

# **United States History 1**

## **CURRICULUM GUIDE**

**2019-2020**

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### **SCHOOL PHILOSOPHY:**

In Academy Charter High School, we recognize that each student is unique and that the purpose of education is to enable every student to acquire the learning skills necessary to compete in the global community. It is essential that we provide a rigorous, high-quality Language Arts curriculum that allows each student's talents and abilities to be developed to their full potential. The Academy Charter High School Board of Education believes that language is fundamental for all other learning. The Language Arts Curriculum allows children to explore the many facets that construct the richness of language and the many genres through which authors express ideas about the world with the ultimate goal of preparing students to read, write, speak and think critically.

### **PURPOSE AND VISION:**

The United States History 1 curriculum is designed to move students into the 21st century with an awareness of the impact of globalization, technology, and human interaction will have on their lives. Students will explore historical connotations, patterns of society, political implications, and relevant issues that affect their lives and their environment. It is the purpose of this course to perform at higher levels of historical study, in school and beyond. The ultimate goal of this course is to educate students to become informed citizens of the global community.

United States History 1 examines Colonization to the Civil War. Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of America government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study American's westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

<b>Content Area</b>	History- United States History 1
<b>Interdisciplinary Connections</b>	The updated curriculum documents reflect interdisciplinary connections. Activities, assessments and/or differentiation strategies were highlighted and coded the specific content area. <b>(Interdisciplinary Connections)</b>
<b>Core Instructional Materials (including digital tools)</b>	<i>United States History 2013</i> and Pearson Success Net Digital Access. Specific supplemental instructional materials are located within each unit below. All students are also supplied with a Chromebook with internet access.
<b>21<sup>st</sup> Century Themes and Skills</b>	<p>Students completing US History 1 will develop the following 21<sup>st</sup> Century Skills and Themes:</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- Global Awareness</li> <li>- Civic Literacy</li> </ul> <p><b>Skills:</b></p> <p><u>Learning and Innovation Skills</u></p> <p><u>Creativity and Innovation</u></p> <ul style="list-style-type: none"> <li>- Think creatively, work creatively with others</li> </ul> <p><u>Critical Thinking and Problem Solving</u></p> <ul style="list-style-type: none"> <li>- Reason effectively, use systems thinking, make judgements and decisions, solve problems</li> </ul> <p><u>Communication and Collaboration</u></p> <ul style="list-style-type: none"> <li>- Communicate clearly, collaborate with others</li> </ul> <p><u>Information, Media and Technology Skills</u></p> <p><u>Information Literacy</u></p> <ul style="list-style-type: none"> <li>- Access and evaluate information, use and manage information</li> </ul> <p><u>Media Literacy</u></p> <ul style="list-style-type: none"> <li>- Analyze media products</li> </ul> <p><u>ICT Literacy</u></p> <ul style="list-style-type: none"> <li>- Apply technology effectively</li> </ul>

	<p><b>Life and Career Skills</b></p> <p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li>- Adapt to varied roles, job responsibilities, schedules and contexts</li> <li>- Be Flexible: Incorporate feedback effectively; deal positively with praise, setbacks, and criticism; understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li>- Manage goals and time, work independently, be self-directed learners</li> </ul> <p><b>Social and Cross-Cultural Skills</b></p> <ul style="list-style-type: none"> <li>- Interact effectively with others, work effectively in diverse teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li>- Manage projects and produce results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li>- Guide and lead others, be responsible to others</li> </ul>
<p><b>Career Readiness Practices and Standards</b></p>	<p>Students completing US History 1 will develop the following Career Readiness Practices and Standards:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals.</p> <p>9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions.</p>

	<p>9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</p>
<p><b>8.1 Educational Technology</b></p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</b></p>	<p>Upon completion of US History 1, students will have developed the following NJSLs Technology Standards:</p> <p>8.1.12.A.3 – Collaborate in online courses, learning communities, social networks or virtual worlds to discuss the resolution to a problem or issue</p> <p>8.1.12.C.1 – Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community</p> <p>8.1.12.E.1 – Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources</p> <p>8.1.12.F.1 – Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and social needs</p>
<p><b>New Jersey Student Learning Standards (NJSLs)</b></p>	<p><b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>1.Era: Colonization and Settlement (1585-1763):</b> North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.</p> <p><b>A. Civics, Government, and Human Rights</b></p> <ul style="list-style-type: none"> <li>- <b>6.1.12.A.1.a:</b> Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</li> <li>- <b>6.1.12.A.1.b:</b> Analyze how gender, property ownership, religion, and legal status affected political rights.</li> </ul> <p><b>B. Geography, People, and the Environment</b></p> <ul style="list-style-type: none"> <li>- <b>6.1.12.B.1.a:</b> Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World</li> </ul> <p><b>C. Economics, Innovation, and Technology</b></p> <ul style="list-style-type: none"> <li>- <b>6.1.12.C.1.a:</b> Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period</li> <li>- <b>6.1.12.C.1.b:</b> Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in</li> </ul>

the American colonies

**D. History, Culture, and Perspectives**

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

**2.Revolution and the New Nation:** The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.

**A. Civics, Government, and Human Rights**

- **6.1.12.A.2.a:** Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- **6.1.12.A.2.b:** Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- **6.1.12.A.2.c:** Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance
- **6.1.12.A.2.d:** Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today
- **6.1.12.A.2.e:** Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.

**B. Geography, People, and the Environment**

- **6.1.12.B.2.a:** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity
- **6.1.12.B.2.b:** Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery

**C. Economics, Innovation, and Technology**

- **6.1.12.C.2.a:** Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues

**D. History, Culture, and Perspectives**

- **6.1.12.D.2.a:** Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution
- **6.1.12.D.2.b:** Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time
- **6.1.12.D.2.c:** Relate events in Europe to the development of American trade and American foreign and domestic policies
- **6.1.12.D.2.d:** Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations
- **6.1.12.D.2.e:** Determine the impact of African American leaders and institutions in shaping free Black communities in the North

**3. Expansion and Reform:** Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

**A.Civics, Government, and Human Rights**

- **6.1.12.A.3.a:** Assess the influence of Manifest Destiny on foreign policy during different time periods in American history
- **6.1.12.A.3.b:** Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- **6.1.12.A.3.c:** Assess the role of geopolitics in the development of American foreign relations during this period.
- **6.1.12.A.3.d:** Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- **6.1.12.A.3.e:** Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- **6.1.12.A.3.f:** Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
- **6.1.12.A.3.g:** Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- **6.1.12.A.3.h:** Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- **6.1.12.A.3.i:** Examine the origins of the antislavery movement and the impact of particular events, such as the

Amistad decision, on the movement

**B. Geography, People, and the Environment**

- **6.1.12.B.3.a:** Assess the impact of Western settlement on the expansion of United States political boundaries.

**C. Economics, Innovation, and Technology**

- **6.1.12.C.3.a:**Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation
- **6.1.12.C.3.b:**Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

**D. History, Culture, and Perspectives**

- **6.1.12.D.3.a:**Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- **6.1.12.D.3.b:**Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- **6.1.12.D.3.c:**Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- **6.1.12.D.3.d:**Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- **6.1.12.D.3.e:**Determine the impact of religious and social movements on the development of American culture, literature, and art.

**4. Civil War and Reconstruction:** The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

**A.Civics, Government, and Human Rights**

- **6.1.12.A.4.a:**Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War
- **6.1.12.A.4.b:**Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- **6.1.12.A.4.c:**Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

**B. Geography, People, and the Environment**

- **6.1.12.B.4.a:** Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
- **6.1.12.B.4.b:** Analyze the impact of population shifts and migration patterns during the Reconstruction period.

**C. Economics, Innovation, and Technology**

- **6.1.12.C.4.a:** Assess the role that economics played in enabling the North and South to wage war.
- **6.1.12.C.4.b:** Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- **6.1.12.C.4.c:** Explain why the Civil War was more costly to America than previous conflicts were.

**D. History, Culture, and Perspectives**

- **6.1.12.D.4.a:** Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- **6.1.12.D.4.b:** Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- **6.1.12.D.4.c:** Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- **6.1.12.D.4.d:** Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- **6.1.12.D.4.e:** Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

**5. The Development of the Industrial United States:** Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.

**A. Civics, Government, and Human Rights**

- **6.1.12.A.5.a:** Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- **6.1.12.A.5.b:** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

**B. Geography, People, and the Environment**

- **6.1.12.B.5.a:** Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
  - **6.1.12.B.5.b:** Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- C. Economics, Innovation, and Technology**
- **6.1.12.C.5.a:** Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
  - **6.1.12.C.5.b:** Compare and contrast economic development of the North, South, and West in the post-Civil War period.
  - **6.1.12.C.5.c:** Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- D. History, Culture, and Perspectives**
- **6.1.12.D.5.a:** Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
  - **6.1.12.D.5.b:** Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
  - **6.1.12.D.5.c:** Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
  - **6.1.12.D.5.d:** Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation

Pacing Guide	Unit	Timeframe
	1. Exploration of the New World	1-2 weeks
	2. The Colonists	1-2 weeks
	3. The American Revolution and the Declaration of Independence	1-2 weeks
	4. The Constitution and the Bill of Rights	1-2 weeks
	5. Establishing the New Nation	1-2 weeks

	6.Establishing the New Nation	1-2 weeks
	7. Nationalism and Expansion	1-2 weeks
	8.The Civil War	1-2 weeks
	9.Reconstruction	1-2 weeks
	10. Life Across the United States, 1865-1900	1-2 weeks
	11. The Industrial Revolution	1-2 weeks
	12.Immigration	1-2 weeks
<b>Resource</b>	Students in Resource US A are exposed to texts that are the same or similar in content, but are scaled to students' Lexile and comprehension levels. Texts may include, but aren't limited to the adapted version of core texts and graphic novels of core texts. Additionally, students in Resource courses may have a modified pacing guide to meet the needs of individual students.	
<b>Assessments</b>	All students take midterms and finals. Other assessments are indicated throughout the units of study.	

**Unit 1:  
Exploration of the New World**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP1; CRP2; CRP4; CRP9; CRP11; CRP12; 9.1.12.A.5**

**NJSLS Technology: 8.1.12.A.3**

**Interdisciplinary Connections: NJSLSA.R1., WHST.9-10.4., WHST.9-10.6. , WHST.9-10.8, WHST.9-10.10.**

**History NJSLS Standards:**

- **6.1.12.A.1.a:** Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- **6.1.12.A.1.b:** Analyze how gender, property ownership, religion, and legal status affected political rights.
- **6.1.12.B.1.a:** Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World
- **6.1.12.C.1.a:** Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period
- **6.1.12.C.1.b:** Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies
- **6.1.12.D.1.a:** Assess the impact of the interactions and conflicts between native groups and North American settlers
- **6.1.12.A.2.a:** Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- **6.1.12.A.2.b:** Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- **6.1.12.A.2.c:** Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance
- **6.1.12.A.2.d:** Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today
- **6.1.12.A.2.e:** Examine the emergence of early political parties and their views on centralized government and foreign affairs, and

- compare these positions with those of today's political parties.
- **6.1.12.B.2.a:** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity
  - **6.1.12.B.2.b:** Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery
  - **6.1.12.C.2.a:** Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues
  - **6.1.12.D.2.a:** Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution
  - **6.1.12.D.2.b:** Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time
  - **6.1.12.D.2.c:** Relate events in Europe to the development of American trade and American foreign and domestic policies
  - **6.1.12.D.2.d:** Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations
  - **6.1.12.D.2.e:** Determine the impact of African American leaders and institutions in shaping free Black communities in the North

**Approximate Time Frame: 1-2 weeks**

**Big Ideas:**

- Historians and students of history can use primary and secondary sources to learn about and gain a deeper understanding of the past.
- The convergence of Native American, European, and African people on the North American continent greatly impacted the development American societies.

**Essential Questions:**

- What types of sources exist and how do they differ from each other?
- How can we use and what can we learn about history from primary and secondary sources?
- How did the spread of civilizations begin in the Americas?
- How did the Europeans begin to explore more of the world?
- What was life like in West Africa before the age of European exploration?
- How did European exploration affect the Americas?
- How did the interaction of many cultures after 1492 impact the Americas?

**Enduring Understandings:**

- Students will understand that primary and secondary sources are an important part of historical study.
- Students will understand that primary sources allow historians and students to gain new understanding of historical event and periods as well as view history from many different perspectives
- Students will understand how Native Americans travelled and came to North America and settled thousands of years ago .

- Students will understand how different American Indian Groups and cultures developed, flourished and declined and the major cultural areas they established prior to the arrival of Europeans in North America.
- Students will understand how fifteenth century conditions in Europe influenced changes in European mindsets and established a renewed sense of learning.
- Students will understand how major developments on the Iberian Peninsula ended the Middle ages and marked the beginning of the Renaissance.
- Students will understand how West African culture developed and various characteristics of that culture up to and through the fifteenth century.
- Students will understand why the roots of slavery began in West Africa prior to bringing it to the New World.
- Students will understand how Christopher Columbus' goals, along with other European Explorers, changed the shape of not only North America but also the world through the Columbian Exchange.
- Students will understand why the European contact with the Native Americans and West Africans will have a history changing impact on life in the New World.

PRIMARY AND SECONDARY SOURCES	RELEVANT RESOURCES/MATERIALS/CPIS
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIS:</b> 6.1.12.A-D.1; 6.1.12.A-D.2</p>
<ul style="list-style-type: none"> <li>● Students will define the following terms: Primary source, secondary source</li> <li>● Students will participate in class discussion about sources, identifying different types of sources, and why historical sources are important to the study of social studies in order to paraphrase what makes primary and secondary sources.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Terms List</li> <li>● Sources</li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIS:</b> 6.1.12.A-D.1; 6.1.12.A-D.2</p>
<ul style="list-style-type: none"> <li>● Students will compare primary and secondary sources and try to categorize various types of sources.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Compare/Contrast Chart</li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIS:</b> 6.1.12.A-D.1; 6.1.12.A-D.2</p>

<ul style="list-style-type: none"> <li>Students are given various sources and have to extract all the possible historical information available from the sources and then compare their results with a classmate who used the same sources.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Historical Information Sources</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Definitions, Discussion, Comparison, Quiz	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for research/articles

THREE DISTINCT CULTURES	RELEVANT RESOURCES/MATERIALS/CPIs
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2
<ul style="list-style-type: none"> <li>Students will define the following terms: ice age, migrate, Mayans, Aztecs, adobe, Iroquois League, Indigenous Peoples, Bering Straight, Algonquin, Wigwam, Long Houses, kinship, division of labor, Middle Ages, Renaissance, Reconquista, Prince Henry the Navigator, Feudalism, Crusades, Islam, Benin, Songhai, Kongo, savanna, plantation, lineage, Ghana, Mali</li> <li>Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>Students will participate in class discussions on the three distinct cultures, Native American, European, and West African, that will one day meet and develop one shared culture in order to organize content from multiple PowerPoint presentations on to skeleton notes.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Terms List</li> <li>Textbook</li> <li>Guided Reading Activities</li> <li>Diseased Native Americans Sketch</li> <li><a href="http://www.sbceo.k12.ca.us/~vms/carlton/Renaissance/columbus1.htm">http://www.sbceo.k12.ca.us/~vms/carlton/Renaissance/columbus1.htm</a></li> <li><a href="http://www.sascurriculumpathways.com">www.sascurriculumpathways.com</a></li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.pptpalooza.net/">http://www.pptpalooza.net/</a></li> <li><a href="http://www.historyteacher.net/">http://www.historyteacher.net/</a></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2

<ul style="list-style-type: none"> <li>Students will work in groups to create posters for the Native American, West African, and European societies in order to identify and paraphrase information regarding the cultures prior to their meeting.</li> <li>Students will analyze paintings and drawings depicting African, Native American, and European cultures and societies near the end of the 15<sup>th</sup> century in a primary source carousel.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>Posters (Students will complete posters that outline the Native American, European, and West African societies prior to their meetings. Students will outline the societies in order to apply and paraphrase information from the text(s).)</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2</p>
<ul style="list-style-type: none"> <li>Students will utilize Venn Diagrams (Both 2 and 3 Circled) to compare the cultures of the Native American, West African, and European Cultures.</li> <li>Students will write a 1-2 page essay comparing and contrasting two of the cultures they outlined in their posters</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>Venn Diagram</li> <li>Essay Template (Compare and Contrast Essay analyzing the 3 cultures prior to their meeting in the New World.)</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Definitions, Posters, Analysis, Venn Diagram, Essay, Quiz</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for typing essays</p>

FIRST ENCOUNTERS	RELEVANT RESOURCES/MATERIALS/CPIs
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2</p>
<ul style="list-style-type: none"> <li>Students will define the following terms: Bartolomeu Dias, Vasco de Gama, Christopher Columbus, John Cabot, Pedro Alvarez Cabral, Amerigo Vespucci, Ferdinand Magellan, Hernan Cortes, Moctezuma, conquistador, Columbian Exchange</li> <li>Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>Terms List</li> <li>Guided Reading Activities</li> <li>sketches of West African musical instruments</li> <li>Columbus' Letters</li> <li>Video: <i>America: Story of Us</i></li> </ul>

<ul style="list-style-type: none"> <li>Students will participate in class discussions regarding the meeting of the Native American cultures, West African cultures, and European cultures in order to organize content from multiple Power Point presentations on to skeleton notes</li> </ul>	
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2</p>
<ul style="list-style-type: none"> <li>Students will utilize Vee Heuristics Charts in order to compare the explorers of the New World. Students will be placed in various groups in order to compare all the explorers in the Charts. Students will present their comparison charts to the class on poster paper.</li> <li>Students will create a map that outlines the routes that Explorers took over to the new world. Students will also identify on the map the goods bought to and from the New World in the Columbian Exchange.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>Ve Heuristics Charts</li> <li>Comparisons</li> <li>Map Creation Material</li> <li>Sir Francis Drake’s Map of the New World, Columbus’ Letters,</li> <li>Map of Tenochtitlan</li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2</p>
<ul style="list-style-type: none"> <li>Students will write a compare and contrast essay in which they analyze the impact of two European explorers and the tactics they used to explore the New World.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>Compare/Contrast Essay Template (Compare and Contrast Essay analyzing two Explorers and their expeditions in the New World. Students should assess the impact and the tactics two New World Explorers used.)</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Definitions, Comparison Chart, Compare Contrast Essay, Quiz, Test on Unit 1</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for writing and research</p>

## Unit 2: The Colonists

### **21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: NJSLSA.R1., WHST.9-10.4., WHST.9-10.6. , WHST.9-10.8, WHST.9-10.10.**

**Approximate Time Frame: 1-2 weeks**

**History NJSLS Standards: 1.Era: Colonization and Settlement (1585-1763):** North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

- **6.1.12.A.1.a:** Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- **6.1.12.A.1.b:** Analyze how gender, property ownership, religion, and legal status affected political rights.
- **6.1.12.B.1.a:** Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World
- **6.1.12.C.1.a:** Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period
- **6.1.12.C.1.b:** Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies
- **6.1.12.D.1.a:** Assess the impact of the interactions and conflicts between native groups and North American settlers
- **6.1.12.A.2.a:** Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- **6.1.12.A.2.b:** Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- **6.1.12.A.2.c:** Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their

continuing relevance

- **6.1.12.A.2.d:** Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today
- **6.1.12.A.2.e:** Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
- **6.1.12.B.2.a:** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity
- **6.1.12.B.2.b:** Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery
- **6.1.12.C.2.a:** Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues
- **6.1.12.D.2.a:** Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution
- **6.1.12.D.2.b:** Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time
- **6.1.12.D.2.c:** Relate events in Europe to the development of American trade and American foreign and domestic policies
- **6.1.12.D.2.d:** Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations
- **6.1.12.D.2.e:** Determine the impact of African American leaders and institutions in shaping free Black communities in the North

**Big Ideas:**

- Several European societies had various objectives in colonizing the New World and utilized different methods in order to achieve their goals.
- **Connections between clothing, gender identity, and performance among indigineous people in Colonial Virginia.**

**Essential Questions:**

- How did Spain strengthen its colonies in the Americas?
- How did France's American colonies differ from Spain's American colonies?
- What were the characteristics of the government and economy in the Southern Colonies?
- What were the goals of the Plymouth and Massachusetts Bay colonies?
- What were the characteristics of the Middle Colonies?
- In what ways were the colonial societies established by the Spanish, French, and English Similar? In what ways were they different?
- Which major groups of immigrants came to Britain's American colonies in the 1700s?
- How did English ideas about government and the economy influence life in the 13 colonies?
- How did life differ in each of the main regions of the British colonies?

- How did Great Britain's wars with France affect the American colonies?
- What factors shaped life in colonial America in the seventeenth and eighteenth centuries?
- How did concepts of gender, gender roles, gender performance, and gender identity differ among indigenous peoples and European colonists in America?
- How did concepts of gender, gender roles, gender performance, and gender identity influence Colonial social structure and labor systems?
- How were gender roles in 17th-century Jamestown affected by the colony's political, social, and economic conditions?
- How did indigenous peoples living in the area that became Virginia use clothing to indicate status or gender?

**Enduring Understandings:**

- Students will understand that the achievements of Spanish Explorers and the societies they established in the New World had imperialistic effects on the New World.
- Students will understand how the fur trade created a prosperous and tumultuous relationship with the French and Indians in North America.
- Students will understand how Quebec was founded and how the French expanded into Louisiana in order to build an empire.
- Students will understand how and why Jamestown was settled, why the colony struggled, and how it survived and became an English colony.
- Students will understand how the relationship between Native Americans and the settlers in the Southern Colonies in Maryland, the Carolinas, and Georgia varied depending on the wants and needs of the settlers.
- Students will understand why the Pilgrims left England and why they needed to create and sign the Mayflower Compact in order to promote cooperation amongst themselves.
- Students will understand how and why the Puritans created a structure of government with the Mayflower compact and its impact on the Puritan society of the Massachusetts Bay Colony.
- Students will understand why Rhode Island, New Hampshire, and Connecticut were founded and the relationship these settlers had with the Native Americans.
- Students will understand how the Dutch colony of New Netherland became an English colony of New York.
- Students will understand how the Pennsylvania colony under William Penn differed from the other American colonies especially in their relationship with the Native Americans.
- Students will understand how European migration to the colonies changed between the late 1600s and 1700s.
- Students will understand how slavery developed in the colonies and the various experiences enslaved Africans had while coming over to and in the Americas.
- Students will understand how English traditions, the Enlightenment and Great Awakening influenced the development of colonial governments.

- Students will understand how the economic relationship of mercantilism created tension between England and its colonies.
- Students will understand how geography influenced the economies, the social structure, and culture of the New England, Middle, and Southern American colonies.
- Students will understand how the causes and major events of the French and Indian War impacted English and Colonial political relationship.
- Students will:
  - make inferences about the importance of gender and gender roles in early American history
  - analyze how gender and legal status affected rights and membership in the English colonies
  - summarize the founding of Jamestown, including information about sex ratios and gender roles
  - identify political, social, and economic factors that affected gender performance and gender roles
  - explain the colony's gendered division of labor and infer who might have performed particular types of work
  - identify Thomas/Thomasine Hall and discuss the implications of the investigation into Hall's gender-related court case
  - analyze the connections between clothing, gender identity, and performance for indigenous people and English settlers in Colonial Virginia
  - compare and contrast ideas about gender roles, gender identity, and gender performance for colonists and indigenous people during the Colonial period
  - synthesize knowledge of gender roles, gender identity, and gender performance across time and place

EUROPEANS ESTABLISH COLONIES	RELEVANT RESOURCES/MATERIALS/CPIs
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2</p>
<ul style="list-style-type: none"> <li>● Students will define the following terms: missionary, presidio, viceroy, mestizo, mission, Northwest Passage, Quebec, Samuel de Champlain, coureurs de bois, metis, charter, joint-stock company, Powhatan, John Smith, House of burgesses, royal colony, proprietary colony, Bacon's Rebellion, Lord Baltimore, James Oglethorpe, Puritan, Separatist, Pilgrim, Mayflower Compact, John Winthrop, Roger Williams, Anne Hutchinson, King Phillip's War, Metacom, William Penn, Quaker,</li> <li>● Students will complete guided reading activities that correspond with the textbook. Students are responsible for</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Terms List</li> <li>● Guided Reading Activities</li> <li>● Discussion Prompts</li> <li>● Video: <i>Last of the Mohicans</i></li> </ul>

<p>paraphrasing information from the textbook and completing their guided reading activities in their own words.</p> <ul style="list-style-type: none"> <li>Students will participate in class discussions on the American colonies, the European powers that settled them and their physical relationship to each other in order to organize information from PowerPoint Slides on skeleton note outlines.</li> </ul>	
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2</p>
<ul style="list-style-type: none"> <li>Students will participate in a Mayflower Compact writing simulation, before they study what the Mayflower Compact is. Students will imagine they have just travelled the 65 days to the New England coast and will be split into groups and among the groups must come up with 5 simple rules to live by. The groups will report their rules to the group at large; students must come to an agreement on 8 rules to live by.</li> <li>Students will participate in a Plymouth Town Hall meeting simulation. Students will be divided into various groups and given topics that, during the meeting, they must bring up and promote discussion on.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>Mayflower Compact Writing Simulation</li> <li>Plymouth Town Hall Meeting Topics</li> <li>Racial Classifications Chart of New Spain</li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2</p>
<ul style="list-style-type: none"> <li>Students will complete the primary source analysis activity entitled, Tinker, Tailor, Famer, Sailor from American Memory.. The class will be divided into 3 groups and must answer questions on the geography of a particular colonial region. Students will determine what types of jobs and economics students will find if they lived in that region.</li> <li>Students will create postcards for each of the colonial regions in the Americas (Spanish, French, English, Middle, New England). Students will create an outside to the postcards and will write a quick letter home telling their families about the regions.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>Primary Source Analysis Activity</li> <li><a href="http://memory.loc.gov/ammem/ndlpedu/lessons/01/tinker/overview.html">http://memory.loc.gov/ammem/ndlpedu/lessons/01/tinker/overview.html</a></li> <li>Postcards Example (Students will create both the interior and exterior of a postcard. Students are responsible for creating 5 postcards with an inscription that describes this region of the colonies.)</li> <li>Letter Format (1-2 Page letter home to your family “back home” to describe your experiences over in the colonies)</li> </ul>

<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Definitions, Discussion, Writing Simulation, Postcards, Letter	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for research and writing
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<b>THE AMERICAN COLONIES TAKE SHAPE</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2
<ul style="list-style-type: none"> <li>Students will define the following terms: indentured servant, triangular trade, middle passage, Phyllis Wheatley, Magna Carta, Parliament, English Bill of Rights, habeas corpus, salutary neglect, navigation acts, mercantilism, Enlightenment, cash crop, dame school, George Washington, French and Indian War, Pontiac’s Rebellion, Proclamation of 1763, Benjamin Franklin, Albany Plan of Union</li> <li>Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>Students will participate in class discussions on the culture and society of the American colonies and the beginning stages of insecurity with English rule over them in order to organize information from PowerPoint Slides on skeleton note outlines.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Terms List</li> <li>Guided Reading Activities</li> <li>Discussion prompts</li> <li>Salem Witch Trials Engraving</li> <li><a href="http://memory.loc.gov/learn/lessons/01/tinker/overview.html">http://memory.loc.gov/learn/lessons/01/tinker/overview.html</a></li> <li><a href="http://www.sascurriculumpathways.com">www.sascurriculumpathways.com</a></li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.pptpalooza.net/">http://www.pptpalooza.net/</a></li> <li><a href="http://www.historyteacher.net/">http://www.historyteacher.net/</a></li> <li><a href="http://www1.american.edu/ted/ice/french-indian.htm">http://www1.american.edu/ted/ice/french-indian.htm</a></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2
<ul style="list-style-type: none"> <li>Students will evaluate and compare colonial norms and values to the norms and values of today. Students will review a list of customs and values and discuss one by one, why each was a custom or value, if it is a viable value today? Why or why not? How it has changed?</li> <li>Students will participate in a carousel in which they investigate various British influence on the American colonies. Students will analyze the Magna Carta, English Bill of Rights and the</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Questions on colonial norms</li> <li>Analysis docs/research</li> <li>Analysis Graphic Organizer</li> </ul>

Parliament, The Enlightenment (Esp. Locke and Montesquieu), Mercantilism, and the Great Awakening. Students will analyze primary sources to determine the English ideas about government and economics that influenced the colonies most.	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2
<ul style="list-style-type: none"> <li>Students will create a map that illustrates all the major battles of the French and Indian War. Students will note the battle's name, the date, and a brief description including the winner of the battle.</li> <li>Students will create a comic book/graphic novel/children's book in which they depict Bacon's Rebellion and its effects on the colonies.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Jamestown Map</li> <li>Map example (French and Indian War Map: Students will note the battles of the war and the date they occurred. Students will also note the winner of the battle or any other special circumstances of it.)</li> <li>Comic Book/Graphic Novel creation materials (Graphic Novel/Children's Book/Comic Strip: Depicting Bacon's Rebellion, the causes of it, what happened, and the effects of it.)</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Definitions, discussion, graphic organizers, map creation, graphic novel creation	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for research, writing, and cartoon strip creations

JAMESTOWN 1629 / GENDER ROLES	RELEVANT RESOURCES/MATERIALS/CPIs
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2
<ul style="list-style-type: none"> <li>Summarize the founding of Jamestown, including information about sex ratios and gender roles</li> <li>Identify political, social, and economic factors that affected gender performance and gender roles</li> <li>Explain the colony's gendered division of labor and infer who might have performed particular types of work <ul style="list-style-type: none"> <li>Project image of Jamestown</li> </ul> </li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>History Unerased Curriculum (Jamestown_1628_Colonial_America)</li> <li>Painting of Jamestown ca. 1630: Harvey's Industrial Enclave by Keith Rocco (page 8)</li> </ul>

<ul style="list-style-type: none"> <li>○ Look closely at the different activities depicted in this painting. What do you observe? What types of activities can you identify? Who is performing each type of activity? Thinking about why this painting was created and by whom, what are the limitations of using this painting to learn about life in an English settlement? Is there anything missing from this painting?</li> </ul>	
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2
<ul style="list-style-type: none"> <li>● Identify Thomas/Thomasine Hall and describe the investigation and court case related to gender</li> <li>● Analyze the connections between clothing, gender identity, and performance among English settlers in colonial Virginia <ul style="list-style-type: none"> <li>○ Prompt students with the following quote and discuss: “For the apparel oft proclaims the man,” Hamlet, Act 1, Scene 3, William Shakespeare</li> <li>○ Provide students with Thomas/Thomasine Hall case study and give them time to read and review it.</li> <li>○ Provide students with discussion questions in the case study to review Thomas/Thomasine Hall’s life in Virginia. Encourage students to write down thoughts or questions about case study.</li> </ul> </li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Gender in Colonial Virginia slideshow (includes painting of Jamestown) <a href="https://unerased.org/resource/gender-in-colonial-virginia-slides-how">https://unerased.org/resource/gender-in-colonial-virginia-slides-how</a></li> <li>● Gender and work: How does gender affect jobs and careers? Articles: <a href="http://www.bbc.com/capital/story/20170728-why-we-gender-stereotype-jobs">http://www.bbc.com/capital/story/20170728-why-we-gender-stereotype-jobs</a> and <a href="http://career.iresearchnet.com/career-development/gender-and-careers/">http://career.iresearchnet.com/career-development/gender-and-careers/</a></li> <li>● Gender and play: How do toys affect the skills and interests we develop as children, and how might childhood experiences affect future job and career potential? <a href="https://www.nytimes.com/2018/02/05/well/family/gender-stereotypes-children-toys.html">https://www.nytimes.com/2018/02/05/well/family/gender-stereotypes-children-toys.html</a> and <a href="https://www.nationalgeographic.com/magazine/2017/01/gender-toys-departments-piece/">https://www.nationalgeographic.com/magazine/2017/01/gender-toys-departments-piece/</a></li> <li>● Intersex in history: How have intersex children been treated—medically or socially—in the 20th and 21st centuries? How have practices changed since the 17th century? <a href="https://www.cnn.com/2019/04/13/health/intersex-child-parenting-eprise/index.html">https://www.cnn.com/2019/04/13/health/intersex-child-parenting-eprise/index.html</a> and</li> </ul>

	<a href="https://www.usatoday.com/story/opinion/2017/08/09/intersex-children-no-surgery-without-consent-zieselman-column/539853001/">https://www.usatoday.com/story/opinion/2017/08/09/intersex-children-no-surgery-without-consent-zieselman-column/539853001/</a>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs:</b> 6.1.12.A-D.1; 6.1.12.A-D.2</p>
<ul style="list-style-type: none"> <li>● Students will be able to analyze the connections between clothing, gender identity, and performance among indigenous peoples in Colonial Virginia.</li> <li>● Warm-up: Read aloud the quote from John Smith (slide 7).3 “For their apparel, they are some time covered with the skinnes of wilde beasts, which in winter are dressed with the haire, but in sommer without. The better sort use large mantels of deare skins not much differing in fashion from the Irish mantels. Some embroidered with white beads, some with copper, other painted after their manner.” <ul style="list-style-type: none"> <li>○ Remind students that Smith was a soldier (and writer) who participated in the founding of Jamestown. He explored and mapped the Chesapeake Bay and established a relationship with Powhatan during his travels.</li> <li>○ In 1612, he published A Map of Virginia, a book that included his observations on the indigenous people he encountered.</li> <li>○ Smith served as president of the colony from September 1608 to September 1609. He was an unpopular but productive leader,</li> <li>○ and he returned to England In October 1610.</li> <li>○ He never returned to Virginia, but in 1614 he made his first visit to the northeast coast of North America, which he named “New England.”</li> </ul> </li> <li>● In collaborative groups, students discuss the Guiding Question, ask their own questions, and make notes on the Artwork</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Primary sources from slideshow: <ul style="list-style-type: none"> <li>• The wyfe of an Herowan of Secotan: <a href="http://www.virginiaindianarchive.org/items/show/168">http://www.virginiaindianarchive.org/items/show/168</a></li> <li>• The manner of their attire: <a href="http://www.virginiaindianarchive.org/items/show/174">http://www.virginiaindianarchive.org/items/show/174</a></li> <li>• A cheife Herowans wyfe of Pomeoc: <a href="http://www.virginiaindianarchive.org/items/show/165">http://www.virginiaindianarchive.org/items/show/165</a></li> <li>• The manner of their fishing: <a href="http://www.virginiaindianarchive.org/items/show/161">http://www.virginiaindianarchive.org/items/show/161</a></li> <li>• Theire sitting at meate: <a href="http://www.virginiaindianarchive.org/items/show/170">http://www.virginiaindianarchive.org/items/show/170</a></li> <li>• Pocahontas: <a href="http://www.virginiaindianarchive.org/items/show/296">http://www.virginiaindianarchive.org/items/show/296</a></li> <li>• Primary sources also appear in the slideshow: <a href="https://unerased.org/resource/gender-in-colonial-virginia-slides-how">https://unerased.org/resource/gender-in-colonial-virginia-slides-how</a></li> </ul> </li> </ul>

<p>Analysis tool included in Student Handouts. Teachers can further guide the students' analysis with questions such as:</p> <ul style="list-style-type: none"> <li>○ What kinds of clothing are the people depicted wearing?</li> <li>○ What do you think the clothes are made from?</li> <li>○ How are they wearing the clothing?</li> <li>○ What other things are they wearing (decorative items, tattoos, etc.)?</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Jamestown summary, Case Study, Guided Questions,</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Technology for projecting map, completing questions and summary</p>

**Unit 3:  
The American Revolution and the Declaration of Independence**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: NJSLSA.R1., WHST.9-10.4., WHST.9-10.6. , WHST.9-10.8, WHST.9-10.10.**

**Approximate Time Frame: 1-2 weeks**

**History NJSLS Standards:**

**2.Revolution and the New Nation:** The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.

**A. Civics, Government, and Human Rights**

- **6.1.12.A.2.a:** Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- **6.1.12.A.2.b:** Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- **6.1.12.A.2.c:** Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance
- **6.1.12.A.2.d:** Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today
- **6.1.12.A.2.e:** Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.

**B. Geography, People, and the Environment**

- **6.1.12.B.2.a:** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity
- **6.1.12.B.2.b:** Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery

**C. Economics, Innovation, and Technology**

- **6.1.12.C.2.a:** Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues

**D. History, Culture, and Perspectives**

- **6.1.12.D.2.a:** Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution
- **6.1.12.D.2.b:** Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time
- **6.1.12.D.2.c:** Relate events in Europe to the development of American trade and American foreign and domestic policies
- **6.1.12.D.2.d:** Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations
- **6.1.12.D.2.e:** Determine the impact of African American leaders and institutions in shaping free Black communities in the North

**Big Ideas:**

- Repeated abuses on the part of the British forced the colonies into a war for independence which was secured through strong American leadership, determination, and the assistance of European allies.

**Essential Questions:**

- What aspects of the Revolutionary War were revolutionary?
- What caused the colonies to rebel against the British?
- What events led the colonists to declare their independence from Britain?
- Who were the Patriots? Who were the loyalists?
- What were the arguments for staying loyal to Great Britain?
- How did the Declaration of Independence change life in America in the 1770’s? How do the ideas relate to life in America today?
- How did the Patriots win the war against the British?
- How was the Revolutionary War un-revolutionary for African Americans and Women in America?
- How did the Revolutionary War change life not only in America but for life in other countries as well?

**Enduring Understandings:**

- Students will understand how the political heritage of Colonial America under British rule determined the political voice of the colonists.
- Students will understand why the colonists’ reacted to new laws and taxes implemented by the British colonial government and how they protested them.

- Students will understand that the Battles of Lexington and Concord were turning points in the road to independence.
- Students will understand that there were significant efforts made to avoid bloodshed as the colonies hovered between war and peace.
- Students will understand why fighting broke out to begin the American Revolution and the response of the Second Continental Congress to that fighting.
- Students will understand why a person remained loyal to the British Colonial Rule and why a person was a Patriot and loyal to the Colonies.
- Students will understand how the philosophical and political ideas of the Enlightenment influenced the Declaration of Independence.
- Students will understand how the British had the advantage at the start of the war and why their underestimating the Patriots might have cost them the Revolutionary War.
- Students will understand how the French support and the underestimation of the Colonists lead to the the causes and effects of events leading up to the British surrender at Yorktown.
- Students will understand that the American Revolution had a large symbolic value on the world stage regarding the political voice of a nation’s people in their government.

THE AMERICAN REVOLUTION	RELEVANT RESOURCES/MATERIALS/CPIs
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: 6.1.12.A-D.2</b></p>
<ul style="list-style-type: none"> <li>● Students will define the following terms: Stamp Act, John Adams, Patrick Henry, Sons of Liberty, nonimportation agreement, Boston Massacre, committee of correspondence, Boston Tea Party, Intolerable Acts, First Continental Congress, militia, loyalist, Second Continental Congress, Continental Army, Battle of Lexington, Battle of Concord, George Washington, Thomas Paine, Declaration of Independence, Thomas Jefferson, William Howe, mercenary, Battle of Trenton, Charles Cornwallis, Battle of Princeton, Saratoga, Marquis de Lafayette, Benjamin Franklin, Valley Forge, Monmouth, Kings Mountain, Yorktown, Treaty of Paris, manumission</li> <li>● Students will complete guided reading activities that correspond with the textbook. Students are responsible for</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Terms List</li> <li>● Valley Forge Diary Entries</li> <li>● Boston Massacre Engraving</li> <li>● Join or Die Political Cartoon</li> </ul>

<p>paraphrasing information from the textbook and completing their guided reading activities in their own words.</p> <ul style="list-style-type: none"> <li>Students will participate in class discussions on the causes, the course of, and the effects of the American Revolution on the politics and culture of America in order to organize information from PowerPoint Presentations on skeleton note outlines and board as paper models for note taking.</li> </ul>	
<p align="center"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p align="center"><b>Tier 2 CPIs: 6.1.12.A-D.2</b></p>
<ul style="list-style-type: none"> <li>Students will read from the book <i>History Lessons</i> in order to interpret Great Britain’s views of the American Revolution. Students will compare the British and American versions.</li> <li>Students will imagine that they are various types of American colonists during the Revolutionary War period. Students will respond to various prompts regarding some of the trigger events that caused the War. Students will decide if they would be mildly angry, very angry, or not angry to the different prompts and the class will discuss their feelings based on what their “type” of colonist</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li><i>History Lessons</i> book</li> </ul>
<p align="center"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p align="center"><b>Tier 3 CPIs: 6.1.12.A-D.2</b></p>
<ul style="list-style-type: none"> <li>Students will complete a timed writing picture prompt regarding the American Revolution and the signing of the Treaty of Paris.</li> <li>Students will participate in a “Fact or Fiction” activity regarding the film <i>The Patriot</i>.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>Picture/Prompt</li> <li><i>John Adams (HBO Miniseries)</i></li> <li><i>1776 (The Egg Clip)</i></li> <li><i>The Patriot</i></li> <li><i>America: Story of Us</i></li> <li><a href="http://www.patriotresource.com/factfiction/people/benmArtin.html">http://www.patriotresource.com/factfiction/people/benmArtin.html</a></li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Writing Picture Prompt, Fact or Fiction Activity, Discussions, Guided Reading Activities, Definitions, Quiz</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for research, analysis, daily activities, and writing</p>

DECLARATION OF INDEPENDENCE	RELEVANT RESOURCES/MATERIALS/CPIs
<p align="center"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p align="center"><b>Tier 1 CPIs: 6.1.12.A-D.2</b></p>
<ul style="list-style-type: none"> <li>• Students will define the following terms: grievance, inalienable rights, life, liberty, pursuit of happiness, property, natural rights, John Locke</li> <li>• Students will participate in class discussions on the format of the Declaration of Independence, the Enlightenment Ideals put into the document, and the purpose of the document in order to organize information from PowerPoint Presentations on skeleton note outlines and board as paper models for note taking.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Terms List</li> </ul>
<p align="center"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p align="center"><b>Tier 2 CPIs: 6.1.12.A-D.2</b></p>
<ul style="list-style-type: none"> <li>• Students should read and paraphrase sections of the Declaration of Independence. After paraphrasing various sections students should depict the main idea of it in a sketch or image.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> </ul>
<p align="center"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p align="center"><b>Tier 3 CPIs: 6.1.12.A-D.2</b></p>
<ul style="list-style-type: none"> <li>• Students will create their own Declaration of Independence. Students will utilize all parts to the document, introduction, grievances and conclusion. Students must relate the idea of natural rights to a person, place, or thing in their life.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Writing Source</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Definitions, Paraphrases, Personal Declaration of Independence</p>	<p align="center"><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for writing and research</p>

**Unit 4:**  
**The Constitution and the Bill of Rights**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: NJSLSA.R1., WHST.9-10.4., WHST.9-10.6. , WHST.9-10.8, WHST.9-10.10.**

**Approximate Time Frame: 1-2 weeks**

**History NJSLS Standards:**

**2.Revolution and the New Nation:** The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.

**A. Civics, Government, and Human Rights**

- **6.1.12.A.2.a:** Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- **6.1.12.A.2.b:** Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- **6.1.12.A.2.c:** Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance
- **6.1.12.A.2.d:** Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today
- **6.1.12.A.2.e:**Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.

**B. Geography, People, and the Environment**

- **6.1.12.B.2.a:** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity
- **6.1.12.B.2.b:** Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery

**C. Economics, Innovation, and Technology**

- **6.1.12.C.2.a:** Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues

**D. History, Culture, and Perspectives**

- **6.1.12.D.2.a:** Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution
- **6.1.12.D.2.b:** Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time
- **6.1.12.D.2.c:** Relate events in Europe to the development of American trade and American foreign and domestic policies
- **6.1.12.D.2.d:** Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations
- **6.1.12.D.2.e:** Determine the impact of African American leaders and institutions in shaping free Black communities in the North

**Big Ideas:**

- After a failed attempt at establishing a government, the Articles of Confederation, American leaders drafted possibly the finest government structure ever created in the Constitution of the United States of America; a living, breathing document which allows for change and development.

**Essential Questions:**

- What led to the creation of the United States Constitution and what are its key principles?
- How did the form of government originally created under the Articles of Confederation compare to that created with the Constitution?
- Why was the Articles of Confederation an insufficient form of government for the nearly freed colonies?
- How did the delegates to the Constitutional Convention come to an agreement about a new government?
- Why was the Bill of Rights a necessary addition to the Constitution in order to be ratified?
- Why is it vital that a nation has a constitution?
- What are the advantages of a written constitution?

**Enduring Understandings:**

- Students will understand that the newly freed states’ constitutions reflected republican ideals.
- Students will understand that the structure of the US under the Articles of Confederation lead to its failure as a written constitution due to various weaknesses stemming from the colonist’s fears regarding a powerful government.

- Students will understand why the National Congress’ plan for settling the newly acquired western territory was one of the primary successes under the Articles of Confederation.
- Students will understand that the Constitutional Convention was a hotbed of debate and quarrelling which required compromises and agreements to draft the final document.
- Students will understand that the Constitution called for a new and unique system of government and will understand how this government works.
- Students will understand that there were those who supported the new government as well as a large group who strongly opposed it. These were the Federalists and the Antifederalists; they waged an important struggle to ratify the Constitution.
- Students will understand that the Bill of Rights was added to the Constitution because some states required them to ensure the protection of the rights and property of their citizens.

<i>Creating the Constitution</i>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: 6.1.12.A-D.2</b>
<ul style="list-style-type: none"> <li>● Students will define the following terms: republic, unicameral legislature, bicameral legislature, Articles of Confederation, John Dickinson, Federal, Northwest Territory, Land Ordinance of 1785, Northwest Ordinance of 1787, Shays’ Rebellion, Alexander Hamilton, James Madison, Virginia Plan, New Jersey Plan, Great Compromise, federalism, Three-fifths Compromise, ratification, Federalist, Antifederalist, <i>The Federalist</i>, John Jay, Bill of Rights, popular sovereignty, limited government, separation of powers, checks and balances, electoral college</li> <li>● Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>● Students will participate in class discussions on how the Constitution became the blueprint for the government that we know and live by today in order to organize information from</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● <i>United States History</i> (Prentice Hall)</li> <li>● <i>Breaking Away from the Textbook: US History</i></li> <li>● <i>20 Plays for U.S. History Classes</i></li> </ul>

PowerPoint Presentations on skeleton note outlines and from board as paper note taking models	
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: 6.1.12.A-D.2</b>
<ul style="list-style-type: none"> <li>• Students will complete a station activity in which they complete a Map of the U.S. at the time of the Constitutional Convention. At each station students will have an objective they must complete on the map.</li> <li>• Students will be given various scenarios and must apply the information in the scenarios to the Constitution and find where these are located within the document.</li> <li>• Imagining that they are still the Framers they have outlined, at the end of the Chapter students will write a letter home to their families explaining all about this amazing document they have written together and the difficulty they had in getting it ratified because of the Antifederalists.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• (paintings, letters, sketches, etc) Constitution, the Articles of Confederation, Federalist Papers, “A Peep into the Antifederalist Club” political cartoon</li> <li>• <a href="http://www.sascurriculumpathways.com">www.sascurriculumpathways.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>• <a href="http://www.pptpalooza.net/">http://www.pptpalooza.net/</a></li> <li>• <a href="http://www.historyteacher.net/">http://www.historyteacher.net/</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: 6.1.12.A-D.2</b>
<ul style="list-style-type: none"> <li>• Students will research a framer of the Constitution and will create a “Myspace” for that framer with the information they researched. ( Students will be assigned various framers of the Constitution and must research this framer using the internet. Students will create a Myspace using the information they researched and portray the information in a creative manner.)</li> <li>• Given the Bill of Rights, students will create and outline a Bill of Rights for ACHS. Students should remember that they should follow the same format and orient the project around Charter (Students will create a Bill of Rights for Academy Charter High School. Students must outline 10 additions/</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Computers/Internet</li> <li>• Bill of Rights</li> <li>• Bumper Sticker project material</li> </ul>

<p>amendments to our school handbook that would be conducive to a better learning environment.)</p> <ul style="list-style-type: none"> <li>Given the descriptions of Federalists and Antifederalists, students will create two bumper stickers. One that shows support for each of the political groups (Students will make a bumper sticker for the two political groups, Federalists and Antifederalists, in order to gain support for or be opposed to the ratification of the Constitution. )</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Tests and Quizzes: Quiz: Creating the Constitution &amp; Test Unit 4. Writing Assignments: Letter, Projects including: Framers' Myspace, ACHS Bill of Rights, and Bumper Stickers</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Internet for research, writing, and projects</p>

**Unit 5:  
Establishing a New Nation**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: NJSLSA.R1., WHST.9-10.4., WHST.9-10.6. , WHST.9-10.8, WHST.9-10.10.**

**Approximate Time Frame: 1-2 weeks**

**History NJSLS Standards:**

**2.Revolution and the New Nation:** The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.

**A. Civics, Government, and Human Rights**

- **6.1.12.A.2.a:** Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- **6.1.12.A.2.b:** Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- **6.1.12.A.2.c:** Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance
- **6.1.12.A.2.d:** Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today
- **6.1.12.A.2.e:**Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.

**B. Geography, People, and the Environment**

- **6.1.12.B.2.a:** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity
- **6.1.12.B.2.b:** Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery

**C. Economics, Innovation, and Technology**

- **6.1.12.C.2.a:** Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues

**D. History, Culture, and Perspectives**

- **6.1.12.D.2.a:** Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution
- **6.1.12.D.2.b:** Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time
- **6.1.12.D.2.c:** Relate events in Europe to the development of American trade and American foreign and domestic policies
- **6.1.12.D.2.d:** Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations
- **6.1.12.D.2.e:** Determine the impact of African American leaders and institutions in shaping free Black communities in the North

**Big Ideas:**

- George Washington and the first presidents achieved great success as well as faced numerous struggles while trying to guide the new nation with results ranging from continental expansion to war.

**Essential Questions:**

- How did the debate over the role of government lead to the formation of political parties?
- How did foreign policy challenges affect political debate and shape American government?
- What were the successes and failures of the Jefferson administration?
- Why did the U.S. go to war with Britain, and what was the outcome of the war?
- How did the U.S. build a government, expand its territory, and conduct foreign policy in its early years?

**Enduring Understandings:**

- Students will understand how George Washington’s administration planned to construct the federal government and rebuild the nation’s economy after the failure of the Articles of Confederation.
- Students will understand that the political ideas of Hamilton and Jefferson greatly differed which caused a chasm in the American government, which led to the formation of the two party system.
- Students will understand that territorial expansion brought Americans into conflict with both the British and the Native Americans.
- Students will understand how the American relationships with the British, French, and Spanish differed and how political parties were further divided on how to handle foreign relations.

- Students will understand why Thomas Jefferson’s election was regarded as a “republican revolution” and that a major change in American politics came when he was elected President.
- Students will understand how John Marshall’s tenure as a Supreme Court Justice of the U.S. impacted the Nation and how he wielded the power of judicial review.
- Students will understand that the Louisiana Purchase had an enormous impact on American development, and the Lewis and Clarke expedition was an important undertaking with future implications for westward expansion.
- Students will understand how the relationship between Americans and British led to the events of the War of 1812 and as a result of the war a stronger and more unified America emerged.

<i>The New Republic</i>	RELEVANT RESOURCES/MATERIALS/CPIs
<p align="center"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p align="center"><b>Tier 1 CPIs: 6.1.12.A-D.2</b></p>
<ul style="list-style-type: none"> <li>● Students will define the following terms: administration, strict construction, precedent, Whiskey Rebellion, Cabinet, political party, tariff, Democratic Republican, loose construction, Little Turtle, Battle of Fallen Timbers, French Revolution, John Jay, XYZ Affair, Alien and Sedition Acts, Virginia and Kentucky Resolutions, Aaron Burr, bureaucracy, John Marshall, judicial review, Marbury v. Madison, Louisiana Purchase, Lewis and Clark Expedition, Barbary War, impressment, embargo</li> <li>● Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>● Students will participate in class discussions on the accomplishments and failures of the first three Presidents of the U.S in order to organize information from Power Point Presentations on skeleton note outlines and from board as paper models for notetaking.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <i>United States History</i> (Prentice Hall)</li> <li>● <i>Breaking Away from the Textbook: US History</i></li> <li>● <i>20 Plays for U.S. History Classes</i></li> </ul>

<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: 6.1.12.A-D.2</b>
<ul style="list-style-type: none"> <li>Students will complete a document based analysis carousel. Students will analyze diary entries, drawings, pictures, and maps of the expedition.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>(paintings, letters, sketches, etc) War of 1812 Political Cartoon by William Charles, Capturing and Burning of Washington 1814 (Engraving), The Providential Detention Political Cartoon</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: 6.1.12.A-D.2</b>
<ul style="list-style-type: none"> <li>Students will write a letter pretending to be Thomas Jefferson to the American people, informing them of all the things the Lewis and Clark expedition experiences and found in the newly acquired Louisiana Territory.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Letter samples</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Quiz: Washington, Adams, and Jefferson’s Presidencies, Writing Assignment: Thomas Jefferson letter	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for DBQ writing, note taking, PowerPoints

<i>War of 1812</i>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: 6.1.12.A-D.2</b>
<ul style="list-style-type: none"> <li>Students will define the following terms: Tecumseh, Battle of Tippecanoe, War Hawks, War of 1812, Andrew Jackson, Francis Scott Key, “The Star Spangled Banner”, Burning of Washington D.C., Battle of New Orleans, Treaty of Ghent, Hartford Convention</li> <li>Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li><i>United States History</i> (Prentice Hall)</li> <li><i>Breaking Away from the Textbook: US History</i></li> <li><i>War of 1812: Documentary Collection</i></li> <li><i>America: Story of Us</i></li> <li><i>President’s Series: The History Channel</i></li> </ul>

<ul style="list-style-type: none"> <li>Students will participate in class discussions on how the U.S. involved itself in a war and despite political divisions managed to get a country back on track in the war's aftermath in order to organize information from Power Point Presentation on skeleton note outlines and from board as paper models for note taking.</li> </ul>	
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: 6.1.12.A-D.2</b></p>
<ul style="list-style-type: none"> <li>Students will watch a documentary on the War of 1812 and will answer analysis questions and define vocabulary that is particular to the topic during the video.</li> <li>Students will analyze the Star Spangled Banner using the APPARTS format.</li> <li>Students will create a timeline of events that lead up to and through the War of 1812. Students will note dates, the significance of the dates in a 2 sentence explanation, and pictures to represent those dates.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li><a href="http://www.sascurriculumpathways.com">www.sascurriculumpathways.com</a></li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.pptpalooza.net/">http://www.pptpalooza.net/</a></li> <li><a href="http://www.historyteacher.net/">http://www.historyteacher.net/</a></li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: 6.1.12.A-D.2</b></p>
<ul style="list-style-type: none"> <li>Students will write a letter from James Madison's perspective warning his successor of the dangers of another experience like he had with a War of 1812.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>Letter sample</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Writing task: James Madison: A Letter to my Successor, Projects on War of 1812, Quiz on the War of 1812, Test on Unit 5</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computer for writing tasks, projector for documentary</p>

## Unit 6: Nationalism and Expansion

### 21<sup>st</sup> Century Themes and Skills:

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices:** CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

**NJSLS Technology:** 8.1.12.C.1; 8.1.12.F.1

**Interdisciplinary Connections:** NJSLSA.R1., WHST.9-10.4., WHST.9-10.6. , WHST.9-10.8, WHST.9-10.10.

**Approximate Time Frame:** 1-2 weeks

### History NJSLS Standards:

**3. Expansion and Reform:** Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

#### A.Civics, Government, and Human Rights

- **6.1.12.A.3.a:** Assess the influence of Manifest Destiny on foreign policy during different time periods in American history
- **6.1.12.A.3.b:** Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- **6.1.12.A.3.c:** Assess the role of geopolitics in the development of American foreign relations during this period.
- **6.1.12.A.3.d:** Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- **6.1.12.A.3.e:** Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- **6.1.12.A.3.f:** Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
- **6.1.12.A.3.g:** Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- **6.1.12.A.3.h:** Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

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

**B. Geography, People, and the Environment**

- **6.1.12.B.3.a:** Assess the impact of Western settlement on the expansion of United States political boundaries.

**C. Economics, Innovation, and Technology**

- **6.1.12.C.3.a:**Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation
- **6.1.12.C.3.b:**Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

**D. History, Culture, and Perspectives**

- **6.1.12.D.3.a:**Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- **6.1.12.D.3.b:**Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- **6.1.12.D.3.c:**Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- **6.1.12.D.3.d:**Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- **6.1.12.D.3.e:**Determine the impact of religious and social movements on the development of American culture, literature, and art.

**Big Ideas:**

1. The period after the War of 1812 brought a sense of nationalism to the United States which was a unifying force; yet economic and political issues created sectional attitudes and seemed destined to divide the country.
2. The mid-1800s was a period in which new ideas in philosophy and religion fueled reform movements which brought improvement to the lives of every segment of society, including slaves, women, and even prisoners.

**Essential Questions:**

- How did transportation developments and industrialization affect the nation's economy?
- How did the north and south differ during the first half of the 1800s?
- How did domestic and foreign policies reflect the nationalism of the times?
- What changes did Andrew Jackson represent in American political life?
- How did the major political issues of the 1800's emerge?
- How did nationalism and sectionalism affect the U.S. from the early 1800's to the mid 1800's?
- How did the Second Great Awakening affect life in the U.S.?
- How did the reform movements of the mid 1800s attempt to improve American society?
- How did the antislavery movement emerge in importance in the mid 1800's?
- What steps did women take to advance their rights and status during the mid 1800's?

- How did the Second Great Awakening led to several reform efforts?
- What were the causes and effects of westward expansion in the early 1800s?
- How did a Revolution in Texas lead to a war with Mexico?
- How did the Mexican American War serve to heighten tensions over slavery?
- How did the settlement of California affect those already living there and those emigrating there?

**Enduring Understandings:**

- Students will understand how developments and advancements in the transportation ushered in a Transportation Revolution in the early 1800s.
- Students will understand how industries arose in the early 1800s and how some of the leading inventions changed life in the U.S. in the early 1800s.
- Students will understand why industrialization took root in the northern part of the U.S. and the effects that it had on life there.
- Students will understand why slavery became entrenched in the south and how cotton flourished because of it.
- Students will understand how nationalism had effects on domestic and foreign policy during the years following the War of 1812.
- Students will understand that the expansion of suffrage led to a new style of campaigning for public offices, which helped Andrew Jackson to defeat John Quincy Adams in 1828.
- Students will understand that Andrew Jackson set a new standard by his ability to appeal to the common man and his use of a “spoils system.”
- Students will understand that the Indian Removal Act of 1830 was a nadir in Native American relations and led to a series of inhumane acts towards native Americans.
- Students will understand that protective tariff laws raised the issue of states’ rights.
- Students will understand that Jackson’s economic policies, including the destruction of the Bank of the United States, led to economic crisis in later years during the presidency of Martin Van Buren.
- Students will understand that new religious movements swept across America after 1790 and had a significant impact on society.
- Students will understand that new philosophies offered alternatives to traditional religion.
- Students will understand that schools, prisons, and mental hospital experienced reform during this era.
- Students will understand that key abolitionists like Frederick Douglass began to push the slavery debate to the forefront.
- Students will understand that slaves in the south and the north lived very different lives.
- Students will understand that women’s opportunities were limited in the mid-1800s.
- Students will understand that women participated in many reform movements.
- Students will understand that there were many reasons why different groups of Americans moved west.
- Students will understand that the westward expansion of the United States had a severe impact up Native Americans.
- Students will understand that early on, Mexico encouraged settlement in Texas.

- Students will understand that Texas gained its independence from Mexico after years of struggle between the Mexican government and white settlers in Texas seeking greater autonomy.
- Students will understand that the United States was conflicted over entering a war with Mexico.
- Students will understand that several key battles helped the U.S. to victory over Mexico which led to the U.S. gaining territory from Mexico.
- Students will understand that the discovery of gold in California had a significant impact on the development of the west.

<i>Nationalism and Sectionalism</i>	RELEVANT RESOURCES/MATERIALS/CPIs
<p align="center"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p align="center"><b>Tier 1 CPIs: 6.1.12.A-D.3</b></p>
<ul style="list-style-type: none"> <li>● Students will define the following terms: turnpike, National Road, Erie Canal, Industrial Revolution, Samuel Slater, Francis Cabot Lowell, Lowell Girl, interchangeable parts, Eli Whitney, Samuel F.B. Morse, Tariff of 1816, capital, labor union, nativist, cotton gin, nationalism, Henry Clay, American System, John Quincy Adams, First Seminole War, Adams-Onis Treaty, Monroe Doctrine, Missouri Compromise, caucus, Andrew Jackson, Martin Van Buren, Jacksonian Democracy, spoils system, Indian Removal Act, Trail of Tears, Tariff of Abominations, John C. Calhoun, nullification, Whig</li> <li>● Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>● Students will participate in class discussions on how nationalism and sectionalism affected life in the United States from the early to mid-1800s in order to organize information from the board as paper model for note taking.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <i>United States History</i> (Prentice Hall)</li> <li>● <i>Breaking Away from the Textbook: US History</i></li> <li>● <i>President's Series: The History Channel</i></li> </ul>
<p align="center"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p align="center"><b>Tier 2 CPIs: 6.1.12.A-D.3</b></p>

<ul style="list-style-type: none"> <li>• Students will make a flyer to gain support for the Tariff of 1816.</li> <li>• Students will follow along and answer questions pertaining to a short documentary which details John Q. Adams, the difficulties he had as a President, and Andrew Jackson's road to the presidency and the peculiar ways in which he managed his government</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• (paintings, letters, sketches, etc) View of Erie Canal Watercolor by John William Hill, Methodist Revival in the USA 1839 Watercolor, American Progress Watercolor</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: 6.1.12.A-D.3</b>
<ul style="list-style-type: none"> <li>• Students will pretend they are a Native American being forced to move on the trail of tears. Students will inform President Jackson in a letter of how they feel regarding the Indian Removal Act of 1830, being forced to sell their homes and move to another area.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Letter sample</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Nationalism Quiz, Letter to President Jackson	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Technology for writing, research, and projects

<i>Religion, Reform, and Manifest Destiny</i>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: 6.1.12.A-D.3</b>
<ul style="list-style-type: none"> <li>• Students will define the following terms: Second Great Awakening, revivalist, Evangelical, Joseph Smith, Mormon, Unitarian, Utopian Community, Transcendentalist, Ralph Waldo Emerson, Henry David Thoreau, public school movement, Horace Mann, Dorothea Dix, penitentiary movement, temperance movement, Neal Dow, freedman, Nat Turner, abolition movement, William Lloyd Garrison, Frederick Douglass, Gag Rule, Sojourner Truth, women's movement, Lucretia Mott, Elizabeth Cady Stanton, Seneca Falls Convention, suffrage, Married Women's Property Act,</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• <i>United States History</i> (Prentice Hall)</li> <li>• <i>Breaking Away from the Textbook: US History</i></li> </ul>

<p>expansionist, Manifest Destiny, Santa Fe Trail, Mountain Men, Oregon Trail, Bringham Young, Treaty of Fort Laramie, Stephen F. Austin, Antonio Lopez de Santa Ana, Lone Star Republic, Alamo, Sam Houston, James K. Polk, Zachary Taylor, Treaty of Guadalupe Hidalgo, Gadsden Purchase, Wilmot Proviso, California Gold Rush, forty-niners, placer mining</p> <ul style="list-style-type: none"> <li>• Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>• Students will participate in class discussions on the effects of the Second Great Awakening and those of the reform efforts it caused and the effects of Manifest Destiny’s push westward in order to organize information from the board as paper model for note taking.</li> </ul>	
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: 6.1.12.A-D.3</b></p>
<ul style="list-style-type: none"> <li>• Students will complete an “Annexation of Texas” scavenger hunt where students need to complete a fill in the blank worksheet with specifics regarding the war.</li> <li>• Students will analyze the Declaration of Sentiments using an APPARTS format.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.fashion-era.com/regency_fashion.htm#The%20Empire%20Style%201800">http://www.fashion-era.com/regency_fashion.htm#The%20Empire%20Style%201800</a></li> <li>• <a href="http://www.pbs.org/wgbh/americanexperience/films/donner/">http://www.pbs.org/wgbh/americanexperience/films/donner/</a></li> <li>• <a href="http://www.sascurriculumpathways.com">www.sascurriculumpathways.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>• <a href="http://www.pptpalooza.net/">http://www.pptpalooza.net/</a></li> <li>• <a href="http://www.historyteacher.net/">http://www.historyteacher.net/</a></li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: W.11-12.2</b></p>
<ul style="list-style-type: none"> <li>• Menu: Project</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Project sample/materials</li> </ul>

<ul style="list-style-type: none"> <li>○ Entree: Journal for one of three prompts that includes a biography, book cover, and journal entries pretending the student is a person living in one of those prompts</li> <li>○ Appetizer: Bio Star, Religious Revival Flyer, Transcendentalist Painting, Pro-Temperance Flyer, Timetable of a Utopian Community, Researching Typical Women’s Fashion</li> <li>○ Dessert: Ipod Playlist for Manifest Destiny and Reform Movements or Mail Order Catalog for Equipment needed regarding Manifest Destiny and the Movement West</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Quiz on Reform and Expansion, Menu Project Options, Test on Unit 6</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Technology for writing, research, and projects</p>

## Unit 7: The Civil War

### **21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: NJSLSA.R1., WHST.9-10.4., WHST.9-10.6. , WHST.9-10.8, WHST.9-10.10.**

**Approximate Time Frame: 1-2 weeks**

### **History NJSLS Standards:**

**4. Civil War and Reconstruction:** The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

#### **A. Civics, Government, and Human Rights**

- **6.1.12.A.4.a:**Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War
- **6.1.12.A.4.b:**Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- **6.1.12.A.4.c:**Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

#### **B. Geography, People, and the Environment**

- **6.1.12.B.4.a:** Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
- **6.1.12.B.4.b:**Analyze the impact of population shifts and migration patterns during the Reconstruction period.

#### **C. Economics, Innovation, and Technology**

- **6.1.12.C.4.a:**Assess the role that economics played in enabling the North and South to wage war.
- **6.1.12.C.4.b:**Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

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

#### **D. History, Culture, and Perspectives**

- **6.1.12.D.4.a:** Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- **6.1.12.D.4.b:** Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- **6.1.12.D.4.c:** Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- **6.1.12.D.4.d:** Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- **6.1.12.D.4.e:** Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

#### **Big Ideas:**

1. Despite the efforts of American politicians like Lincoln and Clay, the long standing feud between the North and South, which was rooted in the slavery debate, finally resulted in the dissolution of the Union and the onset of the Civil War.
2. The course of the American Civil War and its outcome refined our understanding of American history for America's North and South and for its Black and White citizens.

#### **Essential Questions:**

- How did the nation's expansion lead to the Civil War?
- How did Congress try to resolve the dispute between North and South over slavery?
- How did the Fugitive Slave Act, the Kansas Nebraska Act, John Brown's Raid, and the Dred Scott Decision increase tensions between the North and the South?
- Why is the rise of the Republican Party important to the political atmosphere surrounding the Civil War?
- How did the Union finally collapse into Civil War?
- How did each side's resources and strategies affect the early battles of the Civil War?
- How did the Emancipation Proclamation and the efforts of African American soldiers affect the course of the Civil War?
- How did the Civil War bring temporary and lasting changes to American society?
- How did the battles at Vicksburg and Gettysburg change the course of the War?
- What was the final outcome and impact of the Civil War on the lives of both Northerners and Southerners?

#### **Enduring Understandings:**

- Students will understand that the North and South continued to grow farther apart in terms of economic and social aspects.
- Students will understand that the issue of California's statehood became a major battle in the slavery debate.

- Students will understand how that Clay, Webster, and Douglass produced the Compromise of 1850, which temporarily halted talks of secession.
- Students will understand that the Fugitive Slave Law attempted to tighten control on slaves and return escaped slaves back to southern plantation owners.
- Students will understand that the Underground Railroad and abolitionists succeeded in defying the Fugitive Slave Law.
- Students will understand that the slavery issue led to violence and fighting in Kansas.
- Students will understand that new political parties formed as the North and South forged new alliances.
- Students will understand that the Dred Scott decision had a large impact on crisis over slavery.
- Students will understand that Lincoln and Douglass each had different ideas about how to end slavery but both realized that it had to be addressed.
- Students will understand that the events at Harper’s Ferry had enormous implications upon North-South relations.
- Students will understand that Lincoln’s election to president had a direct relationship to the formation of the Confederate States of America.
- Students will understand how differences in resources and strategies between the North and South during the Civil War created strengths and weaknesses that aided both sides in battles during the war.
- Students will understand why Lincoln decided to issue the Emancipation Proclamation and what it achieved.
- Students will understand that African Americans took up many roles during the Civil War.
- Students will understand how the war changed the economy and society in the North and South both during and after the Civil War and the effect it had on Women.
- Students will understand that soldiers had many different experiences in the North and South during and immediately after the Civil War ended.
- Students will understand why the Battles at Vicksburg and Gettysburg are important to the end of the Civil War.
- Students will understand that Contemporary American History began with the end of the Civil War.

<i>A Union in Crisis</i>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: 6.1.12.A-D.4</b>

<ul style="list-style-type: none"> <li>• Students will define the following terms: Wilmot Proviso, Free-Soil Party, Popular Sovereignty, secede, Compromise of 1850, Fugitive Slave Act, personal liberty laws, Underground Railroad, Harriet Tubman, Harriet Beecher Stowe, Kansas-Nebraska Act, John Brown, “Bleeding Kansas”, Know-Nothings, Republican Party, Dred Scott, Roger B. Taney, Abraham Lincoln, Stephen Douglas, Harpers Ferry, Jefferson Davis, John C. Breckinridge, Confederate States of America, Crittenden Compromise, Fort Sumter</li> <li>• Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>• Students will participate in class discussions on how the nation’s expansion westward caused issues and debates in regards to slavery to erupt in order to paraphrase information from Power Point slides on to outlines for note taking.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <i>United States History</i> (Prentice Hall)</li> <li>• <i>Breaking Away from the Textbook: US History</i></li> <li>•</li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: 6.1.12.A-D.4</b></p>
<ul style="list-style-type: none"> <li>• Political Cartoon Carousel/Station Activity: Students will analyze various political cartoons from the era that are social commentaries on the events that lead up to the Civil War.</li> <li>• Students will create election paraphernalia for Stephen Douglas, John Bell, John Breckenridge, and Abraham Lincoln. Students will be split into four groups to support the two men. In the groups the students must create campaign buttons, fliers, a pamphlet with their beliefs to distribute to gain support, and a speech.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: 6.1.12.A-D.4</b></p>

<ul style="list-style-type: none"> <li>• Students will create a political cartoon in which the Northerner's poke fun at the Southern elitist attitude.</li> <li>• Students will write a 1 page essay about John Brown and his fanatical efforts to end slavery. Students will write an analytical essay. Students will reflect on John Brown's tactics in trying to obtain the arsenal at Harpers Ferry, Va.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Political cartoon sample</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> John Brown's raid essay, Quiz on A Union in Crisis	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Comic Strip online program, writing on computers

<i>The Course of the Civil War</i>	RELEVANT RESOURCES/MATERIALS/CPIs
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: 6.1.12.A-D.4</b>
<ul style="list-style-type: none"> <li>• Students will define the following terms: blockade, Robert E. Lee, Anaconda Plan, border state, Stonewall Jackson, George B McClellan, Ulysses S. Grant, Shiloh, contraband, Antietam, Emancipation Proclamation, Militia Act, 54<sup>th</sup> Massachusetts Regiment, income tax, bond, Homestead Act, conscription, Copperhead, habeas corpus, inflation, Clara Barton, siege, Vicksburg, Gettysburg, George Pickett, Gettysburg Address, total war, William Tecumseh Sherman</li> <li>• Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>• Students will participate in class discussions on the causes, key events, and effects of the Civil War in order to paraphrase information from PowerPoint slides on to outlines for note taking.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Terms List</li> <li>• PowerPoint</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: 6.1.12.A-D.4</b>

<ul style="list-style-type: none"> <li>● Virtual Field Trip: Utilization of the Internet Sources to investigate important figures and Battles of the Civil War.</li> <li>● Map Completion: Using a blank map of the U.S. students will locate areas they investigated on their Virtual Field Trip</li> <li>● Students will analyze the Emancipation Proclamation and the Gettysburg Address using the APPARTS format.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.sascurriculumpathways.com">www.sascurriculumpathways.com</a></li> <li>● <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>● <a href="http://www.pptpalooza.net/">http://www.pptpalooza.net/</a></li> <li>● <a href="http://www.historyteacher.net/">http://www.historyteacher.net/</a></li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: 6.1.12.A-D.4</b></p>
<ul style="list-style-type: none"> <li>● Scrap Book: Students interpret a perspective on the Civil War to create two scrapbook pages that this perspective would create about the Civil War. Student scrapbook pages may have some of the following: poems, songs, quotations, newspaper articles, or maps. Students must have at least 2 pictures relating to their assigned Civil War perspective, and a 150 word biography/description of it.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● ScrapBook Materials/Sample</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Quiz on the Civil War, Civil War scrapbook, virtual field trip photo journal, Test on Unit 7</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Virtual field trip internet resources</p>

## Unit 8: Reconstruction

### **21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: NJSLSA.R1., WHST.9-10.4., WHST.9-10.6. , WHST.9-10.8, WHST.9-10.10.**

**Approximate Time Frame: 1-2 weeks**

### **History NJSLS Standards:**

**4. Civil War and Reconstruction:** The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

#### **A. Civics, Government, and Human Rights**

- **6.1.12.A.4.a:**Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War
- **6.1.12.A.4.b:**Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- **6.1.12.A.4.c:**Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

#### **B. Geography, People, and the Environment**

- **6.1.12.B.4.a:** Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
- **6.1.12.B.4.b:**Analyze the impact of population shifts and migration patterns during the Reconstruction period.

#### **C. Economics, Innovation, and Technology**

- **6.1.12.C.4.a:**Assess the role that economics played in enabling the North and South to wage war.
- **6.1.12.C.4.b:**Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

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

#### **D. History, Culture, and Perspectives**

- **6.1.12.D.4.a:** Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- **6.1.12.D.4.b:** Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- **6.1.12.D.4.c:** Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- **6.1.12.D.4.d:** Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- **6.1.12.D.4.e:** Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

#### **Big Ideas:**

1. After the Civil War, a period of Reconstruction served to be a turning point in United States History and as our country reunified political, social, and economic patterns changed.
2. During Reconstruction, Blacks were finally emancipated and the nation united as one. With the end of the Civil War, it seemed as though Lincoln's vision of a truly United States had finally come to be.

#### **Essential Questions:**

- What lasting consequences arose from the struggles over Reconstruction?
- How did the Radical Republican's plan for reconstruction differ from Lincoln's and Johnson's?
- How did the Fourteenth and Fifteenth extend the rights of African Americans?
- What were the immediate effects of Reconstruction?
- How and Why did reconstruction end?

#### **Enduring Understandings:**

- Students will understand why a plan of Reconstruction was needed in the South and compare those plans of Lincoln, Johnson, and Congress.
- Students will understand why Andrew Johnson had political difficulties as President of the U.S. and the reasons for his impeachment by the Congress.
- Students will understand that the Republicans gained control of southern state governments through African American and Poor white southerner's utilization of Political Power and the introduction of Carpetbaggers to the South.
- Students will understand how freedmen adjusted to their newfound freedom and the South's new economic system.
- Students will understand why Southerners went to extremes to limit the rights of African Americans and how the federal government responded to these actions.

- Students will understand why Reconstruction ended and the successes and failures of it.

<i>Reconstruction</i>	RELEVANT RESOURCES/MATERIALS/CPIs
<p align="center"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p align="center"><b>Tier 1 CPIs: 6.1.12.A-D.4</b></p>
<ul style="list-style-type: none"> <li>• Students will define the following terms: reconstruction, Radical Republican, Wade-Davis Bill, Freedman’s Bureau, Andrew Johnson, black code, Civil Rights Act of 1866, Fourteenth Amendment, impeach, fifteenth amendment, scalawag, carpetbagger, segregation, integration, sharecropping, share tenancy, tenant farming, Ku Klux Klan, Enforcement Acts, Redeemer, Rutherford B. Hayes, Compromise of 1877.</li> <li>• Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>• Students will participate in class discussions on the twelve years that followed the Civil War deemed Reconstruction and the political, social and economic effects of these years in order to organize information from Power Point Slides on outlines for note taking.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <i>United States History</i> (Prentice Hall)</li> <li>• <i>Breaking Away from the Textbook: US History.</i></li> <li>• <i>President’s Series: The History Channel</i></li> </ul>
<p align="center"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p align="center"><b>Tier 2 CPIs: 6.1.12.A-D.4</b></p>
<ul style="list-style-type: none"> <li>• In groups, students will create a memorial ceremony to honor President Lincoln, following his assassination. In groups students will create speeches from the following points of view: Andrew Johnson, a northern member of congress, a southern member of congress, and a black person.</li> <li>• Students will analyze primary source documents in a carousel. Students will be shown pictures and should comment on the</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.sascurriculumpathways.com">www.sascurriculumpathways.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>• <a href="http://www.pptpalooza.net/">http://www.pptpalooza.net/</a></li> <li>• <a href="http://www.historyteacher.net/">http://www.historyteacher.net/</a></li> <li>• <a href="http://www.let.rug.nl/usa/D/1851-1875/constitution/ccs.htm">http://www.let.rug.nl/usa/D/1851-1875/constitution/ccs.htm</a> (Constitution of the Confederate States of America)</li> </ul>

<p>feelings of the subjects and what should be done to change the subject.</p> <ul style="list-style-type: none"> <li>Students will watch the movie “Gone with the Wind” and analyze the movie’s characters, quotes and representation of Reconstructed South.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.let.rug.nl/usa/P/all16/writings/wdveto.htm">http://www.let.rug.nl/usa/P/all16/writings/wdveto.htm</a> (Wade Davis Bill)</li> <li><a href="http://www.let.rug.nl/usa/D/1851-1875/slavery/addres.htm">http://www.let.rug.nl/usa/D/1851-1875/slavery/addres.htm</a> (Address by a convention of Negroes)</li> <li><a href="http://www.icsd.k12.ny.us/legacy/highschool/pjordan/ushonors/Regents%20Review/Manifest%20Destiny%20to%20Reconstruct/reconstruction.html">http://www.icsd.k12.ny.us/legacy/highschool/pjordan/ushonors/Regents%20Review/Manifest%20Destiny%20to%20Reconstruct/reconstruction.html</a></li> <li><a href="http://www.impeach-andrewjohnson.com/">http://www.impeach-andrewjohnson.com/</a> (Harper’s Weekly the Impeachment of Andrew Johnson)</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: 6.1.12.A-D.4</b></p>
<ul style="list-style-type: none"> <li>Students will complete a DBQ essay in which they will assess the following prompt using documents, “To what extent did Reconstruction bring the Southern Negro the equality and freedom that slavery had denied them?” Students must use four of the sources in their response and cite them properly.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>DBQ Prompt</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Quiz and Test on Reconstruction, Reconstruction DBQ Essay, National memorial for President Lincoln Projects</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Docs for essay writing, internet for research</p>

**Unit 9:  
Life Across the United States, 1865-1900**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: NJSLSA.R1., WHST.9-10.4., WHST.9-10.6. , WHST.9-10.8, WHST.9-10.10.**

**Approximate Time Frame: 1-2 weeks**

**History NJSLS Standards:**

**4. Civil War and Reconstruction:** The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

**A. Civics, Government, and Human Rights**

- **6.1.12.A.4.a:**Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War
- **6.1.12.A.4.b:**Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- **6.1.12.A.4.c:**Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

**B. Geography, People, and the Environment**

- **6.1.12.B.4.a:** Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
- **6.1.12.B.4.b:**Analyze the impact of population shifts and migration patterns during the Reconstruction period.

**C. Economics, Innovation, and Technology**

- **6.1.12.C.4.a:**Assess the role that economics played in enabling the North and South to wage war.
- **6.1.12.C.4.b:**Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

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

#### **D. History, Culture, and Perspectives**

- **6.1.12.D.4.a:** Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- **6.1.12.D.4.b:** Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- **6.1.12.D.4.c:** Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- **6.1.12.D.4.d:** Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- **6.1.12.D.4.e:** Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

#### **Big Ideas:**

- In a post Civil War world, westward migration and the rapid growth of its cities confronted the new American nation with enormous social, political, and economic challenges.

#### **Essential Questions:**

- How did consumption patterns change in the late 19<sup>th</sup> Century?
- What luxuries did cities begin to offer the middle class in the late 19<sup>th</sup> Century?
- How did new forms of entertainment emerge in popularity in the late 19<sup>th</sup> Century?
- How did the economy, society, and culture of the South and West change after the Civil War?
- How did the pressures of westward expansion impact Native Americans?
- How did the Dawes Act change the way Indians were treated?
- What economic and social factors changed the West in post-Civil War America?
- How was the development of the Trans Continental Rail Road encouraged and how did it impact the cattle industry?
- What are some of the factors that pulled people to settle in the Great Plains?

#### **Enduring Understandings:**

- Students will understand why new types of stores and marketing had an impact on American life and the development of a Mass Culture.
- Students will understand why new forms of entertainment such as nickelodeons, vaudeville shows, amusement parks, and sporting events gained popularity in the late 1800's.

- Students will understand that the Southern economy changed in the late 1800's to introduce industries but was still based on the cotton crop.
- Students will understand that Southern Blacks gained some rights with the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments but over time their legal gains were pushed back by a series of Supreme Court decisions.
- Students will understand how the Native Americans and white settlers in the American West differed on the usage of land.
- Students will understand that the conflicts between white settlers and Native Americans resulted in various Indian Wars that ended with the confrontation at Wounded Knee.
- Students will understand why mining and railroad development was significant to the development of the West and the development of cattle ranches.
- Students will understand that the interaction of a diverse group of people in the West brought about conflict economically and socially.
- Students will understand that whites created a racially segregated society in the South causing a response from African Americans to gain equality.
- Students will understand how the efforts to end discrimination among Chinese, Mexican, and female members of American society had various similarities which the groups shared to promote equality.
- Students will understand that American politics were corrupt in the 1870's and 1880's and that political cartoons were crucial in conveying the corruption to the American people.
- Students will understand why civil service was reformed by Chester A. Arthur in the 1880s due to the corruption and the spoils system that preceded him.
- Students will understand how Americans were divided over economic issues such as utilizing the gold standard as the basis of currency and a tariff.
- Students will understand how farmers faced problems and why they joined alliances to address them.
- Students will understand how Populism emerged, why this political party did not last, and the legacy they left behind.
- Students will understand how the development of technology in the 19<sup>th</sup> century improved city life.
- Students will understand that city dwellers solved the problems caused by the rapid urban growth of the late 1800s.

<i>The South and West Transformed</i>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: 6.1.12.A-D.4</b>

<ul style="list-style-type: none"> <li>• Students will define the following terms: cash crop, farmer’s alliance, Civil Rights Act of 1875, reservation, Sand Creek Massacre, Sitting Bull, Battle of Little Big Horn, Chief Joseph, Wounded Knee, assimilate, Dawes General Allotment Act, vigilante, transcontinental railroad, land grant, open range, Homestead Act, Exodusters</li> <li>• Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>• Students will participate in class discussion by completing skeleton notes on changes that occurred in the Southern and Western economy, society, and culture of the late 1800’s.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <i>United States History</i> (Prentice Hall)</li> <li>• <i>Breaking Away from the Textbook: US History</i></li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: 6.1.12.A-D.4</b></p>
<ul style="list-style-type: none"> <li>• Students will make an advertisement for the Dawes Allotment Act and the Homestead Act that will not only inform the reader of the purpose of the acts but will persuade the viewer to move out West.</li> <li>• Students will write a scary story about a Ghost Town: students’ stories will be shared around a “camp fire.” Students “Ghost Stories” should reflect on the development of mining, the Transcontinental Rail Road, or cattle ranching during the late 19<sup>th</sup> Century. These stories should also describe in the cycle of a town going from a boom to bust town.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.legendsofamerica.com/we-blackjackketchum3.html">http://www.legendsofamerica.com/we-blackjackketchum3.html</a> (ghost stories)</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: 6.1.12.A-D.4</b></p>
<ul style="list-style-type: none"> <li>• Students will create a PowerPoint Presentation on a chosen topic regarding the movement and settlement of the South and West of the US. Students will compile information into 5 slides and also have 5 picture slides. Students will also create a</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>

<p>worksheet for their classmates to follow their presentations with. Topics to consider: Entertainment Advances in the late 19<sup>th</sup>/Early 20<sup>th</sup> Centuries, Sports in the late 19<sup>th</sup>/Early 20<sup>th</sup> Centuries, Development of a Mass Culture the late 19<sup>th</sup>/Early 20<sup>th</sup> Centuries, Technological Advances in the late 19<sup>th</sup>/Early 20<sup>th</sup> Centuries, Architecture in the late 19<sup>th</sup>/Early 20<sup>th</sup> Centuries, Fashion in the late 19<sup>th</sup>/Early 20<sup>th</sup> Centuries, Amusement Parks in the late 19<sup>th</sup>/Early 20<sup>th</sup> Centuries</p>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Quiz on The South and West Transformed, PowerPoint Presentations</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Technology for projects and writing</p>

## Unit 10: The Industrial Revolution

### **21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: NJSLSA.R1., WHST.9-10.4., WHST.9-10.6. , WHST.9-10.8, WHST.9-10.10.**

**Approximate Time Frame: 1-2 weeks**

### **History NJSLS Standards:**

**5. The Development of the Industrial United States:** Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans.

The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.

#### **A. Civics, Government, and Human Rights**

- **6.1.12.A.5.a:** Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- **6.1.12.A.5.b:** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

#### **B. Geography, People, and the Environment**

- **6.1.12.B.5.a:** Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- **6.1.12.B.5.b:** Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

#### **C. Economics, Innovation, and Technology**

- **6.1.12.C.5.a:** Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

- **6.1.12.C.5.b:** Compare and contrast economic development of the North, South, and West in the post-Civil War period.
- **6.1.12.C.5.c:** Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

**D. History, Culture, and Perspectives**

- **6.1.12.D.5.a:** Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- **6.1.12.D.5.b:** Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- **6.1.12.D.5.c:** Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- **6.1.12.D.5.d:** Relate varying immigrants' experiences to gender, race, ethnicity, or occupation

**Big Ideas:**

- With an increase interest in innovative technology and inventions in the late 1800's came an age in American History known as the Industrial Revolution. This time brought about new advances in transportation and communication as well as organized labor movements and government intervention to protect industrial workers.

**Essential Questions:**

- How did the industrial growth of the late 1800s shape American society and the economy?
- What factors spurred industrial growth in the late 1800s?
- How did new technologies shape industrialization?
- How did big business shape the American economy in the late 1800s and early 1900s?
- How did the federal government regulate businesses in the late 1800s and early 1900s?
- How did the rise of labor unions shape relations among workers, big businesses and government?
- How were workers exploited by their employers?

**Enduring Understandings:**

- Students will understand why Industrialization flourished and how it caused technological advancements on the U.S. in the late 1800s
- Students will understand that new inventions and innovations changed the lives of Americans in the late 1800's.
- Students will understand how new and different methods increased business profits during the late 1800's.
- Students will understand why the public debated the impact of big businesses and how the government took steps to block abuses of corporate power.
- Students will understand how Industrialization created problems and hardships that workers faced in the late 1800's.
- Students will understand that in the late 1800's various labor organizations emerged rallying for various workplace compromises in alignment with each group's agenda.

<i>The Triumph of Industry</i>	RELEVANT RESOURCES/MATERIALS/CPIs
<p align="center"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p align="center"><b>Tier 1 CPIs: 6.1.12.A-D.5</b></p>
<ul style="list-style-type: none"> <li>● Students will define the following terms: entrepreneur, protective tariff, laissez faire. Patent, Thomas Edison, Bessemer process, suspension bridge, time zone, mass production, corporation, monopoly, cartel, John D. Rockefeller, horizontal integration, trust, Andrew Carnegie, vertical integration, Social Darwinism, ICC, Sherman Anti-Trust Act, sweatshop, company town, collective bargaining, socialism, Knights of Labor, Terrence V. Powderly, Samuel Gompers, AFL, Haymarket Riot, Homestead Strike, Eugene V. Debs, Pullman Strike</li> <li>● Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>● Students will participate in class discussions and complete skeleton notes, timelines, and outlines on how American grew industrially in the late 1800's and how this growth shaped America socially and economically.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <i>United States History</i> (Prentice Hall)</li> <li>● <i>Breaking Away from the Textbook: US History</i></li> </ul>
<p align="center"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p align="center"><b>Tier 2 CPIs: 6.1.12.A-D.5</b></p>
<ul style="list-style-type: none"> <li>● Web Quest: Using the source page, (<a href="http://www.ilr.cornell.edu/trianglefire/">http://www.ilr.cornell.edu/trianglefire/</a>), students will embark on a WebQuest in which they investigate the causes and effects of the Triangle Shirtwaist Factory Fire.</li> <li>● While viewing a brief documentary on Andrew Carnegie and John D. Rockefeller, students will identify aspects of the men's lives that make them robber barons or tycoons of industry.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.ilr.cornell.edu/trianglefire/">http://www.ilr.cornell.edu/trianglefire/</a> (Triangle Shirtwaist fire)</li> <li>● <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> (for clips on Carnegie, Rockefeller, and Morgan)</li> <li>● <a href="http://205.188.238.109/time/time100/builder/other/barons.html">http://205.188.238.109/time/time100/builder/other/barons.html</a> (Blessed Barons: Rapacious? Sure. But 19th century titans)</li> </ul>

<ul style="list-style-type: none"> <li>Students will complete an analysis of the article, “Blessed Barons: Rapacious? Sure. But 19th century titans Carnegie, Rockefeller and Morgan set the stage for the empire builders of the 20<sup>th</sup>”</li> </ul>	<p>Carnegie, Rockefeller and Morgan set the stage for the empire builders of the 20<sup>th</sup>)</p>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: 6.1.12.A-D.5</b></p>
<ul style="list-style-type: none"> <li>Students will write a 5-paragraph essay on the Triangle Factory Fire and its significance in regards to the government’s regulation of safety in the workplace and the development of organized labor. After researching the Triangle Factory Fire in a WebQuest, students will assess the significance of the fire. Students will decide how this event has influenced the government’s safety regulation and the development of organized labor.</li> <li>Students will create a Talk Show that interviews various personas regarding an industry in order to resolve a possible labor strike. People to interview: Corporate Head, Disgruntled Employees planning a labor strike, and Labor Union Head. Students may work in groups up to 4 members and must create a dialogue up to 10 or more minutes. Students will identify a particular labor union strike from the late 1800’s. Students will create “characters” and a talk show setting in which they will try to resolve the strike. Students must create at least 10 minutes of dialogue between the following Corporate/Company Head, Disgruntled Employees planning a labor strike, and Labor Union Head. Students should identify the purpose of the strike, what the effects of the strike were, who the head of the company was and the compromises that needed to be made amongst them to come to an agreement.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>Essay outline</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Quiz and Test on Unit 10, Essay on the Triangle Factory Fire, Talk Show Project</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Google Docs for writing</p>

## Unit 11: Immigration

### **21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: NJSLSA.R1., WHST.9-10.4., WHST.9-10.6. , WHST.9-10.8, WHST.9-10.10.**

**Approximate Time Frame: 1-2 weeks**

### **History NJSLS Standards:**

**6. The Emergence of Modern America: Progressive Reforms:** Progressive reform movements promoted government efforts to address the problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

#### **A. Civics, Government, and Human Rights**

- **6.1.12.A.6.a:** Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- **6.1.12.A.6.b:** Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
- **6.1.12.A.6.c:** Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

#### **B. Geography, People, and the Environment**

- **6.1.12.B.6.a:** Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- **6.1.12.B.6.b:** Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

#### **C. Economics, Innovation, and Technology**

- **6.1.12.C.6.a:** Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

- **6.1.12.C.6.b:**Determine how supply and demand influenced price and output during the Industrial Revolution.
- **6.1.12.C.6.c:**Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

**D. History, Culture, and Perspectives**

- **6.1.12.D.6.a:**Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
- **6.1.12.D.6.b:**Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
- **6.1.12.D.6.c:** Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

**Big Ideas:**

- At the close of the 19 th Century, a modern America emerges that is technically and economically stronger than its rivals. Despite the successes of the late 19 th century, the country struggled as an influx of immigrants brought changes to life in America.

**Essential Questions:**

- Why did immigrants come to the U.S. and what impact did they have on society?
- How did the immigrants assimilate to and change American culture?
- How did urban living create problems?
- What challenges did city dwellers face and how did they meet them?
- Why and how did Americans restrict immigration?
- What difficulties did immigrants face at immigration stations such as Ellis Island and Angel Island?

**Enduring Understandings:**

- Students will understand how the term “new immigrants” gained meaning and that was coined in the late 1800s by earlier immigrants.
- Students will understand how push and pull factors lead immigrants to America in the late 19<sup>th</sup> Century.
- Students will understand how the challenges that the various immigrant groups experienced while traveling to and living in America differed not only ethnically but also economically.
- Students will understand that while immigrants adapted to American life they tried to maintain familiar cultural practices from the old country.
- Students will understand how immigration and migration caused urban growth in the late 1800s.

<i>Immigration and Urbanization</i>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies</b>	<b>Tier 1 CPIs:</b>

<b>(Knowledge/Comprehension)</b>	<b>6.1.12.A-D.6</b>
<ul style="list-style-type: none"> <li>● Students will define the following terms: “new” immigrant, steerage, Ellis Island, Angel Island, Americanization, “melting pot”, “salad bowl”/”American mosaic”, nativism, Chinese Exclusion Act</li> <li>● Students will complete guided reading activities that correspond with the textbook. Students are responsible for paraphrasing information from the textbook and completing their guided reading activities in their own words.</li> <li>● Students will participate in class discussions in order to complete skeleton notes and outlines regarding how an influx of immigrants changed the shape of America socially, politically, and economically.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <i>United States History</i> (Prentice Hall)</li> <li>● <i>Breaking Away from the Textbook: US History</i></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: 6.1.12.A-D.6</b>
<ul style="list-style-type: none"> <li>● Students will go through an Ellis Island simulation in which they are an immigrant trying to enter the United States. Students will have to complete immigration cards, bring in 3 things they cannot live without, and upon entering the room they will be divided into various groups, pass, failure-quarantine (marked L, X, or E with chalk), failure- conditional, failure. Students will not be told what groups they were assigned to. Students will complete various station activities that enhance the feeling of moving through Ellis Island. As a culminating activity, students will reflect on whether they believe the government was justified in weeding through immigrants in this way.</li> <li>● Students will watch the movie, “Island of Hope, Island of Fears” and complete an analysis of the video with high-level thinking questions.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www3.cesa10.k12.wi.us/clustera/theta/Altoona/immigration/Immigration_Simulation.htm">http://www3.cesa10.k12.wi.us/clustera/theta/Altoona/immigration/Immigration_Simulation.htm</a> (Station Ideas)</li> <li>● <a href="http://www.hsp.org/default.aspx?id=75">http://www.hsp.org/default.aspx?id=75</a> (Historical Society of Pennsylvania with various primary sources regarding multiple nationalities in America)</li> <li>● <a href="http://solomon.imld.alexanderstreet.com/">http://solomon.imld.alexanderstreet.com/</a> (Diary entries read aloud regarding the immigration experience)</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: 6.1.12.A-D.6</b>

<ul style="list-style-type: none"> <li>• Students will utilize primary sources and will create a photographic “essay” using PowerPoint. Students will be assigned various immigrant groups and will portray this group’s immigration experience, from country to the lives they experience over in America. Students will choose an ethnic song for the essay and should use pictures, cartoons and sketches, with as minimal words as possible. Students will write a narrative essay for the photographic essay, which will be read as the students create their presentation. Students will also create a Works Cited page.</li> <li>• To build upon the immigrant experience students portrayed in their videos, students will write either a diary from the perspective of an immigrant (roughly 6 entries or more) and compile a cookbook of recipes (10 or more) the group is bringing over from the old country. For each book, students will write a 200-word introduction, create a front (with picture, title, and author) and back cover (with a summary of the book), and include 5 pictures</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Primary Sources</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Narrative Essay, Photographic Essay Project/Book Creation</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Technology for writing and projects</p>

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b>  Authentic listening and reading sources that provide data and support for speaking and writing prompts.  Exploration of art and/or artists to understand society and history.  Use of Higher Level Questioning Techniques  Provide assessments that require higher level thinking  Varied Lexile levels of reading  Increased production in writing assignments  Substituting written texts with project based learning  Varying time requirements to complete assignments  Student-directed learning/  independent studies</p> <p><b>Extension Activities</b>  Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p>	<p><b>Modifications for Classroom</b>  Literature-Centered Language Development chapter.</p> <p><b>Instructional Supports:</b>  Hands-on materials  -bilingual dictionaries  -visual aids  -teacher made adaptations, outlines, study guides  -varied leveled texts of the same content</p> <p><b>Modifications for Homework/ Assignments</b></p> <p><b>Preparing students for the lesson:</b></p> <ul style="list-style-type: none"> <li>• Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.</li> <li>• Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.</li> <li>• Developing Content Area Vocabulary through the use of word walls and labeling classroom</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b>  Pair visual prompts with verbal presentations  Ask students to restate information, directions, and assignments.  Model skills / techniques to be mastered.  Extended time to complete class work  Provide copy of class notes  Preferential seating to be mutually determined by the student and teacher  Student may request to use a computer to complete assignments.  Student may request books on tape / CD / digital media, as available and  Varied Lexile levels of reading</p> <ul style="list-style-type: none"> <li>• Increased production in writing assignments</li> <li>• Substituting written texts with project based learning</li> </ul>	<p><b>Modifications for Classroom</b>  Pair visual prompts with verbal presentations  Ask students to restate information, directions, and assignments.  Repetition and practice  Model skills / techniques to be mastered.  Extended time to complete class work  Provide copy of class notes  Preferential seating to be mutually determined by the student and teacher  Student may request to use a computer to complete assignments.  Establish expectations for correct spelling on assignments.  Extra textbooks for home.  Student may request books on tape / CD / digital media, as available and appropriate.</p>

<p>Exploration of art and/or artists to understand society and history.  Use of Higher Level Questioning Techniques  Provide assessments that require higher level thinking  Flexible Grouping:  <a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>  Jigsaw Activities:  <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a></p>	<p>objects. Students encounter new academic vocabulary in English.</p> <ul style="list-style-type: none"> <li>• Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses.</li> <li>• Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc</li> </ul> <p><b>Presenting the Lesson</b></p> <ul style="list-style-type: none"> <li>• Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.</li> <li>• Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.</li> <li>• Provide students with opportunities to participate in</li> </ul>	<ul style="list-style-type: none"> <li>• Varying time requirements to complete assignments</li> </ul> <p>Student-directed learning/ independent studies appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b></p>	<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete</p>
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	<p>numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.</p> <ul style="list-style-type: none"> <li>• Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.</li> </ul> <p><b>Modified Assignments</b>  Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)  Extended time for assignment completion as needed  Highlight key vocabulary  Use graphic organizers</p> <p><b>Additional Resources</b>  CanDo Descriptors - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a>  Colorin Colorado - <a href="http://www.colorincolorado.org/educators/">http://www.colorincolorado.org/educators/</a>  WIDA - <a href="https://www.wida.us/">https://www.wida.us/</a></p>	<p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>	<p>tests in an alternate setting as needed.  Restate, reread, and clarify directions/questions  Distribute study guide for classroom tests.  Establish procedures for accommodations / modifications for assessments.</p>
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