 8. Appraise the problems of and the reasons for the success of Jamestown and Plymouth. | 6. 6.1.12.D.1.a RH.9-10.7 |
| 9. Read and analyze the Mayflower Compact. | 7. 6.1.12.D.1.a RH.9-10.6 |
| 10. Chart the founding of the remaining colonies. | RH.9-10.9 |
| 11. Interpret the impact of religion, economics, labor and diverse societies on the 13 Colonies. | 8. 6.1.12.B.1.a RH.9-10.5 |
| 12. Analyze the effects of Bacon’s Rebellion and the Paxton Boys on labor in the colonies. | 9. 6.1.12.B.1.a RH.9-10.10 |
| | 10. 6.1.12.A.1.a RH.9-10.7 WHST.9-10.6 |
| | 11. 6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.C.1.a 6.1.12.C.1.b RH.9-10.8 |
| | 12. 6.1.12.C.1.b RH.9-10.3 |

Inter-Disciplinary Connections:

English - analyzing text, such as “The Mayflower Compact,” “The Crucible,” American Women, Tony Blair’s “American Exceptionalism”

Technology – Turnitin for all chapter notes

Technology – databases for e-books and current events

Technology – Quizziz, Quizlet, and Kahoot! for review activities

Art - analyzing English and early American portraiture for clues about subjects

Art – analyzing Native American artwork, architecture, and artifacts for clues about lifestyles

Students will engage with the following text:

The American Pageant (16th ed.)

AMSCO US History– Preparing for the AP Exam

Documenting US History: Themes, Concepts, and Skills for the AP Course (Stacy and Heller) – select excerpts

Barron’s – Study Prep for the AP Exam

The Nonsense Quiz

Preparation for taking multiple choice questions

“What is History?” by Jeff Gammage

“The Three Little Pigs”

Two readings on learning to view history from different perspectives

“The Mayflower Compact”

American Women (excerpts)

“A Letter Home” MA colonist – 1630

Identifying central Issues: The Salem Witch Trials

Students will write:

Cornell Notes for every chapter

Book Reviews to analyze and appraise reoccurring themes in literature and history (1 a quarter)

Uncle Tom’s Cabin – Harriet Beecher Stowe

Cold Mountain – Charles Frazier

Founding Mothers – Cokie Roberts

Founding Brothers – Joseph Ellis

Undaunted Courage – Stephen Ambrose

1776 – David McCullough

America at 1750 – Richard Hofsteder

Frederick Douglass – Frederick Douglass

John Adams – David McCullough

Democracy in America – Alexis deTocqueville

His Excellency – Joseph Ellis

Burr – Gore Vidal

In the Heart of the Sea - Nathaniel Philbrick

Mayflower – Nathaniel Philbrick

Soul Catcher - Charles Johnson

Lincoln – Gore Vidal

Jubilee – Margaret Walker

Killer Angels – Michael Sharra

Red Badge of Courage - Stephen Crane

Gods and Generals – Jeff Sharra

April, 1865 – Jay Winik

Bury My Heart at Wounded Knee – Dee Brown

The Children's Blizzard – David Laskin

Someone Knows My Name – Lawrence Hill

Nothing Daunted – Dorothy Wickenden

Document Based Questions (DBQs) on: Puritans (2010 AP test); New England vs. Chesapeake (1993 AP test); settlement of Virginia (Pageant pg. A60); English-Native American relations (Pageant pg. A63)

Long Essay Questions (LEQs) on: religious freedoms in British North America (1998 AP test); Spanish vs. English settlement of North America (2006 AP test); European treatment of Native Americans (2008 AP test); the Columbian Exchange (AMSCO pg. 21); the effects of the Columbian Exchange on Native Americans (Pageant pg. A108); diverse societies of colonies (AMSCO pg. 63)

Short Answer Questions (SAQs) on: European exploration and colonization; Christopher Columbus's journey; European interaction with Native Americans; the settlement of New England, Virginia, and Pennsylvania; British treatment of the Native Americans (AMSCO Ch. 1 & 2)

Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to prepare students for college atmosphere

Develop thesis statements using Identifying Central Issues: The Salem Witch Trials

Direct instruction on format of Book Reviews

Text pages A 64- A66 (American Pageant) to introduce DBQ's

Cornell Notes: chapter readings

GoogleDocs

Guided Readings and worksheets – chapter 1, 2, 3, 4 (American Pageant)

Virginia Company Charter 1606

Plymouth Charter 1620

English Landmark Charters 1628, 1689

Socratic Seminar: suggested topics

“Why 1491?” (Pageant TRG pg. 23)

Zinn's 9/11

Salem Witch Trials – chemical imbalance or imagined?

Choices Program: the Slave Trade and Slavery in New England

Analysis of Primary Sources

Mayflower Compact

Plymouth Plantation and the Mayflower schematics

Godspeed's Passenger list

Primary Source Documents from *Documenting US History*

Native Artwork

Columbus's Journal

Pope Paul III's Papal Bull

Bartoleme de las Casas's account of the Natives

Juan Gines de Sepulveda's account of the Natives

Transcript of Spanish Trial after the Pueblo Revolt

Alfonso I's letter to John III

Cartier's voyage ship record

John Smith's "Generall Historie of Virginia"

Champlain's "Description of the French Fur Trade"

John Rolfe's letter on Jamestown

John Winthrop's "A Model of Christian Charity"

John Martin's "Proposal for Subjugating Native Americans"

Philip IV's letter to Don Luis de Valdes

John Easton's record of the Native wars

Bacon's "Declaration against Governor William Berkley"

Richard Ligon's map of Barbados

Virginia Slave Laws

First Navigation Act of 1660

Charter of the Royal African Company
Commission of the Dominion of New England
William Penn's preface to "Frame of Government"
Letter about Leisler's Rebellion

Simulation

"The Columbian Exchange Game" (Pageant TRG pg. 23)
"Control & Neglect" (Pageant TRG pg. 33)
The acquisition of Indentured Servants

Literature Circles

Analyzing themes in literature from Book Reviews

Small group cooperative learning

Silly Nonsense worksheets to introduce multiple choice skills

"Context is Everything" (Pageant TRG pg. 23)
"What Causes That? Part I: New Spain" (Pageant TRG pg. 25)
"One South or Many?" (Pageant TRG pg. 29)
"Great Migration, Errand into the Wilderness, or City upon the Hill?" (Pageant TRG pg. 33)
"What Causes That? Part II: New Netherlands" (Pageant TRG pg. 33)
"What Causes That? Part III: British Colonies" (Pageant TRG pg. 38)

Hands-on analysis of colonial artifacts

Discussion of Charts (Columbian Exposition p. 16)
Examination of geography of exploration (maps p. 18)
Graphic organizer comparing and contrasting the colonies

Discussion – suggest topics:

"Colliding Worldviews" (Pageant TRG pg. 24)
"Is Virginia the Child of Tobacco?" (Pageant TRG pg. 29)
"Grand Expectations and Harsh Realities" (Pageant TRG pg. 29)
"Slavery on the British Mainland and in the Islands" (Pageant TRG pg. 29)
"Stuck in the Middle" (Pageant TRG pg. 34)
"Indentured Servants in Peace and Rebellion" (Pageant TRG pg. 38)

DBQs, LEQs, & SAQs in the format of the AP test

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:

Pre-Assessment test (remembering, applying)
Reading quiz on every chapter (applying, remembering, analyzing)
Homework reading assignments from text (understanding, creating)
Presentations of Current Events (evaluating, analyzing, applying)
Quarterly Book Reviews (evaluating and analyzing)
DBQs & LEQs (analyzing, evaluating, creating)
SAQs (from AMSCO Ch. 1 & 2)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Summative Assessments:

Chapter test on the intro to U.S. History
Unit test on the founding of the Southern colonies
Unit test on the founding of the Northern colonies
Benchmark
Final assessment

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Performance Assessments:

Historical movie review paper
Colonial Research Project to present to class different aspects of the early colonies, as well as conflicting influences
Choices program: the Slave Trade and Slavery in New England
Presentations of Guided Readings
Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event.
Presentation of book reviews in the context of Literature Circles, to appraise reoccurring themes in literature

and history

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support

Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|---|--|
| <p>Course/Unit Title: United States History I Honors- Unit 2: The Revolution and the Experimental Period: 1690 - 1787</p> | <p>Unit Summary: Prompted by the new ideas of the Enlightenment and the Great Awakening, the colonists began to question their political and religious leaders. With this new knowledge and feeling abused by the British government's new taxes and laws, the colonies eventually revolt. With their independence won, the states must now find a way to create a new, more democratic society.</p> |
| <p>Grade Level(s): 10</p> | |
| <p>Essential Question(s):</p> <ul style="list-style-type: none"> • What influence do reform movements have on history? • Why is media so powerful in history? • At what point do people resort to revolution to redress their grievances? • What are the ideological components of a revolution? • What factors must be present for a revolution to succeed? • How does a country build a government? • How do we define democracy? | <p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Changing mores in society led to new ideas and religions which were used to justify revolution and as a model for the new government. <p>The Great Awakening and the Revolution</p> <ul style="list-style-type: none"> • Reform movements inspired changes that sometimes led to revolutions in thought, philosophy and religion. <p>The Road to Revolution</p> <ul style="list-style-type: none"> • In all times, media is a powerful weapon for change. • At some point, all peoples will rise to demand their rights. • Powerful ideas and leaders are necessary to sustain a revolution. • Revolutions can be very violent and may require aid from foreign governments, as well as support from the home front. <p>The Experimental Period</p> <ul style="list-style-type: none"> • Nature abhors a vacuum; a government must be built when one fails. • New governments are usually based on personal tradition and history. • The definition of democracy is very flexible, depending on the time and place in history. |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

| Learning Target | NJCCCS or CCSS |
|--|--|
| 1. Respond to DBQs (Document Based Questions), LEQs (Long Essay Questions), and SAQs (Short Answer Questions) using logical historical arguments and appropriate historical thinking skills. | 1. <i>WHST.9-10.1</i> <i>WHST.9-10.2</i> <i>WHST.9-10.4</i> <i>WHST.9-10.5</i> <i>WHST.9-10.10</i> |
| 2. Explain the tenets and philosophers of the Enlightenment. | 2. 6.1.12.A.2.a |
| 3. Evaluate the impact of the Enlightenment on the colonies. | <i>RH.9-10.1</i> |
| 4. Explain the tenets and the leaders of the Great Awakening. | 3. 6.1.12.A.2.a |
| 5. Evaluate the impact of the Great Awakening on the colonies. | <i>WHST.9-10.4</i> |
| 6. Identify the causes of the failure of the Albany Plan. | 4. 6.1.12.A.2.a |
| 7. Explain the causes and effects of the French and Indian War. | <i>RH.9-10.1</i> |
| 8. Interpret the implications of the French and Indian War on the colonies. | 5. 6.1.12.A.2.a |
| 9. Critique the successes and failures of the bills, acts, etc. that lead to the Revolution. | <i>WHST.9-10.3</i> |
| 10. Defend the colonists' refusal to pay their taxes. | 6. 6.1.12.B.2.a |
| 11. Interpret the importance of the Stamp Congress. | <i>RH.9-10.8</i> |
| 12. List and explain the immediate causes of the Revolutionary War. | 7. 6.1.12.B.2.a |
| 13. Read and analyze the Declaration of Independence. | <i>RH.9-10.3</i> |
| 14. Evaluate the contributions of women, African Americans and Native Americans to the war effort. | 8. 6.1.12.B.2.a |
| 15. Analyze the Paris Peace Treaty of 1783. | <i>RH.9-10.8</i> |
| 16. Assess the position of the new country in 1783. | 9. 6.1.12.B.2.a |
| 17. Critique the successes and failures of the Articles of Confederation. | <i>WHST.9-10.2</i> |
| 18. Explain the impact of Shays' Rebellion. | 10. 6.1.12.B.2.a |
| 19. Determine the immediate needs and problems of the new country. | <i>RH.9-10.3</i> |
| 20. Compare and contrast the N.J. Plan and the V.A. Plan. | 11. 6.1.12.A.2.a |
| 21. Identify the components of the Great Compromise and the 3/5 th Compromise. | <i>WHST.9-10.9</i> |
| 22. Read and analyze the Constitution. | 12. 6.1.12.B.2.a |
| 23. Read and analyze the Bill of Rights. | 6.1.12.C.2.a |
| | <i>RH.9-10.7</i> |
| | 13. 6.1.12.A.2.a |
| | 6.1.12.A.2.b |
| | <i>RH.9-10.4</i> |
| | <i>RH.9-10.5</i> |
| | 14. 6.1.12.D.2.a |
| | 6.1.12.D.2.d |
| | 6.1.12.D.2.e |
| | <i>WHST.9-10.8</i> |
| | 15. 6.1.12.B.2.a |
| | <i>RH.9-10.2</i> |
| | 16. 6.1.12.C.2.a |

| | |
|--|--|
| | <p><i>RH.9-10.1</i></p> <p>17. 6.1.12.B.2.b <i>WHST.9-10.2</i> <i>WHST.9-10.4</i></p> <p>18. 6.1.12.C.2.a <i>RH.9-10.3</i></p> <p>19. 6.1.12.A.2.c <i>RH.9-10.10</i></p> <p>20. 6.1.12.A.2.c <i>RH.9-10.6</i> <i>RH.9-10.9</i></p> <p>21. 6.1.12.A.2.c 6.1.12.A.2.d <i>RH.9-10.2</i></p> <p>22. 6.1.12.A.2.c 6.1.12.D.2.b <i>RH.9-10.4</i> <i>RH.9-10.5</i></p> <p>23. 6.1.12.A.2.c 6.1.12.D.2.b <i>RH.9-10.4</i> <i>RH.9-10.5</i></p> |
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Inter-Disciplinary Connections:

English/History – read and listen to excerpts from *“Sinners in the Hand of an Angry God”*

English – read and discuss the impact of *“Concord Hymn”* by Ralph Waldo Emerson

English/ History – read and analyze Jefferson’s intent in the Declaration of Independence

English/History – read and interpret the Constitution and the Amendments

Technology –Turnitin for all chapter notes

Technology – databases for e-books and current events

Technology – Quizziz, Quizlet, and Kahoot! for review activities

Art - view and explain Franklin’s Join or Die cartoon

Art – assess Revere’s intent of his Boston Massacre and its propaganda value

Art – analysis of portraiture of early American artists, such as Copely

Art – analysis of photographs of early British colonial churches

Art – analysis of early colonial maps

Music – Too Late to Apologize video, a modern interpretation of the colonists’ break with Britain

Music – School House Rock – The Declaration, The Preamble and A Bill is a Bill

Youtube – Reading of the Declaration

Students will engage with the following text:

The American Pageant (16th ed.)

AMSCO US History– Preparing for the AP Exam

Documenting US History: Themes, Concepts, and Skills for the AP Course (Stacy and Heller) – select excerpts

Barron’s – Study Prep for the AP Exam

“Sinners in the Hand of an Angry God” (excerpt)

John Locke’s Second Treatise on Government

Distinguishing False from Accurate Images: Who Fired the First Shot at Lexington?

“The Concord Hymn” by Ralph Waldo Emerson

“The Crisis” by Thomas Paine

“Three Views of the Struggle for Independence”

The Declaration of Independence

1776 (excerpt)

Colonial Talk

The Federalist Papers (15, 51,84)

Washington’s Farewell Address

The Constitution

The Bill of Rights

Students will write:

Cornell Notes for every chapter

Book Reviews to analyze and appraise reoccurring themes in literature and history (1 a quarter)

Uncle Tom’s Cabin – Harriet Beecher Stowe

Cold Mountain – Charles Frazier

Founding Mothers – Cokie Roberts

Founding Brothers – Joseph Ellis

Undaunted Courage – Stephen Ambrose

1776 – David McCullough

America at 1750 – Richard Hofsteder

Frederick Douglass – Frederick Douglass

John Addams – David McCullough

Democracy in America – Alexis deTocqueville

His Excellency – Joseph Ellis

Burr – Gore Vidal

In the Heart of the Sea - Nathaniel Philbrick

Mayflower – Nathaniel Philbrick

Soul Catcher - Charles Johnson

Lincoln – Gore Vidal

Jubilee – Margaret Walker

Killer Angels – Michael Sharra

Red Badge of Courage - Stephen Crane

Gods and Generals – Jeff Sharra

April, 1865 – Jay Winik

Bury My Heart at Wounded Knee – Dee Brown

The Children's Blizzard – David Laskin

Someone Knows My Name – Lawrence Hill

Nothing Daunted – Dorothy Wickenden

Thank you notes or invitations using colonial speak

Document Based Questions (DBQs) on: the French and Indian War (2004 AP test); the Revolutionary War (1999 & 2005 AP test); British colonial unity (AMSCO pg. 64); American motivation to revolt (AMSCO pg. 127); causes of conflict between Great Britain and the colonies (Pageant pg. A65); economics & religion in the colonial era (Documenting US History pg. 52)

Long Essay Questions (LEQs) on: colonial religion (2002 AP test); impact of salutary neglect (1995 AP test); politics & economics in MA and VA (2005 AP test); 18th century rebellions (2007 AP test); importance of slavery in the South (2001 AP test); colonial resistance to British policies (2009 AP test); Articles of Confederation (1996 & 2003 AP test); the Bill of Rights (1991 AP test); effects of the Revolution (1997 & 2004 AP test); the impact of geography and the environment on the colonies (AMSCO pg. 63); the democratic nature of the colonies (AMSCO pg. 63); reasons for the Revolution and Constitution (AMSCO pg. 126); leaders during the Revolution and Constitutional Convention (AMSCO pg. 126); the role of African Americans (AMSCO pg. 126); mercantilism (Pageant pg. A108)

Short Answer Questions (SAQs) on: colonial population growth; the colonial economy; religious colleges in New England; colonial arts; the Seven Years' War; the Stamp Act protests; the Proclamation of 1763; the Articles of Confederation; Patriots vs. Loyalists; Abigail Adams' advice to John (AMSCO Ch. 3-5)

Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to prepare students for college atmosphere

Cornell Notes: chapter notes

GoogleDocs

Guided Readings and Worksheets – Chapters 5,6,7,8,9 – American Pageant

1733 Molasses Act

1764 Sugar Act

Royal Proclamation 1763

Treaty of Paris 1763

Currency Act

Stamp Act Congress 1765

Quebec Act 1774

Northwest Ordinances

Socratic Seminar: suggested topics

Tories V. Patriots

Choices Program: American Independence and the Constitution

“The Seven Year’s War in a Global Context” (Pageant TRG pg. 47)

“The Origins of the American Revolution” (Pageant TRG pg. 50)

Primary Sources:

Critique “Sinners in the Hand of an Angry God” as a new wave of Christian beliefs

Analyze Franklin’s Join or Die cartoon to assess the importance of media

Assess Revere’s cartoon showing bias

Primary Source Documents from *Documenting US History*

Mayhew & Prince’s “Indian Converts”

Cato’s account of the Stono Rebellion

South Carolina Slave Code

Map of North America, 1701

Thomas Oliver’s Letter to Queen Anne

Treaty of Utrecht

Image of John Winthrop IV

Poor Richard’s Almanack

Whitefield’s “Marks of a True Conversion”

Images of New England churches

Maps of North America during the French & Indian War

Diary of William Trent

Stamp Act Cartoon

Patrick Henry’s Virginia Resolves

“Letter from a Farmer in Pennsylvania”

Testimony of British Soldiers after Boston Massacre

“Account of the Boston Tea Party”

British officer account of Lexington & Concord

Alliance between U.S. & France

Daniel Broadhead's letter to George Washington

Treaty of Paris

Phillis Wheatley's "On Being Brought from Africa to America"

"Common Sense"

Abigail Adams' letter to John Adams

Declaration of Independence

Articles of Confederation

Federalist No. 10

PA Act for Gradual Emancipation of Slavery

Excerpts from the Constitution

Demonstration Lesson:

Demonstration of colonial medicine

Literature Circles

Analyzing themes in literature from Book Reviews

Small cooperative learning:

Graphic organizers detailing the laws, acts, etc leading to the Revolutionary War

Graphic organizers for the battles of the Revolutionary War

Scavenger Hunt on the parts of the Constitution

Design their own constitution based on the needs of different groups

Argue rights of students based on the Constitution and case histories

"Developing Course Themes with Chapter Subheadings" (Pageant TRG pg. 42)

"Chronicling 18th Century Transatlantic Exchanges" (Pageant TRG pg. 42)

"The Identity Crisis Game: Anglicization" (Pageant TRG pg. 42)

"Slave Communities: Africans in America or African Americans?" (Pageant TRG pg. 43)

"Empires and American Indians after the Seven Years' War" (Pageant TRG pg. 47)

"Periodization and Turning Points on the Road to Revolution" (Pageant TRG pg. 50)

"Republican Motherhood Advertising Campaign" (Pageant TRG pg. 58)

"How Do You Solve the Problems of the Articles of Confederation?" (Pageant TRG pg. 58)

Simulation Activities:

"Expanding Varying Viewpoints Part I" (Pageant TRG pg. 43)

"What Causes That? Part IV: New France (Pageant TRG pg. 46)

"Resistance or Revolution Game" (Pageant TRG pg. 49)

"Assessing the Reasons for the Patriot Victory" (Pageant TRG pg. 54)

"And the Winner Is..." (Pageant TRG pg. 59)

Discussion:

"Interpreting Identity: Join or Die" (Pageant TRG pg. 47)

"Supporting a Thesis with *Common Sense* and the *Declaration of Independence*" (Pageant TRG pg. 53)

"Profiles of the Loyalists and Patriots (Pageant TRG pg. 54)

"Comparing Contexts: 1777 and 1787" (Pageant TRG pg. 58)

Video:

PBS *Jamestown* asks questions about the Starving Time

Youtube's "Too late to apologize"

1776 presents the arguments on the Declaration

The Crossing explores the difficulties of winning the Revolutionary War

Washington examines Washington's establishment of the Presidency

America: The Story of US – Rebels and Revolution – themes in US history

DBQs, LEQs, & SAQs in the format of the AP test

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:

Reading quiz on every chapter (applying, remembering, analyzing)
Homework reading assignments from text (understanding, creating)
Presentations of Current Events (evaluating, analyzing, applying)
Quarterly Book Reviews (evaluating and analyzing)
DBQs & LEQs (analyzing, evaluating, creating)
SAQs (from AMSCO Ch. 3-5)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Summative Assessments:

Unit test on the Road to Revolution and Revolution
Unit test on the Experimental Period
Benchmark
Final assessment

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Performance Assessments:

Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event.
Sharing colonial speak notes
Act out short piece of 1776
Choices Program: American Independence and the Constitution
Presentations of Guided Readings
Presentation of book reviews in the context of Literature Circles, to appraise reoccurring themes in literature and history

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support

Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|--|--|
| <p>Course/Unit Title: US History I Honors – Unit 3: The Federalist Period and Jacksonian Democracy: 1787-1840</p> | <p>Unit Summary: The new U.S. government must now establish an independent judiciary, an economic system and a foreign policy. It must confront the issues of expansion, its treatment of Native Americans and African American slaves, the difficulties of political parties and a renewed threat from both Britain and France.</p> |
| <p>Grade Level(s): 10</p> | |
| <p>Essential Question(s):</p> <ul style="list-style-type: none"> • What was necessary to establish the U.S. republic? • What domestic policies did Washington and the new government enact? • How did the wars in Europe impact the new country? • Why were political parties formed? • What role did political parties play in early U.S. history? • What problems did Adams face in his presidency? • What powers of the Supreme Court did the Marshall Court establish? • How does the U.S. become involved with the War of 1812? • What problems contributed to the rise of sectionalism by 1820? • Was Jacksonian Democracy really democracy? • What was the plight of Africans smuggled into | <p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • The United States must earn respect at home and abroad and deliver on its promises of democracy. <p>Washington and Adams</p> <ul style="list-style-type: none"> • The establishment of a republic in the 1700's was extremely difficult, because there was no real model to follow at that time. • Washington knew that he had to create a strong and flexible executive because he knew history would judge him. • Washington's domestic and foreign policies kept the U.S. safe and set the tone for the future. • The formation of political parties occurred because of dissension in the cabinet and become the basis for the two- party system in the U.S. • Adams is the first president to face the difficulties of the party system. • Finding himself in a minority position, Adams moves to protect his party's interests but manages to keep the U.S. out of war. <p>The Jefferson Republicans and the Second War for Independence</p> <ul style="list-style-type: none"> • The Marshall Court decisions create the powers of the Judiciary and lay the groundwork for all future decisions. • In spite of a commitment to isolationism, the U.S. finds itself caught between France and Britain during the Napoleonic Wars and decides to again go to war with England. • The War of 1812 is also referred to as the Second American Revolution because it results in the U.S. gaining its true independence. • After a brief period of Neo-Federalism and unity, the U.S. begins to fracture apart, foreshadowing the Civil War. <p>Jacksonian Democracy</p> <ul style="list-style-type: none"> • Jacksonian Democracy creates more democracy for white males but revokes and/or withholds rights from many minorities. • Slavery continues to be an issue which most people tend to either ignore or support; this will change with the <i>Amistad</i> case.. |

the New World in the
1800's?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

| Learning Target | NJCCCS or <u>CCSS</u> |
|--|--|
| 1. Respond to DBQs (Document Based Questions), LEQs (Long Essay Questions), and SAQs (Short Answer Questions) using logical historical arguments and appropriate historical thinking skills. | 1. <i>WHST.9-10.1</i> <i>WHST.9-10.2</i> <i>WHST.9-10.4</i> <i>WHST.9-10.5</i> <i>WHST.9-10.10</i> |
| 2. Discuss the problems faced by the first presidency. | 2. <i>6.1.12.A.2.e</i> |
| 3. Name the first Cabinet members. | <i>WHST.9-10.1</i> |
| 4. Evaluate the parts of Hamilton’s financial program. | 3. <i>6.1.12.A.2.e</i> |
| 5. Assess the impact of Hamilton’s programs. | 4. <i>6.1.12.C.2.a</i> <i>WHST.9-10.9</i> |
| 6. Describe the formation of the federal judiciary. | 5. <i>6.1.12.C.2.a</i> <i>RH.9-10.2</i> |
| 7. Analyze the impact of the problems in Europe as they impact American foreign policy. | 6. <i>6.1.12.A.2.d</i> <i>6.1.12.A.3.d</i> <i>RH.9-10.1</i> |
| 8. Evaluate the reasons for the impact of the birth of the political party system. | 7. <i>6.1.12.A.3.c</i> <i>WHST.9-10.9</i> |
| 9. Explain the beliefs of each party. | 8. <i>6.1.12.A.2.e</i> <i>WHST.9-10.8</i> |
| 10. Compare and contrast the XYZ Affair to the Alien and Sedition Acts and the resultant VA and KY Resolutions. | 9. <i>6.1.12.A.2.e</i> <i>RH.9-10.6</i> |
| 11. Analyze the Revolution of 1800. | 10. <i>6.1.12.A.3.b</i> <i>6.1.12.A.3.g</i> <i>RH.9-10.3</i> |
| 12. Explain the causes for and the results of buying Louisiana. | 11. <i>6.1.12.A.3.g</i> <i>WHST.9-10.9</i> |
| 13. Evaluate the impact of the Marshall Court. | 12. <i>6.1.12.A.3.b</i> <i>RH.9-10.3</i> |
| 14. Interpret the results of the Chase and Burr cases. | 13. <i>6.1.12.A.3.d</i> <i>WHST.9-10.8</i> |
| 15. Assess the response of Jefferson to the Napoleonic Wars. | 14. <i>6.1.12.A.3.d</i> <i>RH.9-10.8</i> |
| 16. Examine the causes of the War of 1812. | 15. <i>6.1.12.A.3.c</i> <i>RH.9-10.8</i> |
| 17. Place on a map some of the battles of the War of 1812. | 16. <i>6.1.12.A.3.b</i> <i>RH.9-10.2</i> |
| 18. Evaluate the effects of the War of 1812. | 17. <i>6.1.12.A.3.b</i> <i>RH.9-10.7</i> |
| 19. Appraise the rise of Neo-Federalism and the failure of the American System. | 18. <i>6.1.12.A.3.b</i> |
| 20. Analyze the parts of the Missouri Compromise and its effects on sectionalism. | |
| 21. Explain the parts of the Monroe Doctrine. | |
| 22. Examine the election of 1824 and the Corrupt Bargain. | |
| 23. Differentiate between the reality and myth of the Jackson presidency. | |
| 24. Appraise the effects of the Eaton Affair. | |
| 25. Critique Jackson’s response to the Supreme Court’s decision on the Cherokees. | |
| 26. Analyze the repercussions of the Compromise of 1833. | |
| 27. Explain the rise of the Whig Party and the demise of the Second Bank. | |
| 28. Identify the accomplishments of Van Buren and the Whigs’ problems with Tyler. | |
| 29. Critique the importance of the Amistad episode in the history of American slavery and the election of 1840. | |

| | |
|--|--|
| | <p><i>RH.9-10.2</i></p> <p>19. 6.1.12.A.3.g</p> <p><i>RH.9-10.3</i></p> <p>20. 6.1.12.D.3.c</p> <p><i>WHST.9-10.9</i></p> <p>21. 6.1.12.A.3.b</p> <p><i>WHST.9-10.1</i></p> <p>22. 6.1.12.A.3.g</p> <p><i>RH.9-10.9</i></p> <p>23. 6.1.12.A.3.e</p> <p>6.1.12.D.3.a</p> <p><i>6.1.12.D.3.c</i></p> <p><i>RH.9-10.8</i></p> <p>24. 6.1.12.A.3.g</p> <p><i>RH.9-10.2</i></p> <p>25. 6.1.12.A.3.e</p> <p><i>RH.9-10.6</i></p> <p>26. 6.1.12.D.3.c</p> <p><i>WHST.9-10.9</i></p> <p>27. 6.1.12.A.3.g</p> <p>6.1.12.C.3.b</p> <p><i>WHST.9-10.3</i></p> <p>28. 6.1.12.A.3.g</p> <p><i>RH.9-10.10</i></p> <p>29. 6.1.12.A.3.h</p> <p>6.1.12.A.3.i</p> <p><i>RH.9-10.2</i></p> |
|--|--|

Inter-Disciplinary Connections:

Technology –Turnitin for all chapter notes
 Technology – databases for e-books and current events
 Technology – Webquest on important Supreme Court cases in US history
Technology – Quizziz, Quizlet, and Kahoot! for review activities
 Music – The Star Spangled Banner
Music – *Hamilton: An American Musical*
Art – early American political cartoons
 Geography: maps of the War of 1812
 Geography: maps of the Louisiana Purchases and the Missouri Compromise

Students will engage with the following text:

The American Pageant (16th ed.)

AMSCO US History– Preparing for the AP Exam

Documenting US History: Themes, Concepts, and Skills for the AP Course (Stacy and Heller) – select excerpts

Barrons – Study Prep for the AP Exam

“To His Excellency, George Washington” by Phillis Wheatley

Washington’s *Farewell Address* sets the tone for the future

Clement Moore’s *Anonymous Screech against Thomas Jefferson* examines politics then

Madison’s *War Message to Congress*

“The Star Spangled Banner” tells the story of one of the last major battles of the War of 1812

“The Original ‘Big Cheese’” by Richard Sassaman

“The Choice” by William DeGregorio

Both examine Jackson’s presidency

Cherokee cases

Students will write:

Cornell Notes for every chapter

Book Reviews to analyze and appraise reoccurring themes in literature and history (1 a quarter)

Uncle Tom’s Cabin – Harriet Beecher Stowe

Cold Mountain – Charles Frazier

Founding Mothers – Cokie Roberts

Founding Brothers – Joseph Ellis

Undaunted Courage – Stephen Ambrose

1776 – David McCullough

America at 1750 – Richard Hofstader

Frederick Douglass – Frederick Douglass

John Addams – David McCullough

Democracy in America – Alexis deTocqueville

His Excellency – Joseph Ellis

Burr – Gore Vidal

In the Heart of the Sea - Nathaniel Philbrick

Mayflower – Nathaniel Philbrick

Soul Catcher - Charles Johnson

Lincoln – Gore Vidal

Jubilee – Margaret Walker

Killer Angels – Michael Sharra

Red Badge of Courage - Stephen Crane

Gods and Generals – Jeff Sharra

April, 1865 – Jay Winik

Bury My Heart at Wounded Knee – Dee Brown

The Children’s Blizzard – David Laskin

Someone Knows My Name – Lawrence Hill

Nothing Daunted – Dorothy Wickenden

Document Based Questions (DBQs) on: slavery up to 1830 (2009 AP test); Republican Motherhood & the “cult of domesticity” (2006 AP test); strict vs. loose constructionist views (1998 AP test); nationalism vs. sectionalism

during the Era of Good Feelings (AMSCO pg. 226); the Jeffersonian Period (Pageant pg. A74); political debates in the late-1700s (Documenting US History pg. 142)

Long Essay Questions (LEQs) on: America politics in the 1790s (1994 AP test); the contributions of Washington, Adams, and Jefferson (2002 AP test); early American religious movements (1994 AP test); the expansion of democracy from 1820-1840 (1996 AP test); the Jacksonian Period (2001 AP test); the emergence of a two party system (1991 & 1999 AP tests); the election of Andrew Jackson (AMSCO pg. 224); Hamilton's economic policies (AMSCO pg. 224); Jackson's economic policies (AMSCO pg. 224); characteristics of sections of U.S. by 1840 (AMSCO pg. 224); foreign policy in late-1700s and early-1800s (AMSCO pg. 225)

Short Answer Questions (SAQs) on: Benjamin Banneker; Constitutional compromises; the Sedition Act; 1780s foreign policy; early-1800s foreign policy; the War of 1812; Marbury v. Madison; early-1800s industrial growth; Clay's American System; the expansion of slavery; Panic of 1819; the Trail of Tears; "King Andrew I"; the Corrupt Bargain; the Age of Jackson (AMSCO Ch. 6-8; 10)

Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to prepare students for college atmosphere

Cornell Notes: chapter notes

GoogleDocs

Guided Readings and Worksheets – Chapters 10, 11, 12, 13 – American Pageant

Whiskey Proclamation

Sedition Act

VA and KY Resolutions

Madison’s Seventh Annual Address

Bank Veto Message by Jackson

Jackson on Nullification

South Carolina Ordinance on Nullification

Calhoun Against the Force Bill

The Force Bill

Socratic Seminar: suggested topics

Zinn

American Women

“The Rise of Political Parties” (Pageant TRG pg. 64)

“Nationalism vs. Sectionalism Debating Game, Part 1: Era of Good or Bad Feelings” (Pageant TRG pg. 71)

“Nationalism vs. Sectionalism Debating Game, Part 2: Tariffs and the National Bank” (Pageant TRG pg. 76)

Debates: suggested topics

British V US policies in 1812

Was Jacksonian Democracy really democratic?

Primary Sources:

Court Papers from the *Amistad* case

Primary Source Documents from *Documenting US History*

Jefferson’s letter to Pinckney

Jefferson’s letter to Monroe

Anti-Jefferson cartoon

Political cartoon of VA’s ratification of the Constitution

PA Act for Gradual Emancipation

Declaration of the Rights of Man

Toussaint L’ Ouverture

Sedition Act

Kentucky Resolution

Daniel Shays

Northwest Ordinance

Treaty of Greenville

Pinckney’s Treaty

James Peale painting

Jefferson's letter to Philip Mazzei

Isaac Weld's "Travels throughout the States of North America"

Monroe's Second Inaugural Address

John Calhoun's "Address to the Southern States"

Madison's letter to Mathew Carey

Worcester v. Georgia

Map of the LA Purchase

Monroe Doctrine

Indian Removal Act

Literature Circles

Analyzing themes in literature from Book Reviews

Small cooperative learning:

Graphic Organizer on the Marshall Court

Web quest on important cases in US history

Commercials and/or comic strips on the elections of 1828

"The Bill of Rights in Text and Context" (Pageant TRG pg. 63)

"The Influence of Enlightenment Ideas" (Pageant TRG pg. 63)

"Turning Point: 1800" (Pageant TRG pg. 67)

"Ideological (In)Consistency and the First Party System" (Pageant TRG pg. 67)

"Selling the American System and the Missouri Compromise" (Pageant TRG pg. 72)

"Settling the Old Northwest" (Pageant TRG pg. 72)

"American Indian Removal and Resistance" (Pageant TRG pg. 77)

Discussion:

"Settling the Trans-Appalachian West" (Pageant TRG pg. 63)

"Did George Washington's Farewell Address Impact U.S. Policy?" (Pageant TRG pg. 64)

"American Mass Democracy in a Global Context" (Pageant TRG pg. 77)

Simulations:

"The Louisiana Purchase and the Embargo" (Pageant TRG pg. 67)

The Monroe Doctrine

"The Decisive Supreme Court Decision Game" (Pageant TRG pg. 71)

Video:

Youtube's Aaron Burr Rap and Aaron Burr Milk Commercial

Film:

America: The Story of US – Westward – themes in US history

***Amistad* examines not only slavery but its political impacts**

DBQs, LEQs, & SAQs in the format of the AP test

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:

Reading quiz on every chapter (applying, remembering, analyzing)
Homework reading assignments from text (understanding, creating)
Presentations of Current Events (evaluating, analyzing, applying)
Quarterly Book Reviews (evaluating and analyzing)
DBQs & LEQs (analyzing, evaluating, creating)
SAQs (from AMSCO Ch. 6-8; 10)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Summative Assessments:

Unit test on the first five presidents
Chapter test on Jacksonian Democracy
Benchmark
Final Assessment

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Performance Assessments:

Presentations of Guided Readings
Presentations of student created commercials and/or comic strips
Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event.
Presentation of book reviews in the context of Literature Circles, to appraise reoccurring themes in literature and history

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support

Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|--|--|
| <p>Course/Unit Title: USI Honors - Unit 4: Antebellum America and Expansionism</p> | <p>Unit Summary: After the War of 1812, the U.S. realized the need for industry, which was fueled by massive amounts of raw materials and immigrants. The U.S. also underwent its first significant reform cycle, seeking to extend equal rights to women, educational rights to children, and most importantly, freedom to slaves. As the U.S. moved west and continued to gain new lands, slavery also continued to spread. The government addressed the expansion of slavery with a series of compromises that pleased no one but kept the peace until 1861.</p> |
| <p>Grade Level(s): 10</p> | <p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> America began to become a modern, large country during the antebellum time period. |
| <p>Essential Question(s):</p> <ul style="list-style-type: none"> What factors encourage the new industrialization? What elements are necessary for industrialization in the 19th century? How does the Irish Famine affect the U.S.? Who were the people that traveled to the U.S. before the Civil War? Why does nativism arise in the U.S. every so many years? What causes a reform cycle to begin? What specific reforms were seen in the antebellum time period? Why does the South evolve politically, socially and economically differently from the North? In what ways did slaves try to escape their fate? What caused to US to accept Manifest Destiny? In what ways did the U.S. challenge both the British and the | <p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> America began to become a modern, large country during the antebellum time period. <p>Industrialization</p> <ul style="list-style-type: none"> The U.S. saw the need to emulate Britain's industrial might. Certain raw materials, labor and economic systems must be in place for a successful Industrial Revolution. <p>Immigration</p> <ul style="list-style-type: none"> Terrible famine in Ireland started a massive exodus to the New World. Poverty, persecution and politics have long been the causes of immigration from other parts of the world to the US. Nativism played a prominent role in the US before the Civil War mostly because of the influx of the immigrants from Ireland. <p>Reform</p> <ul style="list-style-type: none"> The Second Great Awakening and Transcendentalism spurred on a reform cycle. The reform founders were mostly women, who were seeking a voice in their society and their movements included public education for children, temperance, women's rights and help for the insane. The most important and most visible reform movement was abolitionism. <p>The South</p> <ul style="list-style-type: none"> Starting with the founding of Jamestown, the South had evolved in a radically different way than the North. Slavery continued to have dramatic social, economic and political repercussions on the South. All people strive to be free and slaves in the South did whatever they could to attain this freedom. <p>The West</p> <ul style="list-style-type: none"> Manifest Destiny was a theory that enveloped the U.S. around 1845. As the U.S. pushed west, there were problems with both the Native Americans and the Europeans and Mexicans who still claimed large portions of the land that the U.S. coveted. After the Mexican War, the U.S. was then beset with the continuing issue of whether to admit the new territories as free states or slave |

Mexicans during the
1830's and 1840's?

- Will compromises on
lands and the economy
continue to keep the
U.S. from Civil War?

states.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

| Learning Target | NJCCCS or <u>CCSS</u> |
|--|---|
| 1. Respond to DBQs (Document Based Questions), LEQs (Long Essay Questions), and SAQs (Short Answer Questions) using logical historical arguments and appropriate historical thinking skills. | 1. <i>WHST.9-10.1</i> <i>WHST.9-10.2</i> <i>WHST.9-10.4</i> <i>WHST.9-10.5</i> <i>WHST.9-10.10</i> |
| 2. List and identify the elements necessary and present for the American Industrial Revolution. | 2. 6.1.12.C.3.a 6.1.12.C.3.b <i>RH.9-10.1</i> |
| 3. Explain the results of industrialization and relate those to Jefferson's warnings. | 3. 6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.D.3.a <i>RH.9-10.1</i> |
| 4. Examine the causes and results of the Old immigration period. | 4. 6.1.12.D.3.b <i>RH.9-10.2</i> |
| 5. Articulate the causes of the Antebellum reform movements. | 5. 6.1.12.D.3.d 6.1.12.D.3.e <i>RH.9-10.7</i> <i>RH.9-10.4</i> |
| 6. Characterize the reform movements and their leaders. | 6. 6.1.12.A.3.f <i>RH.9-10.9</i> <i>RH.9-10.9</i> |
| 7. Evaluate the impact of Transcendentalism on the reform movements. | 7. 6.1.12.A.3.f <i>WHST.9-10.1</i> <i>WHST.9-10.4</i> |
| 8. Critique the impact of reform, industrialization and immigration on the U.S. as a whole before the Civil War. | 8. 6.1.12.A.3.f 6.1.12.D.3.b 6.1.12.D.3.d 6.1.12.D.3.e <i>RH.9-10.8</i> <i>WHST.9-10.4</i> <i>WHST.9-10.5</i> |
| 9. Explain the structure of Southern society. | 9. 6.1.12.A.3.h <i>RH.9-10.10</i> |
| 10. Critique the effectiveness of slave revolts. | 10. 6.1.12.A.3.h <i>RH.9-10.8</i> <i>WHST.9-10.3</i> <i>WHST.9-10.4</i> |
| 11. Relate the important figures of the Underground Railroad. | 11. 6.1.12.A.3.h 6.1.12.A.3.i |
| 12. Evaluate the political, economic and social costs of slavery to the U.S. as a whole. | |
| 13. Critique the importance of the Amistad episode in the history of American slavery. | |
| 14. Explain the concept of Manifest Destiny. | |
| 15. Identify the settlers of Oregon, the Great Basin and California. | |
| 16. Compare and contrast the issue of war with Britain over Oregon and/or war with Mexico over Texas. | |
| 17. Explain the causes and results of the Mexican War. | |
| 18. Compare and contrast the Ostend Manifesto with the Wilmot Proviso. | |

| | |
|--|--|
| | <p><i>RH.9-10.3</i></p> <p>12. 6.1.12.A.3.h</p> <p><i>RH.9-10.6</i></p> <p><i>WHST.9-10.1</i></p> <p>13. 6.1.12.A.3.h</p> <p>6.1.12.A.3.i</p> <p><i>RH.9-10.8</i></p> <p><i>WHST.9-10.3</i></p> <p>14. 6.1.12.A.3.a</p> <p><i>RH.9-10.1</i></p> <p>15. 6.1.12.A.3.a</p> <p>6.1.12.D.3.a</p> <p><i>RH.9-10.3</i></p> <p>16. 6.1.12.A.3.a</p> <p>6.1.12.D.3.a</p> <p><i>RH.9-10.6</i></p> <p><i>RH.9-10.9</i></p> <p>17. 6.1.12.A.3.a</p> <p>6.1.12.D.3.a</p> <p><i>RH.9-10.3</i></p> <p>18. 6.1.12.A.3.a</p> <p>6.1.12.D.3.a</p> <p><i>RH.9-10.1</i></p> |
|--|--|

Inter-Disciplinary Connections:

Geography: Mexican War maps
 Geography: maps of the West
 English: Seneca Falls Declaration
 English: Civil Disobedience
 English: Emerson’s poems
 Art: Primary source cartoons from the Irish Famine
 Art: Remington and other western artists
Art – Electoral campaign posters
Art – Family portraits
Art – Political cartoons
 Film: Amistad
 Technology –Turnitin for all chapter notes
 Technology – databases for e-books and current events
Technology – Quizziz, Quizlet, and Kahoot! for review activities
 Video: Jimmy Kimmel and the Gadsden Purchase
 Video: Archie Bunker and Manifest Destiny
 Video: They May Be Giants (Polk) YouTube

Students will engage with the following text:

The American Pageant (16th ed.)

AMSCO US History– Preparing for the AP Exam

Documenting US History: Themes, Concepts, and Skills for the AP Course (Stacy and Heller) – select excerpts

Barron’s – Study Prep for the AP Exam

Seneca Falls Resolution

Civil Disobedience

Irish Penal Laws

Susan B. Anthony on the Labor of Women

Primary sources: Northern vs. Southern Lifestyles

Students will write:

Cornell Notes for every chapter

Book Reviews to analyze and appraise reoccurring themes in literature and history (1 a quarter)

Uncle Tom’s Cabin – Harriet Beecher Stowe

Cold Mountain – Charles Frazier

Founding Mothers – Cokie Roberts

Founding Brothers – Joseph Ellis

Undaunted Courage – Stephen Ambrose

1776 – David McCullough

America at 1750 – Richard Hofsteder

Frederick Douglass – Frederick Douglass

John Addams – David McCullough

Democracy in America – Alexis deTocqueville

His Excellency – Joseph Ellis

Burr – Gore Vidal

In the Heart of the Sea - Nathaniel Philbrick

Mayflower – Nathaniel Philbrick

Soul Catcher - Charles Johnson

Lincoln – Gore Vidal

Jubilee – Margaret Walker

Killer Angels – Michael Sharra

Red Badge of Courage - Stephen Crane

Gods and Generals – Jeff Sharra

April, 1865 – Jay Winik

Bury My Heart at Wounded Knee – Dee Brown

The Children’s Blizzard – David Laskin

Someone Knows My Name – Lawrence Hill

Nothing Daunted – Dorothy Wickenden

Document Based Questions (DBQs) on: reform movements (2002 AP test); the environment of the West (1992 AP test); Manifest Destiny (AMSCO pg. 312); changing women’s roles in the mid-1800s (Pageant pg. A76); arguments about slavery in the antebellum era (Pageant pg. A78); the Market Revolution (Documenting US History pg. 209); debates sparked by westward expansion (Documenting US History pg. 230)

Long Essay Questions (LEQs) on: the market revolution (2008 AP test); abolitionism & the women’s rights

movement (1993 AP test); territorial expansion (1993 and 1997 AP tests); arguments over slavery (1995 AP test); reform movements of early-1800s (AMSCO pg. 225); Manifest Destiny and western migration (AMSCO pg. 311); the transportation revolution (Pageant pg. A108)

Short Answer Questions (SAQs) on: early U.S. discrimination; the Western Frontier; the morality of slavery; early-1800s manufacturing; mid-1800s reform movements; transcendentalism; "Woman's Holy War"; anti-slavery movements; Manifest Destiny; the Annexation of Texas; Walt Whitman's views on expansion; nationalism and westward expansion (AMSCO Ch. 9; 11-12)

Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to prepare students for college atmosphere

Cornell Notes: chapter notes

GoogleDocs

Guided Readings and Worksheets – Chapters 14, 15, 16, 17 – American Pageant

Blessings of Slavery (Calhoun)

Wilmot Proviso

Socratic Seminar: suggested topics

Zinn

Debates: suggested topics

Southern V. Northern lifestyles

“Market Revolution or Rise of American Democracy” (Pageant TRG pg. 82)

“The Wisdom of the Mexican-American War” (Pageant TRG pg. 96)

Primary Sources:

Political cartoons from Puck and Harpers dealing with Irish immigration

Primary Source Documents from *Documenting US History*:

Beecher’s “The Evils of Intemperance”

Walker’s “Appeal to the Coloured Citizens of the World”

Garrison’s “The Liberator”

John C. Calhoun’s “Slavery as a Positive Good”

“Narrative of the Life of Frederick Douglass”

Declaration of Sentiments and Resolutions

Asher Durand’s “Dover Plains”

Eli Whitney’s “Petition for Renewal of Patent on Cotton Gin”

1828 Election Ticket

Advertisement of an SC Slave Dealer

Joseph H. Davis’s “Family Portraits”

“Meeting: Democratic Mechanics and Working Men of New York”

“Loom and Spindle: or, Life among the Early Mill Girls”

John O’Sullivan’s “The Great Nation of Futurity”

Texas Declaration of Independence

“On the Webster-Ashburton Treaty”

Democratic Party Platform, 1844

Parody of the Democratic Party, 1848

James K. Polk’s “War Message”

Lincoln’s “Spot Resolutions”

“Commodore Perry at the Loo Choo Isles”

American Party Platform, 1856

Literature Circles

Analyzing themes in literature from Book Reviews

Small cooperative learning:

Web quest on important cases in US history

“Historical Causation and Peopling the West” (Pageant TRG pg. 81)

“Re-examining the Evidence: Inventions, Innovations, and Internal Improvements” (Pageant TRG pg. 82)

“Women and Work” (Pageant TRG pg. 82)

“The Context of Jacksonian Reform: Second Great Awakening, Social Liberalism, and Romanticism” (Pageant TRG pg. 86)

“Makers of America: Jacksonian Reform Movements” (Pageant TRG pg. 86)

“Analyzing Historical Evidence and Interpretations to Modify Statements about Free African-American Communities” (Pageant TRG pg. 91)

“Expansionism Exhibits: Maine, Texas, and Oregon” (Pageant TRG pg. 96)

Discussion (suggest topics):

“Cotton and Slavery: Analyzing and Contextualizing Relevant Historical Evidence” (Pageant TRG pg. 91)

“The Periodization of Expansionism and the Contextualization of Manifest Destiny” (Pageant TRG pg. 95)

Simulation:

“Early Nineteenth Century Art, Architecture, and Literature” (Pageant TRG pg. 86)

Pair/share presentations on questions comparing women’s rights today to the 1840’s

Pair/share presentations on the cartoons of the Old Immigration

Video:

Amistad examines not only slavery but its political impact

The Great Famine (PBS) tells the story of the Irish immigration before the Civil War

Philadelphia: Workshop of the World (PBS) analyzes the importance of Philadelphia in the late 19th century and early 20th century

Film:

America: The Story of US – Westward

DBQs, LEQs, & SAQs in the format of the AP test

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:

Reading quiz on every chapter (applying, remembering, analyzing)
Homework reading assignments from text (understanding, creating)
Presentations of Current Events (evaluating, analyzing, applying)
Quarterly Book Reviews (evaluating and analyzing)
DBQs & LEQs (analyzing, evaluating, creating)
SAQs (from AMSCO Ch. 9; 11-12)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Summative Assessments:

Unit test on the Antebellum North
Unit test on the Antebellum South and West
Benchmark
Final Assessment

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Performance Assessments:

Presentation of court cases
Presentation of Puck and Harper's cartoons
Presentations of Guided Readings
Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event.
Presentation of book reviews in the context of Literature Circles, to appraise reoccurring themes in literature and history

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support

Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|---|---|
| <p>Course/Unit Title: USI Honors – Unit 5: The Civil War and Reconstruction</p> | <p>Unit Summary: For decades, the U.S. had managed to balance and compromise its way out of the terrible split in the country that allowed slavery. That period came to an end with the Civil War. In spite of its gruesome victory in the war, the North was unable to impose its ideals of African American equality on the South during Reconstruction.</p> |
| <p>Grade Level(s): 10</p> | <p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> The issue of slavery that had been allowed to fester erupts in a Civil War, after which the country must find a way to reunite and reinvent itself. <p>Immediate causes of the Civil War</p> <ul style="list-style-type: none"> The addition of new territories in the late 1840's reopened the questions about the distribution of free and slave states. Compromises that worked in the past were strained to their limits and new compromises do not work. New political parties emerged, staking their future on a society that limited or prohibited slavery. Bloodshed and terrorism in Kansas foreshadowed the Civil War. The Supreme Court was called on to decide the extent of slavery. The election of 1860 finally pushed the South over the edge and Lincoln maneuvered them into attacking Ft. Sumter. <p>The Civil War</p> <ul style="list-style-type: none"> Neither side was prepared for a long and costly war. While both sides had plans for the war, Lincoln maneuvered the South into firing the first shots. The Emancipation Proclamation, while not really freeing any slaves, kept Europe out of the war and forced the states to recognize, that at its core, the war was about freeing the slaves. The turning point battles came in the middle of the war but assured the eventual victory of the North. In large part, Lee's surrender at Appomattox ended the war but he still must persuade guerilla groups to surrender. <p>Reconstruction</p> <ul style="list-style-type: none"> A conspiracy to overthrow the government, Lincoln's assassination proved to be a great hardship for the South. In spite of three new amendments to the Constitution and the work of the Radicals, the plight of African Americans in the South improves little after the Civil War. In fighting with the Radicals, Johnson becomes the first President to be impeached. In order to hold on the Presidency, the Republicans accept the Compromise of 1877, thus robbing generations of African Americans of their civil rights. |
| <p>Essential Question(s):</p> <ul style="list-style-type: none"> How did repeated attempts at compromise fail to keep the country from Civil War? What events of the 1850's finally push the South to secession? Why was the North better prepared for this war than the South? What was the intended impact of the Emancipation Proclamation? What were the immediate results of Lee's surrender? Why was Lincoln assassinated? What new laws were passed to help the freed slaves? What new laws were passed in the South to limit the freedom of the newly freed slaves? Why does Reconstruction fail? How does Turner's Thesis impact the US? What was the impact of the new settlers on the environment and the natives peoples of the West? | |

- How does the movement west of many different groups of settlers affect the U.S. after the Civil War?

The West

- Though unproven, Turner's Thesis becomes an important standard in dealing with the American West.
- In spite of their best efforts, Native Americans are unable to fairly negotiate with or keep the white settlers from occupying their lands.
- Many different groups go West after the Civil War.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

| Learning Target | NJCCCS or CCSS |
|--|--|
| 1. Respond to DBQs (Document Based Questions), LEQs (Long Essay Questions), and SAQs (Short Answer Questions) using logical historical arguments and appropriate historical thinking skills. | 1. WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.10 |
| 2. Review the effects of the Mexican War. | 2. 6.1.12.B.3.a |
| 3. Discuss the need for additional compromises. | 3. RH.9-10.1 |
| 4. Critique the successes and failures of the Compromise of 1850 | 3. 6.1.12.D.3.c |
| 5. Compare and contrast <i>Uncle Tom's Cabin</i> with the <i>Impending Crisis of the South</i> . | 3. RH.9-10.3 |
| 6. Explain the dissolution of the Whig party and the formation of the Republican Party. | 4. 6.1.12.D.3.c |
| 7. Analyze the repercussions of the Kansas Nebraska Act. | 4. RH.9-10.2 |
| 8. Conclude the importance of John Brown. | 4. WHST.9-10.2 |
| 9. Analyze the implications of the Dred Scott Case. | 5. 6.1.12.A.4.b |
| 10. Evaluate the problems for Douglas and the Democrats because of the Freeport Doctrine. | 5. RH.9-10.5 |
| 11. Explain the causes and results of the raid on Harper's Ferry. | 5. RH.9-10.6 |
| 12. List and identify the candidates in the election of 1860. | 5. RH.9-10.9 |
| 13. Evaluate the reasons for the South's departure in 1860. | 6. 6.1.12.A.4.a |
| 14. List the states who left before and after Lincoln's inauguration. | 6. RH.9-10.3 |
| 15. Explain the causes and the effects of the attack on Ft. Sumter. | 7. 6.1.12.A.4.a |
| 16. Analyze the effectiveness of the Anaconda plan. | 7. WHST.9-10.2 |
| 17. Compare and contrast the abilities of both the North and South to wage war. | 8. 6.1.12.A.4.a |
| 18. Map out the major battles of the Civil War. | 8. RH.9-10.8 |
| 19. Deconstruct the arguments for the Emancipation Proclamation. | 8. WHST.9-10.7 |
| 20. Explain the turning points in the war. | 9. 6.1.12.A.4.a |
| 21. Judge the importance of Lee's surrender at Appomattox. | 9. WHST.9-10.1 |
| 22. Assess the conspiracy involved in the Lincoln assassination. | 10. 6.1.12.A.4.a |
| 23. Examine the implications of a Johnson presidency and the immediate results of the Civil War. | 10. 6.1.12.A.4.a |
| 24. Compare and contrast the Radicals with the southern Democrats. | 10. 6.1.12.A.4.b |
| 25. Critique the Civil War Amendments. | 10. WHST.9-10.4 |
| 26. List and explain the restrictions placed on Southern Blacks after the Civil War. | 11. 6.1.12.A.4.a |
| 27. Analyze the causes and results of Johnson's impeachment. | 11. RH.9-10.1 |
| 28. Compare and contrast the antebellum Southern powers to those after the war. | 12. 6.1.12.A.4.a |
| 29. Assess the scandals of the Grant administration. | 12. RH.9-10.9 |
| 30. Explain the causes and results of the Compromise of 1877. | 13. 6.1.12.A.4.a |
| | 6.1.12.C.4.a |
| | 13. WHST.9-10.3 |
| | 14. 6.1.12.A.4.a |
| | 14. RH.9-10.3 |
| | 15. 6.1.12.A.4.a |
| | 15. RH.9-10.3 |

- 31. Evaluate the successes and failures of Reconstruction.
- 32. Critique Turner's Frontier Thesis.
- 33. Appraise the plight of Native Americans after the Civil War.
- 34. Analyze the effects of the incursion of the miners, ranchers and farmers into the West at the end of the 19th century.

- 16. 6.1.12.B.4.a
WHST.9-10.3
- 17. 6.1.12.C.4.a
6.1.12.C.4.b
RH.9-10.7
- 18. 6.1.12.B.4.a
RH.9-10.7
- 19. 6.1.12.A.4.b
6.1.12.D.4.a
RH.9-10.4
- 20. 6.1.12.B.4.a
6.1.12.A.4.c
RH.9-10.3
- 21. 6.1.12.C.4.b
WHST.9-10.9
- 22. 6.1.12.C.4.b
RH.9-10.3
- 23. 6.1.12.C.4.b
6.1.12.D.4.c
RH.9-10.2
- 24. 6.1.12.D.4.d
RH.9-10.6
RH.9-10.9
- 25. 6.1.12.A.4.c
6.1.12.D.4.e
WHST.9-10.8
- 26. 6.1.12.D.4.d
RH.9-10.1
- 27. 6.1.12.D.4.c
WHST.9-10.10
- 28. 6.1.12.C.4.b
RH.9-10.8
- 29. 6.1.12.A.5.a
WHST.9-10.2
- 30. 6.1.12.D.4.d
RH.9-10.1
- 31. 6.1.12.C.5.b
WHST.9-10.10
- 32. 6.1.12.B.5.a
RH.9-10.8
WHST.9-10.2
- 33. 6.1.12.A.5.b
RH.9-10.10

Inter-Disciplinary Connections:

English: House Divided Speech, Emancipation Proclamation, and Gettysburg Address

Geography: maps of Bleeding Kansas

Geography – map of Kansas-Nebraska Act

Geography: maps of Civil War Battles

Math: graphs and charts on the US from 1820-1860 (Southern loss of Congress)

Math: graphs and charts on the election of 1860

Math: charts on the readiness of each side to fight a war

Technology: Turnitin for Cornell Notes

Technology: continuing Webquest on Supreme Court cases

Technology: webisodes on late 19th century Philadelphia history

Technology – Quizziz, Quizlet, and Kahoot! for review activities

Art – Thomas Nast’s Reconstruction cartoons

Music – Republican Campaign Song

Film: Gettysburg

Film: Glory

Students will engage with the following text:

The American Pageant (16th ed.)

AMSCO US History– Preparing for the AP Exam

Documenting US History: Themes, Concepts, and Skills for the AP Course (Stacy and Heller) – select excerpts

Barron’s – Study Prep for the AP Exam

House Divided Speech

Who was the Common Soldier of the Civil War? By Eric Ethier

Emancipation Proclamation

Gettysburg Address

War Letters by Andrew Carroll

13, 14 and 15th Amendments

Turner’s Thesis

Chief Joseph “*I will fight no more forever*” speech

Students will write:

Cornell Notes for every chapter

Book Reviews to analyze and appraise reoccurring themes in literature and history (1 a quarter)

Uncle Tom's Cabin – Harriet Beecher Stowe

Cold Mountain – Charles Frazier

Founding Mothers – Cokie Roberts

Founding Brothers – Joseph Ellis

Undaunted Courage – Stephen Ambrose

1776 – David McCullough

America at 1750 – Richard Hofsteder

Frederick Douglass – Frederick Douglass

John Addams – David McCullough

Democracy in America – Alexis deTocqueville

His Excellency – Joseph Ellis

Burr – Gore Vidal

In the Heart of the Sea - Nathaniel Philbrick

Mayflower – Nathaniel Philbrick

Soul Catcher - Charles Johnson

Lincoln – Gore Vidal

Jubilee – Margaret Walker

Killer Angels – Michael Sharra

Red Badge of Courage - Stephen Crane

Gods and Generals – Jeff Sharra

April, 1865 – Jay Winik

Bury My Heart at Wounded Knee – Dee Brown

The Children's Blizzard – David Laskin

Someone Knows My Name – Lawrence Hill

Nothing Daunted – Dorothy Wickenden

Document Based Questions (DBQs) on: constitutional & social developments of the Civil War (1996 AP test); development of farming in late-1800s (2007 AP test); discontent of farmers in the late-1800s (Pageant pg. A89); equality among African Americans (Documenting US History pg. 285); the Emancipation Proclamation (Documenting US History pg. 292); advantages of white Americans (Documenting US History pg. 302)

Long Essay Questions (LEQs) on: antebellum sectional compromises (2004 AP test); emergence of the Republican Party (2004 AP test); opposition to the spread of slavery (2000 AP test); sectionalism after the Mexican War (2005 AP test); slavery in western territories (2010 AP test); economic consequences of the Civil War (1997 AP test); Reconstruction (2008 AP test); political and economic impact of the Civil War (2003 AP test); reforms after the Civil War (1992 AP test); western expansion after the Civil War (1991 AP test); role of the federal government after the Civil War (2006 AP test); Plains Indians (1999 AP test); Populist movement (1995 AP test); foreign support and the Confederacy (AMSCO pg. 311); equal rights amendments and Reconstruction (AMSCO pg. 311); Lincoln-Douglas debates (AMSCO pg. 311); causes of the secession crisis (Pageant pg. A108); advantages of the South during the Civil War (Pageant pg. A108); Reconstruction amendments (Pageant pg. A108)

Short Answer Questions (SAQs) on: Freesoilers cartoon; responses to slavery; responses to Fugitive Slave Laws; reality of the Civil War; the 13th Amendment; the Anaconda Plan; Abraham Lincoln; the impeachment of Andrew Johnson; the South during Reconstruction; Republican policies during Reconstruction; the Emancipation Proclamation; farmers during the Gilded Age; Turner's Frontier Thesis; African American

discrimination in the South and West; post-Reconstruction Southern politics (AMSCO Ch. 13-15 & 17)

Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to prepare students for college atmosphere

Cornell Notes: chapter notes

GoogleDocs

Guided Readings and Worksheets – Chapters 18, 19, 20, 21, 22, 26 – American Pageant

South Carolina Ordinance of Secession

CSA Constitution

Lincoln’s First Inaugural

Emancipation Proclamation

Socratic Seminar: suggested topics

Zinn

Debates: suggested topics

The North V the South

“The Compromise of 1850” (Pageant TRG pg. 99)

“Debating the Development of the West: Business Interests vs. Conservationists” (Pageant TRG pg. 139)

Primary Sources:

Original pictures from the Civil War

Political cartoons on Lincoln and the Civil War

Primary Source Documents from *Documenting US History*:

Two Opinions on the Missouri Compromise

Missouri Compromise of 1820

Homestead Act of 1862

Report from the Spotted Tail Indian Agency

John Calhoun’s “The Clay Compromise Measures”

Uncle Tom’s Cabin

Aunt Phillis’s Cabin

Map of the Kansas-Nebraska Act

Republican Campaign Song

Dred Scott v. Stanford

Lincoln’s speech at Edwardsville, IL

Jefferson Davis’s Inaugural Address

Lincoln’s Inaugural Address

James Taylor’s “The Cause of the Rebellion”

Emily Dickinson’s “Much Madness is Divinest Sense”

“What to Do with the Slaves when Emancipated?”

Lincoln’s letter to Horace Greeley

Emancipation Proclamation

“President Lincoln and his Scheme of Emancipation”

Thomas Nast’s “The Emancipation of the Negroes”

Ulysses S. Grant’s Memoirs

“Call for Black Troops”

Gettysburg Address

“Emancipation of the Slaves by the Confederate Government”

Photograph of the Ruins of Richmond

Anti-Reconstruction Cartoon

14th & 15th Amendments

Thomas Nast’s “This is a White Man’s Government”

Sharecropper Contract

Columbus Delano’s “Testimony before the House Committee on Military Affairs”

Sheridan’s “Description of Custer’s Battlefield”

“Educating the Indians”

Dawes Allotment Act

“Consistency”

Literature Circles

Analyzing themes in literature from Book Reviews

Small cooperative learning:

Group work on a graphic organizer establishing the problems of the 1850’s

Group assignments on graphic organizer with Civil War Battles

Construct maps of the battles of the Civil War

Map out changes in South during Reconstruction

“The Fall of the Second Party System” (Pageant TRG pg. 100)

“The Spectrum of Views about Slavery in the Territories and the Road to Kansas-Nebraska Act” (Pageant TRG pg. 100)

“Was the Dred Scott Decision a Bombshell or a Blessing?” (Pageant TRG pg. 104)

“Assessing the Strengths and Weaknesses of the Union and the Confederacy in 1861” (Pageant TRG pg. 109)

“Promoting Legislation that Promotes National Economic Development” (Pageant TRG pg. 109)

“The Evolution of Emancipation Proclamation and the 13th Amendment” (Pageant TRG pg. 112)

“Analyzing Evidence to Modify ‘No Women Voters’ Section of American Pageant” (Pageant TRG pg. 119)

“Choose Your Words about Westward Migration & the Frontier Experience Carefully” (Pageant TRG pg. 138)

Discussion (suggest topics):

“Expansionist Foreign Policy: South of the Border and West to Asia” (Pageant TRG pg. 100)

“Why did Abraham Lincoln’s Victory in the Election of 1860 Trigger Secession?” (Pageant TRG pg. 104)

“Contextualizing the Secession Crisis” (Pageant TRG pg. 109)

“Assessing the Reasons for the Union Victory in the Civil War” (Pageant TRG pg. 113)

“Short-Term Successes of Reconstruction” (Pageant TRG pg. 118)

“Conflicts over New Definitions of Citizenship” (Pageant TRG pg. 118)

Simulation:

“The Turning Point of No Return Game: Periodization & the Coming of the Civil War” (Pageant TRG pg. 103)

“The Origins of the Civil War Version of the Defend, Refute, or Modify Game” (Pageant TRG pg. 105)

“Why Migrate? Part I: African Americans” (Pageant TRG pg. 118)

“The Front Page Game: Investigating Native American Resistance and Assimilation” (Pageant TRG pg. 138)

Pair/share examining graphs of Union and CSA resources

Pair/share examining comparison charts of USA V CSA

Individual projects

The first 25 Presidents

Video:

Webisode of Lincoln's funeral in Philadelphia

Film:

Gettysburg examines the turning point in the East

Glory analyzes the role of African Americans in the Civil War

America: The Story of US – Division and Civil War - themes in US history

DBQs, LEQs, & SAQs in the format of the AP test

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:

Reading quiz on every chapter (applying, remembering, analyzing)
Homework reading assignments from text (understanding, creating)
Presentations of Current Events (evaluating, analyzing, applying)
Quarterly Book Reviews (evaluating and analyzing)
DBQs & LEQs (analyzing, evaluating, creating)
SAQs (from AMSCO Ch. 13-15; 17))

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Summative Assessments:

Unit test on the Road to the Civil War and the Civil War
Unit test on Reconstruction and the West
Benchmark
Final Assessment

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Performance Assessments:

Presentations of Guided Readings
Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event.
Presentation of book reviews in the context of Literature Circles, to appraise reoccurring themes in literature and history
Presentation of student researched court cases
Presentation of student created presidents projects

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support

Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|--|--|
| <p>Course/Unit Title: United States History I Honors - Unit 6: Industrial America: 1870-1900</p> | <p>Unit Summary: As America recovered from the Civil War, the country entered its Second Industrial Revolution. This era called for a large influx of new immigrants who often clashed with the exiting populations and the newly freed African Americans. The Second Industrial Revolution also highlighted the problems of the urban areas and exposed the corruption in government.</p> |
| <p>Grade Level(s): 10</p> | |
| <p>Essential Question(s):</p> <ul style="list-style-type: none"> • What were the causes of the Second Industrial Revolution? • How does industrialization change the U.S. in the late part of the 20th century? • What were the roles of the Robber Barons? • Is Social Darwinism paternalism? • How successful were the unions? • How did African Americans respond to the new industrialization? • What was the effect of the movement of many new peoples into the cities? • Why are farmers so neglected in history? • What was life like in the urban areas in the late 1800's? • What role did corruption play in local and national politics? | <p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • The Second Industrial Revolution created modern America but put tremendous strains on minorities and famers. <p>The Rise of Industrial America</p> <ul style="list-style-type: none"> • The new bosses of business were perceived as both entrepreneurs and robber barons. • Social Darwinism established a set of societal rules that aggrieved many. • Unions' efforts to organize and improve working conditions were largely unsuccessful. <p>The New Immigrants , African Americans and the Cities</p> <ul style="list-style-type: none"> • The New Immigration changed the population of the U.S. and how it viewed itself. • African Americans had a difficult time entering into the post-Civil War society, in spite of their attempts to gain some civil rights. • Cities in the late 1800's were often nothing more than terrible ghettos, designed to house new members of the industrial class. • Corruption penetrated all levels of government. <p>Populism</p> <ul style="list-style-type: none"> • Farmers, long neglected in history, begin a reform movement that will be unsuccessful for now but later picked up by the Progressives. |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

| Learning Target | NJCCCS or CCSS |
|--|--|
| 1. Respond to DBQs (Document Based Questions), LEQs (Long Essay Questions), and SAQs (Short Answer Questions) using logical historical arguments and appropriate historical thinking skills. | 1. <i>WHST.9-10.1</i> <i>WHST.9-10.2</i> <i>WHST.9-10.4</i> <i>WHST.9-10.5</i> <i>WHST.9-10.10</i> |
| 2. Describe the causes of the Second Industrial Revolution and relate them to the causes for other industrial revolutions. | 2. 6.1.12.C.5.c 6.1.12.C.6.b 6.1.12.C.6.c |
| 3. Analyze the impact of the Second Industrial Revolution on the U.S. | 3. <i>RH.9-10.3</i> |
| 4. Identify the Robber Barons and compare them to present entrepreneurs. | 3. 6.1.12.C.5.c |
| 5. Examine the new types of business organizations and their influence on modern industry. | 4. <i>WHST.9-10.4</i> |
| 6. Analyze the effectiveness of Social Darwinism and its role in modern society. | 4. 6.1.12.C.5.a |
| 7. Assess the successes and failures of the unions in their attempts to help working people. | 5. <i>RH.9-10.3</i> |
| 8. Compare and contrast the ideas of Booker T. Washington and WEB DuBois. | 5. 6.1.12.C.5.a |
| 9. Analyze the issue of lynching and the responses of the states and the nation to these crimes. | 6. <i>RH.9-10.2</i> |
| 10. Differentiate between the experiences of the New Immigrants and the Old Immigrants. | 6. 6.1.12.C.5.a |
| 11. Explain the reasons for the movements of immigrants, African Americans and farmers to the cities. | 7. <i>RH.9-10.8</i> |
| 12. Evaluate the successes and failures of post-Reconstruction African Americans. | 7. <i>WHST.9-10.9</i> |
| 13. Contrast and compare the presidents of the Gilded Age. | 7. 6.1.12.D.5.b |
| 14. Illustrate the purposes of the City Machines. | 8. <i>RH.9-10.8</i> |
| 15. Appraise the successes and failures of the Populists. | 8. <i>WHST.9-10.3</i> |
| 16. Examine the money issue. | 8. 6.1.12.A.6.c |
| 17. Determine the roles of the Populists in the allegory, The Wizard of Oz | 9. <i>RH.9-10.6</i> |
| | 9. <i>RH.9-10.9</i> |
| | 9. 6.1.12.A.6.c |
| | 10. <i>WHST.9-10.8</i> |
| | 10. 6.1.12.D.5.d |
| | 10. <i>RH.9-10.1</i> |
| | 11. 6.1.12.B.5.b |
| | 11. <i>6.1.12.D.5.d</i> |
| | 11. <i>RH.9-10.2</i> |
| | 12. 6.1.12.A.6.c |
| | 12. <i>WHST.9-10.1</i> |
| | 13. 6.1.12.A.5.a |
| | 6.1.12.A.5.b |
| | 13. <i>RH.9-10.3</i> |
| | 14. 6.1.12.B.5.b |
| | 14. <i>RH.9-10.7</i> |
| | 15. 6.1.12.C.6.a |

RH.9-10.8

WHST.9-10.2

16. 6.1.12.C.6.c

RH.9-10.7

17. 6.1.12.C.6.a

RH.9-10.1

Inter-Disciplinary Connections:

Technology - Turnitin for all chapter notes

Technology – databases for e-books

Technology – Quizziz, Quizlet, and Kahoot! for review activities

Art: analyzing Gilded Age cartoons

Art: comparing and contrasting immigration cartoons

Film: view 1st full length movie – The Great Train Robbery, to examine changes in technology

Film: view parts of The Wizard of Oz , to analyze the allegory

Film: Far and Away, to view immigration, city machines, industry and the West

English: Book Reviews

English: evaluate The Wizard of Oz reading for the members of the Populists

Math: analysis of charts and graphs of immigration so students can analyze changes in immigration and the U.S.'s responses to it

Math: Farmers demand Cheap Money

Music: American Tune by Paul Simon

Music: loc.com/jukebox for music of the times

Students will engage with the following text:

The American Pageant (**16th ed.**)

AMSCO US History– Preparing for the AP Exam

Documenting US History: Themes, Concepts, and Skills for the AP Course (Stacy and Heller) – select excerpts

Barron's – Study Prep for the AP Exam

The Wizard of Oz

The Triangle by David von Drehle

American Colossus by HW Brands

The Jungle by Upton Sinclair

These texts examine the impact of Modern Industrialization and the necessity for reforms

The Cross of Gold Speech

Students will write:

Cornell Notes for every chapter

Book Reviews to analyze and appraise reoccurring themes in literature and history (1 a quarter)

| | |
|--|--|
| <i>Uncle Tom's Cabin</i> – Harriet Beecher Stowe | <i>Cold Mountain</i> – Charles Frazier |
| <i>Founding Mothers</i> – Cokie Roberts | <i>Founding Brothers</i> – Joseph Ellis |
| <i>Undaunted Courage</i> – Stephen Ambrose | <i>1776</i> – David McCullough |
| <i>America at 1750</i> – Richard Hofsteder | <i>Frederick Douglass</i> – Frederick Douglass |
| <i>John Adams</i> – David McCullough | <i>Democracy in America</i> – Alexis deTocqueville |
| <i>His Excellency</i> – Joseph Ellis | <i>Burr</i> – Gore Vidal |
| <i>In the Heart of the Sea</i> - Nathaniel Philbrick | <i>Mayflower</i> – Nathaniel Philbrick |
| <i>Soul Catcher</i> - Charles Johnson | <i>Lincoln</i> – Gore Vidal |
| <i>Jubilee</i> – Margaret Walker | <i>Killer Angels</i> – Michael Sharra |
| <i>Red Badge of Courage</i> - Stephen Crane | <i>Gods and Generals</i> – Jeff Sharra |
| <i>April, 1865</i> – Jay Winik | <i>Bury My Heart at Wounded Knee</i> – Dee Brown |
| <i>The Children's Blizzard</i> – David Laskin | <i>Someone Knows My Name</i> – Lawrence Hill |
| <i>Nothing Daunted</i> – Dorothy Wickenden | |

Document Based Questions (DBQs) on: positions of industrial workers (2000 AP test); position of women in late-1800s (1997 AP test); Robber Barons vs. Captains of Industry (AMSCO pg. 400; Pageant pg. A87); farmers' political movements (Pageant pg. A89); the "Gilded Age" (Documenting US History pg. 324)

Long Essay Questions (LEQs) on: Robber Barons vs. Captains of Industry (1994 AP test); industrial workers (1998 AP test); Populist movement (1995 AP test); labor unions (2009 AP test); Populists (AMSCO pg. 398); role of federal government in regards to industry (AMSCO pg. 398); expanding markets (AMSCO pg. 398); impact of market changes on consumers (AMSCO pg. 398); late-1800s migration (AMSCO pg. 398); late-1800s discrimination movements (AMSCO pg. 398); culture in the late-1800s (AMSCO pg. 399); Social Darwinism (AMSCO pg. 399); impact of immigration (Pageant pg. A109); impact of railroads in late-1800s (Pageant pg. A109)

Short Answer Questions (SAQs) on: John D. Rockefeller; the impact of the growth of corporations; the labor movements of the late-1800s; urbanization in the late-1800s; late-1800s immigration; late-1800s cultural developments; the Social Gospel; economic developments of the Gilded Age; Gilded Age political parties; the Populist movement; the outcomes of the election of 1896; the Grange movement (AMSCO Ch. 16 & 18-19)

Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to prepare students for college atmosphere

Cornell Notes: chapter readings

GoogleDocs

Guided Readings and Worksheets – Chapters 23, 24, 25 – American Pageant

Populist platform

Cross of Gold Speech

Harlan's dissent in Plessey case

Socratic Seminar: suggested topics

Zinn

Were the Robber Barons good or bad for the economy?

Was the growth of the US in the late 18th century inevitable?

Debates: suggested topics

Old Immigration V New Immigration

Populists V Urban dwellers

“Debating Gilded Age Politics” (Pageant TRG pg. 124)

Analysis of Primary Sources

Gilded Age cartoons from Harpers and Puck for analysis of US politics both at home and abroad

Discussing and analyzing four different viewpoints of workers in the Industrial Age

Primary Source Documents from *Documenting US History*:

Photograph of Transcontinental RR at Promontory Point

Henry Grady's “The New South”

Joseph Keppler's “Bosses of the Senate” cartoon

New Year's Greetings in *Puck*

John Foster's Memo to Grover Cleveland

Carnegie's “Gospel of Wealth”

Puck's “Hopelessly Bound to the Stake”

Reaction to African American Agricultural Activism

Las Gorras Blancas's “Nuestra Plataforma”

Riis's “How the Other Half Lives”

Benjamin Harrison's presidential proclamation

People's Party Platform

Petition against Women's Suffrage

Susan B. Anthony's speech “In Support of Woman Suffrage”

Puck's “A Model Office Seeker”

Chinese Exclusion Act

Edward Bellamy's “Looking Backward, 2000-1887”

Autobiography of Andrew Carnegie

“Robert LaFollette's “The Danger Threatening Representative Government”

Daniel DeLeon's “What Means this Strike?”

Simulation

The difficulties of contract writing

“Document Analysis Wheel of Fortune Game” (Pageant TRG pg. 127)

Demonstration:

Letters and propaganda on lynchings

Old money and its value

Literature Circles

Analyzing themes in literature from Book Reviews

Analyzing themes in movies from Movie Reviews

Discussions (suggested topics):

“Organizing the Labor Movement” (Pageant TRG pg. 129)

“Mediating the Immigrant Experience in the Gilded Age” (Pageant TRG pg. 133)

Small group cooperative learning

Create charts differentiating between the Democrats and Republicans after the Civil War

Graphic organizer on the Robber Barons and their businesses

Overhead game on The Price is Right: 1900 – to guess wages and prices

Class contest on Citizenship and Naturalization Test

Discussion of ppt slides on conditions of the cities (photographs of Riis)

Discussion of Bryan’s Cross of Gold Speech

Discussion on PPT: Early baseball

“Does Reconstruction Signal the Beginning or the End of an Era?” (Pageant TRG pg. 123)

“Tragic Era, Glorious Failure, or Unfinished Revolution” (Pageant TRG pg. 123)

“Why Migrate? Part 2: Asians” (Pageant TRG pg. 124)

“Promoting the New South” (Pageant TRG pg. 128)

“Social Darwinism and the Gap between the Rich and Poor in the Gilded Age” (Pageant TRG pg. 129)

“Why Migrate? Part 3: Southern and Eastern Europeans” (Pageant TRG pg. 133)

“Expedition Americanize: A Guided Tour of Urban Landscape during the Gilded Age” (Pageant TRG pg. 133)

Pair/Share

Six panel comic strip on the election of 1896

Film:

The Wizard of Oz for purposes of examining allegories

The Great Train Robbery to see the technology of the first full-length movie

Triangle (HBO) examines the tragedy and its impetus to reform

America: The History of Us – Cities and Boom – themes in history

DBQs, LEQs, & SAQs in the format of the AP test

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:

Reading quiz on every chapter (applying, remembering, analyzing)
Homework reading assignments from text (understanding, creating)
Quarterly Book Reviews (evaluating and analyzing)
Quarterly Movie Reviews (creating, evaluating and analyzing)
DBQs & LEQs (analyzing, evaluating, creating)
SAQs (from AMSCO Ch. 16 & 18-19)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Summative Assessments:

Unit test on Industrialization, immigration, urbanization, the Gilded age and the Populists
Benchmark
Final Assessments

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Performance Assessments:

Class Presentations of Farmers worksheets (Budgets)
Presentation of guided worksheets
Presentation of student created comic strips
Read, analyze and present one current event a quarter, accompanied by an analytic, annotated summary of that event.
Presentation book reviews in the context of Literature Circles, to appraise reoccurring themes in literature and history

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support

Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support