

Verona Public School District Curriculum Overview

United States History - I CP



Curriculum Committee Members:
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Supervisor:
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Curriculum Developed:
March 2012
Summer 2017

Board Approval Date:
May 8, 2012
August 29, 2017

Verona Public Schools
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www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

A study of United States History from the Pre-Colonial period through Reconstruction concentrating on the following themes: the European-American heritage, the Native-American heritage, African-American heritage, the role of women in American history, the Colonial Period, the American Revolution, the Constitutional Era, Jacksonian Democracy, the Reform Era, Manifest Destiny, the Civil War and Reconstruction. Multi-cultural contributions to developing American society will be stressed.

Prerequisite(s):

Modern World History

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. X CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> X CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> X CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● "United States History" (textbook) ● Last of the Mohicans (film) ● Amistad (clips/film) ● Guns, Germs and Steel (documentary) ● Declaration of Independence ● United States Constitution 	<ul style="list-style-type: none"> ● A History of Western Society 10th ed. (Boston: Bedford/St. Martin's, 2011). John P. McKay ● Journal of Christopher Columbus 1492 (excerpts) ● Excerpt from da Gama's journal from: <ul style="list-style-type: none"> ● http://www.fordham.edu/halsall/mod/1497degama.asp ● "England's Treasure by Forrain Trade," written in 1664 by Thomas Mun (excerpt) ● Joel Barlow, The Vision of Columbus (excerpt) ● John Noble Wilford, Mysterious History of Columbus (excerpt)

- In Defense of Columbus by Joshua Lipson
- Instructions for the Virginia Colony 1606 (excerpts)
- United States History I
- History of Virginia by John Smith 1624 (excerpts)
- John Winthrop, letter to the Puritans 1630
- Springfield Massachusetts Laws 1630
- Connecticut Court Ruling 1676
- Mayflower Compact 1620
- Sinners in the Hands of an Angry God by Jonathan Edwards 1741
- (excerpt)
- Join or Die Cartoon Ben Franklin 1754
- "Considerations...", by George Grenville (excerpt)
- Letters From a Farmer in Pennsylvania (1767-1768) by John Dickinson
- (excerpt)
- "The Bloody Massacre." engraving by Paul Revere
- The Journal of Nicolas Cresswell, 1774-1777 (excerpt)
- "Declaration of the Causes and Necessity of Taking up Arms," July 5, 1775. (excerpt)
- Thomas Paine's "Common Sense," January 1776 (excerpts)
- The Boston-Gazette and Country Journal, a colonial newspaper, on
- October 7, 1765 (excerpt)
- Will Alfred, "To Mr. Secretary Conway," Boston Gazette Supplement, January 27, 1766. (excerpt)
- John Hughes, a stamp tax collector letter to his bosses in London. (excerpt)
- Charles Inglis, "The True Interest of America Impartially Stated, 1776."
- Anonymous writer in a Pennsylvania newspaper in 1775.
- The Plain Truth about the so-called Boston "Massacre" and "Tea Party"
- Loyalist Pages (excerpt)
- Federalist Papers (excerpts)
- Anti-federalist Position Melancton Smith, June 21, 1788
- Federalist Position Alexander Hamilton, June 21, 1788
- George Washington's Farewell Address 1796 (excerpts)
- Loom and Spindle by Harriet Hanson Robinson 1898 (excerpt)
- The Life of Andrew Jackson by James Parton 1860 (excerpt)

- “Kick Andrew Jackson off the \$20 Bill” by Jillian Keenan (Star Ledger Article)
- Margaret Bayard, Smith, inauguration observer (Washington, DC) March 11th (1829)
- Andrew Jackson’s message explaining his veto of the National Bank, United States History I
- July 10, 1832 (excerpt)
- Andrew – Jackson’s message to Congress concerning the removal of Native Americans from east of the Appalachian Mountains, December 7, 1835 (excerpt)
- President Andrew Jackson in reference to the threatened South Carolina secession over the Tariff of 1828. (excerpt)
- Frederick Douglas 4th of July Speech 1852 (excerpt)
- Henry Highland Garnet speech, “An Address To The Slaves Of The United States” (1843) (excerpt)
- Declaration of Sentiments 1848 (excerpt)
- George Fitzhugh speech 1857 (excerpt)
- James K. Polk inaugural address 1845 (excerpt)
- Henry Clay, “Raleigh Letter” 1844 (excerpt)
- “James K. Polk” by They Might Be Giants (song)
- Wilmot Proviso 1846 (excerpt)
- John O’Sullivan, "The Great Nation of Futurity," 1839. (excerpt)
- John O’Sullivan, “Annexation,” 1845. (excerpt)
- Uncle Tom’s Cabin by Harriet Beecher Stowe (excerpts)
- Republican National Platform, 1860 (excerpt)
- Emancipation Proclamation 1863 (excerpts)
- Gettysburg Address 1865

Stage 1: Desired Results**Established Goals:****New Jersey Student Learning Standards (NJSLS) for Social Studies:**

- 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.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.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.A.3.h: Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

New Jersey Student Learning Standards (NJSLS) for Literacy:

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Analyze how the social, political, and economic history of the colonies contributes to social, political, and economic conflicts that persist to the present.

Meaning

Students will understand that:

Students will understand that:

- While it is part of human behavior to categorize the things and people around us, it becomes problematic when categories are used to justify unequal treatment
- Beliefs about race have been used to create different groups and provide or deny benefits based on those beliefs
- The modern conception of race came out of the economically, politically and socio-culturally motivated decisions made by the ruling classes of the North American colonies in the late 17th and early 18th centuries
- Colonization is a result of economic, social and territorial concerns and desires.
- People explore for differing motives including the desire new lands, gaining access to resources, cultural / religious ideologies & a sense of adventure
- Innovation can create new opportunities that give people additional access to travel, communication, and overall knowledge
- People move from place to place in search of new economic opportunities, the ability to own land, increased economic opportunities and a sense of adventure
- Increased population creates pockets of development due to an increased need for jobs, housing and laws.
- Early communities tend to be homogeneous and often reflect the most widespread religious and social norms of the population, of reflected

Essential Questions:

- What is race?
- Where and why did the concept of race originate?
- Why do people colonize?
- What causes people to explore?
- How does innovation impact exploration?
- Why are political and economic rivalries essential to a nation's growth?
- Why do people move from place to place?
- What effects does increased population have on society
- What impact do social and religious beliefs have on communities
- Why do people leave established situations in search of new opportunities?
- Why is it important to have laws?

<p>through legal, political and economic practices.</p> <ul style="list-style-type: none"> ● People often leave established situations in search of new opportunities, work, or personal and religious freedoms. ● People make laws to establish basic social norms, preserve freedom , and discourage deviant behavior 	
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Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● The motives of the European explorers ● The perspective and influence of primary source documents ● The basic geography of the 13 colonies ● Similarities and differences among the colonial regions ● Race is a socially constructed concept: it is an idea that evolved over time and was constructed by society to further certain political and economic goals ● The concept of race developed in tandem with the need to justify the profitable practice of permanent enslavement of Africans in the Americas ● How slaves adapted and resisted to their situation in the colonies ● Ways that Britain benefitted from and controlled its colonies ● Impact of the French & Indian War on the colonial relationship 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and analyze motives Europeans had for exploring the Americas ● Analyze the role of cultural bias in the creation of the historical record ● Compare the development of two different American colonial regions ● Analyze primary source documents about the colonies ● Use their analysis of primary source documents as the basis of a persuasive essay about the colonial regions ● Analyze how the political and economic relationship between Britain and its colonies changed over the time period ● Explain how British North American colonies changed the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. ● Analyze how gender, property ownership, religion, and legal status affected political rights. ● Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World. ● Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. ● Explain the consequences to Native American groups of the loss of their land and people.
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Stage 2: Acceptable Evidence

Transfer Task

Students will use their knowledge gained by exploring the website “Making Sense of Race” and examining examples of the Virginia colony’s laws relating to slavery to analyze the effects of colonial history on the development of the concept of race.

Stage 3: Activities

- Students will analyze a cartoon about critical thinking and the backfire effect to prepare to have their prior beliefs challenged. (M/T)
- Students will identify key geographical features of the thirteen colonies using a variety of maps. (A/M)
- Students will discuss their prior knowledge of slavery in the United States and the world at large. (A/M)
- Students will read excerpts of Alex Haley's "Roots" to be used as a basis for considering the impact of their enslavement upon Africans. (A/M)
- Students will complete a web-based activity using the PBS website "Making Sense of Race" in order to analyze the meaning of the concept of race and its genesis in the American colonies. (A/M/T)
- Students will analyze colonial slave laws and evaluate their role in the creation of the concept of race. (A/M)
- Teacher will lead an inquiry-based discussion on British colonization and mercantilism.(A)
- Students will compare the geography, economy, society and cultures of the different colonial regions. (A/M)
- Students will evaluate the decisions of different groups participating in the French and Indian War. (A/M)
- Students will analyze a current events article and connect it to key themes and concepts from the unit.(A/M/T)

Unit Title / Topic: Unit 2 / Road to Revolution

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

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- 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.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.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.D.2.a: Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 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.

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WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Interpret how political interest groups use propaganda to influence citizens.

Meaning

Students will understand that:

- People seek self-governance in order that they may make political and economic decisions driven by their individual and societal beliefs and values..
- A revolution is any social, military or intellectual movement that drastically changes the political, social or economic landscape of the existing society.
- A nation may gain its sovereignty through some form of military action or military mobilization. The continued strength of the military in a post war environment often impacts the long term solvency of the nation.
- Nationalism when occurring in moderation can often provide positive results within the nation. However, when the movement occurs in excess, the results can often engulf a nation, often having negative outcomes.
- The degree to which the American war for independence changed the political, social, and/or economic landscape of the United States is open to interpretation.

Essential Questions:

- Why and how do people seek self-governance?
- What defines a revolution?
- What is required to achieve victory in war?
- What role does the military play in a nation's birth and development?
- To what extent does nationalism strengthen and/or weaken a nation?
- Should the American war for independence be considered a revolution?

Acquisition of Knowledge & Skills

Students will know:

- The British policies from the Proclamation of 1763 through the Intolerable Acts
- American response to British policies from the Stamp Act Congress through the First Continental Congress
- Key arguments made by Loyalists about why America should remain part of the British empire
- Key actors and battles of the Revolutionary War
- The advantages and disadvantages of America and Britain at the

Students will be able to:

- Explain why some colonists felt Britain's tax policy was unfair and how they responded to those policies
- Analyze how and why unrest escalated between Britain and the colonies in the period prior to the American Revolution
- Analyze events of colonial rebellion from a variety of perspectives
- Create propaganda related to colonial independence from a Loyalist or Patriot perspective
- Evaluate arguments for and against colonial independence

onset of the Revolutionary war

- The main arguments for independence in key historical documents
- The factors that led America to win the war despite its disadvantages
- The effects of the Revolutionary War on American society

- Analyze how gender, property ownership, religion, and legal status affected political rights.
- Evaluate the strengths and weaknesses of the colonies and Great Britain during various stages of the Revolutionary War
- Analyze key passages from the Declaration of Independence
- Analyze historical artworks in order to learn about important historical events
- Analyze and synthesize primary source documents about the Continental Army's experience at Valley Forge
- Evaluate the degree to which Revolutionary ideals were carried out in the wake of the war
- Analyze and predict the effects of the Revolutionary War on American government and society

Stage 2: Acceptable Evidence

Transfer Task

Students will apply their understanding of propaganda that they gained by creating Loyalist/Patriot propaganda posters to analyze and interpret examples of contemporary political propaganda.

Stage 3: Activities

- Teacher will lead anticipatory set which challenges students to describe the core issues surrounding the French & Indian War (A)
- Working in groups, students will complete questions that identify how the French and Indian War changed the relationship between Britain and its colonies and started them on the path toward war. Students will share/compare responses with other groups in order to speculate what conflicts may eventually occur between England and the colonies due to this conflict. (A/M/T)
- Students will participate in a classroom debate regarding the responsibility of the war debt accumulated by Britain during the French & Indian war and determine which party bears the most responsibility for the debt (A/M)
- Students will participate in an experiential activity in which they are "unfairly taxed" for their use of photocopied materials to help them understand the arguments behind the patriot cry of "no taxation without representation." (M/T)
- Students will examine nine events that occurred between 1763 and 1775 in order to evaluate the causes of the Revolutionary War. (A/M)
- Students will analyze events of colonial rebellion from a variety of perspectives. (A/M)
- Students will watch clips from the John Adams series that highlights the unrest in Boston during the revolutionary period. (A)

- Students will view portions of both “Last of the Mohicans” cinematic versions from 1992 and 1939 to examine stereotypes and perceptions of the British, colonists and Native Americans throughout the decades. (A/M/T)
- Students will participate in their own Continental Congress, assuming the roles of each state and debating the topic of possible independence. (A/M/T)
- Students will write a newspaper editorial about a colonial act of rebellion from a particular perspective. (M/T)
- Students will create propaganda from the perspective of a particular Loyalist or Patriot. (M)
- Students will participate in a Town Meeting about colonial independence where they will present the perspective of a particular Loyalist or Patriot in order to persuade a panel of neutral colonists to their position. (A/M/T)
- Students will write a dialogue between a Loyalist and Patriot that presents arguments for and against colonial independence.(M/T)
- Students will read excerpts from Thomas Paine’s, “Common Sense” and answer questions. (A/M)
- Students will in a group setting write a “Mock” petition to the British government outlining the key objections and complaints regarding recent British policies. (M/T)
- Students will analyze various paintings depicting scenes from the Revolutionary War. (A/M)
- Students will analyze passages from the Declaration of Independence. (A/M)
- Teacher will lead interactive PowerPoint identifying the key events associated with the American Revolution. Students will use accompanying graphic organizer for guide. Organizer will focus on essential questions (A/M)
- Students will watch clips from the series, “America: The Story of Us,” and identify themes consistent to what has been discussed in class. (A/M)
- Based upon their notes and textbook readings, SW individually create a graphic organizer identifying and comparing the advantages and disadvantages of the Continental and British armies upon the onset of the American Revolution. Upon completion of this assignment, SW identify what they anticipate will be the expected outcome of the Revolutionary war based upon the strengths and weaknesses of the 2 armies (A/M)
- Students will discuss the economic, governmental and military challenges facing the Colonists upon entering the war (A/M)
- Students will analyze primary and secondary sources describing the winter at Valley Forge in order to evaluate soldier’s motives for quitting or fighting on.
- Via Handouts and Powerpoint, students will view various pieces of Colonial war propaganda and through the identification of evidence from the propaganda piece, will explain what message is being conveyed (A/M)
- Students will complete notes and transfer chart identifying the effects of the Revolutionary War on different population groups such as Loyalists, women, African Americans, Native Americans (A/M)
- Students will analyze primary documents from both patriots and loyalists and write a short essay response on the positives and negatives of being both a patriot and loyalist. (A/M/T)
- Teacher will lead a discussion regarding the impact of a successful war effort vs. a failing war effort in terms of changing the international perception of the colonies. Using this information, in groups students will write what they believe would have been the international impact regarding the USA if they had lost the war (A/M/T)
- Students will create a peace treaty for after the war. They will have to discuss territorial boundaries as well as what to do about slavery and Native Americans. (M/T)
- Students will complete a DBQ by examining a series of documents and use outside information to answer the question: “Were the Colonists justified in rebelling against the British?”(A/M/T)
- Students will analyze a current events article and connect it to key themes and concepts from the unit.(A/M/T)

Unit Title / Topic: Unit 3 / Creating an American Government

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

- 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.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.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.A.3.i: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.B.3.a: Assess the impact of Western settlement on the expansion of United States political boundaries.

New Jersey Student Learning Standards (NJSLs) for Literacy:

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Analyze how the Supreme Court interprets the Constitution and apply the Bill of Rights to contemporary American society.

Meaning

Students will understand that:

Students will understand that:

- Good government understands the basic correlation between power, authority and legitimacy and manages to establish a balance between those concepts.
- Society has always grappled with the concept of “higher law,” by which colonists felt they were entitled to certain “natural rights.” vs. governmental laws, which are created to address societal norms and issues.
- Effective leadership is the ability to lead individuals and nations through difficult periods of decline and the ability to sustain periods of growth and prosperity. Often successful historical leaders demonstrate contrasting leadership traits and yet are successful.
- Historical failures often expose flaws in technology, strategy or society, lead to solutions that if followed often result in correction and success.
- Traditionally society craves stability and consistency; making risk taking in politics a scenario that can yield huge rewards if successful, and negative consequences if ineffective.

Essential Questions:

- What is a good government?
- Is law man-made or implicit through birth?
- What is effective leadership?
- How responsive should the government be to public opinion?
- What do we learn from our failures?
- Is risk taking in politics encouraged and rewarded?
- How much power should government have?

Acquisition of Knowledge & Skills

Students will know:

- The United States’ new government reflected republican ideals.
- States were wary to have a strong central government in fear of another monarchy.

Students will be able to:

- Explain how the state's’ new constitutions reflected republican ideas
- Describe the structure and powers of the national government under the Articles of Confederation.

- The first draft of the Constitution was called the articles of Confederation.
- The Articles limited power of the national government.
- During the mid-1780s tensions grew between the United States and Great Britain and Spain.
- The weaknesses of the Articles of Confederation led to the drafting and ratification of the US Constitution.
- Federalists and Antifederalists were two political groups who argue vehemently over the ratification of the Constitution.
- How separation of powers, checks and powers, and the federalist system were intended to guard against tyranny.
- The qualifications and powers of the three branches of government.
- The US Constitution was ratified, but not before Anti-Federalists added the Bill of Rights/the first ten amendments of the US Constitution.

- Summarize the Congress's plan for the settlement and governance of western lands.
- Evaluate the strengths and weaknesses of the Articles.
- Understand the reasons leaders called for the Constitutional Convention.
- Evaluate the compromises made in order to reach agreement on the Constitution.
- Support or argue against decisions made regarding the ratification of the Constitution.
- Describe how the constitution was ratified.
- Evaluate the principles of the Constitution.
- Describe the basic structure and functions of the U.S. government
- Evaluate the utility and fairness of the Electoral College
- Analyze how the Bill of Rights protects individual liberty
- Analyze how the Constitution guarded against tyranny

Stage 2: Acceptable Evidence

Transfer Task

Students will research a Supreme Court case that deals with one of the Bill of Rights and explain how the case has impacted society today.

Stage 3: Activities

- Students will analyze and evaluate key features of the Articles of Confederation. (A/M)
- Students will work in groups to try to compromise over the controversial features of the Constitution. (A/M/T)
- Students will use the text of the Constitution to identify the key qualifications and powers of the three branches of federal government. (A)
- Students will identify and define six "big ideas" contained in the U.S. Constitution. They will then examine primary sources to identify their relationship to its central ideas and debate the core constitutional principles as they relate to today's political issues. (A/M/T)
- Students will read constitutional amendments and use the information to evaluate laws and actions, especially relating to school laws. (A/M/T)
- Students will research a Supreme Court case that deals with one of the Bill of Rights and explain how the case has impacted society today. (A/M/T)

- Students will analyze contemporary electoral maps in order to evaluate the utility and fairness of the Electoral College. (A/M/T)
- Students will evaluate arguments for and against ratification of the Constitution. (A/M)
- Students will apply the Bill of Rights to various hypothetical scenarios where their rights might be violated. (A/M/T)
- Students will analyze and synthesize a variety of primary and secondary sources in a DBQ about how the Constitution was designed to guard against tyranny. (A/M)
- Students will analyze a current events article and connect it to key themes and concepts from the unit.(A/M/T)

Unit Title / Topic: Unit 4 / The New Republic

Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

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

New Jersey Student Learning Standards (NJSLs) for Literacy:

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

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RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
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- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

Analyze the conflict between the key American values of liberty and security and apply it to a current foreign policy issue.

Meaning

Students will understand that:

Students will understand that:

- A country achieves legitimacy in the eyes of other countries and its own citizens when it demonstrates political, economic, and social stability.
- Effective leadership is the ability to lead individuals and nations through difficult periods of decline and the ability to sustain periods of growth and prosperity. Often successful historical leaders demonstrate contrasting leadership traits and yet are successful.
- Contrasting ideas regarding politics, society, and economics are a foundational component of society. Thus like minded individuals will often congregate in order to forward their shared beliefs in the society in which they live.
- Historical failures often expose flaws in technology, strategy or society, lead to solutions that if followed often result in correction and success.

Essential Questions:

- How does a country achieve legitimacy?
- What is effective leadership?
- Are factions an inevitable part of government?
- How responsive should the government be to public opinion?
- What do we learn from our failures?
- Is risk taking in politics encouraged and rewarded?

- Traditionally society craves stability and consistency; making risk taking in politics a scenario that can yield huge rewards if successful, and negative consequences if ineffective.

Acquisition of Knowledge & Skills

Students will know:

- Two parties that emerged during Washington's administration were the Federalists and the Democratic Republicans.
- Washington was against political parties by the end of his presidency and expressed these notions during his farewell address.
- The Whiskey Rebellion was the first challenge to Washington's authority and the authority of the new Federal government.
- John Adams presidency was characterized by the XYZ Affair and the Alien and Sedition Acts.
- The Alien and Sedition Acts were harshly criticized by many and were seen as trampling on the first amendment of the US Constitution.
- The Kentucky and Virginia Resolutions were Jefferson and Madison's responses to the Alien and Sedition Acts.
- Thomas Jefferson's presidential win of 1800 spelled the end of the Federalist party.
- The Judiciary Act of 1789 gave Court power to require federal officials to perform their official duties.
- Marbury v. Madison set the precedent that the Supreme Court has the power to declare an act of Congress unconstitutional.
- The Louisiana Purchase was approved in December 1803 and which gave the US the Louisiana Territory.

Students will be able to:

- Identify the challenges facing the new country and its fledgling government
- Compare the political philosophies of Alexander Hamilton's Federalist Party and Thomas Jefferson's Democratic-Republican Party
- Evaluate Washington's domestic and foreign policies
- Compare Adams' foreign policies to Washington's
- Explain the importance and challenges of a peaceful transition of power
- Understand the complexity of the judicial branch's power of interpreting laws
- Evaluate the consistency of Jefferson's beliefs before his presidency and actions during it

Stage 2: Acceptable Evidence

Transfer Task

Students will compare the historical controversy over the Alien and Sedition Acts to a contemporary controversy that reflects the tension between national security and individual liberty (e.g., the Patriot Act, the use of drones, the investigation into Russian interference in the election of 2016)

Stage 3: Activities

- Teacher will lead an inquiry-based discussion of the crisis of legitimacy facing the United States at the onset of Washington's presidency. (A)
- Students will analyze songs from the "Hamilton" musical dealing with the topics of:
 - Hamilton's biography
 - Hamilton's disagreements with Jefferson over economic and foreign policy
 - Washington choosing not to seek re-election in 1796
 - The election of 1800 (A/M)
- Students will work in groups to create posters that illustrate the political philosophies of Hamilton and Jefferson without the use of words. (A/M)
- Students will assume the role of George Washington and come up with a plan to settle regional disputes, such as the Whiskey Rebellion. (M)
- Students will analyze excerpts from Washington's farewell address. (A/M)
- Students will evaluate President Adams' ability to deal with policy crises by analyzing the XYZ Affair, the Alien and Sedition Acts, and the Virginia and Kentucky Resolutions. (A/M)
- Students will create a twitter war that discusses the disputes over Marbury v. Madison. (M)
- Students will complete a DBQ evaluating the degree to which Jefferson as president remained consistent with his Democratic-Republican ideologies. (A/M)
- Students will analyze a current events article and connect it to key themes and concepts from the unit.(A/M/T)

Unit Title / Topic: Unit 5 / Nationalism, Sectionalism, Industrialization

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

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

New Jersey Student Learning Standards (NJSLs) for Literacy:

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Apply their understanding of historical nationalism to contemporary nationalist perspectives using a combination of visuals and text.

Meaning

Students will understand that:

Students will understand that:

- Governmental action is often a reflection of the wants and desires of the majority within a given society. However, majority may reflect emotion and rash impulsive decision-making.
- Innovation can transform society by providing the means to increase economic production alter social beliefs and practices and change political policy.
- Changing economic conditions often create practices that benefit certain social groups at the expense of other social or cultural groups creating inequity.
- Compromise though a vital part of politics and society; is often hard to achieve due to varying economic, political and social beliefs.

Essential Questions:

- Can political and social pressures force the government to act?
- How does innovation impact society?
- How do economic conditions impact social inequality?
- Do deep rooted social and political issues make compromise impossible?

Acquisition of Knowledge & Skills

Students will know:

- The War of 1812 was caused by British attempts to restrict U.S. trade, the Royal Navy's impressment of American seamen and America's desire to expand its territory.
- Developments in technology began to transform life in the United States in the early 1800s
- New Methods of transporting and manufacturing goods changed the

Students will be able to:

- Summarize the key developments of the transportation revolution of the early 1800s.
- Analyze the rise of industry in the United States in the early 1800s
- Describe some of the leading inventions and industrial developments in the early 1800s.
- Evaluate the significance of the cotton gin on the growth of slavery in the

way people lived and worked.

- The Industrial Revolution changed the nation's economy, culture, social life and politics.
- The American System was a federal program designed to stimulate the economy with internal improvements and create a self-sufficient nation.
- Protective tariffs promoted economic development at the cost of sectionalism.
- The Canal and Railway systems promoted growth in the Old Northwest.
- Industry flourished in the North, while the South remained an agriculturally based economy.
- Immigration from both Ireland and Germany increased the number of unskilled laborers available for factory work in the North.
- Nationalism is the glorification of a nation.
- Following the War of 1812 nationalism swept the nation in what would be called the, "Era of Good Feelings."

South.

- Analyze why industrialization took root in the northern part of the United States.
- Describe the impact of industrialization on northern life.
- Analyze the reasons that agriculture and slavery became entrenched in the South.
- Evaluate the causes and effects of nationalism and domestic policy during the years following the War of 1812.
- Analyze the ways in which nationalism was reflected in American culture during the Era of Good Feelings and beyond.
- Recognize the impact of nationalism on the nation's foreign policy.
- Summarize the struggle over the issue over slavery as the nation grew.

Stage 2: Acceptable Evidence

Transfer Task

After analyzing pieces of nationalist-themed art from the 1800s (e.g., Hudson River School paintings), students create a nationalist or sectionalist themed drawing or poem.

Stage 3: Activities

- Teacher will lead an inquiry-based discussion about the effects of the War of 1812 including the rise of industry and the market-based economy in the U.S. (A)
- Students will participate in a factory system role play. (M)
- Students will complete a DBQ about the experiences of female factory workers during early industrialization. (A/M)
- Students will analyze examples of nationalist visual art from the early 1800s. (M)
- Students will analyze examples of nationalist foreign policy during the early 1800s, including excerpts from the Monroe Doctrine. (A/M)
- Students will role play attempting to compromise over sectionalist issues of the early 1800s. (A/M)
- Students will analyze maps of the Missouri Compromise. (A)

- Students will create a drawing or cartoon that exemplifies contemporary nationalist or sectionalist themes. (T)
- Students will analyze a current events article and connect it to key themes and concepts from the unit.(A/M/T)

Unit Title / Topic: Unit 6 / Antebellum America

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

- 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.
- 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.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.
- 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.

New Jersey Student Learning Standards (NJSLs) for Literacy:

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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- F. Provide a concluding paragraph or section that supports the argument presented.

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WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Examine ways that social media and modern technology can be used to advance a social/political agenda.

Meaning

Students will understand that:

Students will understand that:

- Effective leadership is the ability to lead individuals and nations through difficult periods of decline and the ability to sustain periods of growth and prosperity.
- Presidential popularity and electability are often a byproduct of external economic, social and political conditions.
- Democracy is based on freedom, informed participation, equal protection under the law, majority rule, and protection of minority rights.
- Societal reform may be motivated by reactions to a period of major technological change, and are rooted in a belief in human perfectibility.
- Governmental action is often a reflection of the wants and desires of the majority within a given society. However, majority may reflect emotion and rash impulsive decision-making.
- Individuals can influence government through linkage institutions such as elections and the media.
- Americans have tended to define equality in terms of equality of opportunity as opposed to equality of outcomes, and there is a lack of consensus with regard to how to evaluate equality in American

Essential Questions:

- What makes an effective leader?
- On what basis do American citizens choose their leaders?
- What are the necessary components to a functioning democracy?
- What are the impulses behind societal reform?
- Can political and social pressures force the government to act?
- How can individuals help to achieve political and societal change?
- What is equality and how equal should American society be?

society.

Acquisition of Knowledge & Skills

Students will know:

- Suffrage is the right to vote.
- The effort to expand suffrage during the “age of Jackson” was a fierce struggle between those who favored it and those who opposed what they saw as a dangerous expansion of democracy.
- The bank system was accused of protecting elites, but also regulated disastrous banking processes.
- Popular elections led to the concepts of patronage and spoils system.
- The presidency became more deliberately powerful during this period.
- The third instance of nullification foreshadowed future issues with respect to state rights and secession.
- The nature of the union was being debated during this period by sectional factions.
- Jackson believed that the union must be preserved at any cost.
- Indian Removal was the result of a series of decisions that promoted extreme hardships on the native populations.
- Jacksons’ economic policies, while designed to protect the people, may have caused an economic panic and subsequent depression.
- American growth, industrialization, a shift to a market-based economy, and the subsequent rise of the middle class helped bring about 19th century reform movements.
- The Second Great Awakening was a rebirth of religion in the United States.
- Preachers of the Second Great Awakening were known as revivalists.
- Transcendentalism was a philosophical movement based on finding spiritual reality through nature and consciousness of self.
- During the early 1800s many began to put their religious ideals into practice by working to reform parts of American life.
- Reformers set out to improve the lives of children, prisoners, the mentally ill, women and slaves.
- Those who worked to end slavery were called abolitionists.
- Many southerners defended the institution of slavery for both personal and economic reasons.
- The Women’s Movement during the early to mid 1800s was a period

Students will be able to:

- Evaluate the arguments for and against expanding suffrage in the 1800s.
- Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.
- 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.
- Recognize the political changes brought about by Jackson during his two terms in office, including more democratic modes of electing the president, the "spoils system," and the increased use of the presidential veto.
- Evaluate Jackson's economic vision for the United States and why Jackson felt that corporations and the Bank of the United States posed a threat to this vision.
- Evaluate Jackson's fitness as a role model for modern presidents.
- Analyze how changes in 19th century American society led to different reform movements.
- Analyze the effects of religion on reform movements of the early 1800s.
- Describe the Second Great Awakening.
- Describe the public school movement.
- Evaluate the effectiveness of various reform movements in the early 1800s.
- Describe the social system of the antebellum South
- Describe the lives of enslaved and free African Americans.
- Identify the leaders and tactics of the abolition movement.
- Evaluate the different positions on those who favored slavery as opposed to those who were against it.
- Identify the limits faced by American women in the early 1800s
- Explain the development of the women’s movement.
- Evaluate the importance of the Seneca Falls Convention.
- Determine whether or not women still face discrimination in today’s society.

characterized by women working for greater rights.

- The Seneca Falls Convention was the first women's rights meeting.
- While American women have made great strides toward political, social, and economic equality, some data suggests that women have not achieved complete parity with men.

Stage 2: Acceptable Evidence

Transfer Task

Students will create a mock Facebook page for an assigned reformer that utilizes that particular social media platform in order to communicate his/her ideas about the challenges faced by antebellum American society, what should be done to address those challenges, and the obstacles in the way of achieving reform.

Stage 3: Activities

- Teacher will lead an inquiry-based discussion about the characteristics of democracy, democratic reforms during the "age of Jackson," and the elections of 1824 and 1828. (A)
- Students will analyze and evaluate primary and secondary source documents arguing for and against the expansion of suffrage during the "age of Jackson." (A/M)
- Students will write a brief essay evaluating whether Jackson is a suitable role model for modern presidents, i.e., Donald Trump. (A/M/T)
- Students will create a mock Facebook page for an assigned antebellum reformer. (A/M/T)
- Students will analyze charts, maps, graphs and illustrations regarding the social system of the antebellum South. (A)
- Students will analyze pro- and anti-slavery propaganda. (A/M)
- Students will watch excerpts from the movie "12 Years a Slave" in order to better understand the lives of enslaved African-Americans during the antebellum period. (A)
- Teacher will lead an inquiry-based discussion about gender roles, the Cult of Domesticity and the Doctrine of Separate Spheres. (A)
- Students will work in groups to evaluate the degree to which the American women's' movement has achieved certain goals set at the Seneca Falls Convention. (M/T)
- Students will analyze a current events article and connect it to key themes and concepts from the unit.(A/M/T)

Unit Title / Topic: Unit 7 / Civil War and Reconstruction

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

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

- 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.
- 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.
- 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.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.
- 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.

New Jersey Student Learning Standards (NJSLs) for Literacy:

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Evaluate the issues that divide the country today in comparison to those of the Civil War era.

Meaning**Students will understand that:**

- People leave established situations in search of new opportunities, work, or personal and religious freedoms.
- Land acquisition can create personal and regional rivalries that lead to conflict.
- Countries expand in the name of resources, power and exceptionalism.
- Countries believe that their individual systems are the best and this belief may legitimize policies that advance countries' interests at the expense of other entities.
- Compromise, though a vital part of politics and society, is often hard to achieve due to diversity of economic, political, and social beliefs.
- Issues involving a sense of moral justice are more difficult to compromise over than other political and economic issues.
- Civil war has different causes and traumatic effects than conventional international conflicts.
- Government structures and institutions must evolve in order to address conflict.
- The disposition of non-victorious side must be consistent with desired lasting outcomes.
- Government structures which account for differences prevent conflict.
- Political leaders must identify period and issue-specific strategies with which to build coalitions.
- A republic must evolve as those which it represents do.
- Disenfranchised groups must be deliberately incorporated into society.

Essential Questions:

- Why do people leave established situations in search of new opportunities?
- How does desire to acquire property lead to conflict?
- What are the roots of national exceptionalism?
- Why is compromise important yet difficult to achieve?
- Why are some types of issues more difficult to compromise over than others?
- How is the impact of a civil war different than other wars?
- How do government structures and institutions survive war?
- How should the non-victorious be treated following war?
- What government structures can prevent a future conflict?
- How can political leaders promote unity?
- How must the republic evolve with changing times?
- How can the previously disenfranchised be assimilated into society?

Acquisition of Knowledge & Skills**Students will know:**

- By the 1840s, migrants were crossing the Rocky Mountains in search of new economic opportunity, which would help the nation grow in both wealth and power.
- American expansionism created conflict with Mexico.

Students will be able to:

- Describe how the United States came to overspread the North American continent.
- Evaluate the arguments for and against American expansion.
- Assess the impact of Western settlement on the expansion of United

- The conflict between Texas and Mexico would result in a war with Mexico that would vastly increase the size of the United States.
- The long term effects of the Mexican American War would highlight the growing differences between the North and the South.
- American Exceptionalism is what American's used to justify westward expansion.
- American Exceptionalism is the belief that America is responsible for bringing liberty and democracy to those who have neither.
- The American identity was forged as a result of new democratic politics and westward expansion.
- American demographics changed due to acquisition of land, immigration, and growing needs and desires.
- Slavery emerged as an underlying issue in state rights debates.
- Party politics evolved during this period as a result of inability to form a united platform.
- The Wilmot Proviso opposed slavery in the lands gained from the Mexican Cession strictly due to economic reasons.
- The Compromise of 1850 tried to settle the disputes concerning new territories gained in the United States.
- Fugitive slave laws were a continuation of policy set forth in the 1790's
- Fugitive slave laws incentivized judges to declare a person in question to be a slave.
- Popular sovereignty was seen as both an equitable and dangerous manner of deciding a state's position on slavery
- The Kansas-Nebraska act was designed to be a better way to compromise over the expansion of slavery into new territories, but caused more panic in the West.
- The Republican party grew in response to the national debate over the expansion of slavery.
- John Brown attempted to foster a slave rebellion and his violence was both praised and criticized by various groups.
- The Dred Scott case seemed to guarantee the continuation and expansion of slavery in the United States.
- The Lincoln-Douglas debates represented growing concerns regarding slavery and national politics.
- Lincoln did not appear on the ballot in many southern states during the election of 1860, demonstrating sectionalism.

- States political boundaries.
- Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
 - 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).
 - 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.
 - Analyze the degree to which the abolitionist movement framed the debate over slavery as moral rather than merely political or economic and how that exacerbated sectional tensions.
 - Work together in groups to attempt to come up with compromises to some of the issues that America faced during this time period.
 - Evaluate the importance of the election of 1860 and its direct outcome resulting in the succession of southern states.
 - Compare the relative strengths and weaknesses of the North and South at the onset of the Civil War.
 - Analyze how the South was able to prolong the war for years despite the seemingly great advantages afforded to the North.
 - Analyze historical paintings and photographs in order to learn about important historical events
 - Compare the immediate and long-term effects of the Civil War on the economies of the North and South.
 - Evaluate the roles of African-Americans and women in the war effort for both sides.
 - Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
 - Analyze the impact of population shifts and migration patterns during the Reconstruction period.
 - Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
 - Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
 - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

- Eleven southern states ultimately seceded, but four slave states remained loyal to the Union.
- The North appeared to have many political, economic, and military advantages at the onset of the Civil War.
- The South believed that they would succeed in a Civil War due to a defensive position, stronger military leadership, and potential for foreign intervention.
- Lincoln made it clear that the war was to unify the Union, and not to abolish slavery.
- Lincoln maintained a cabinet known as the “team of rivals” that would counsel him on pressing matters.
- Both sides faced economic and trade problems during the conflict.
- The naval blockade was seen as a belligerent action.
- Lincoln’s motivation to win the war led him to carry out domestic policies that were unconstitutional, such as the suspension of Habeas Corpus.
- The Confederacy had a higher proportion of its population involved in fighting
- Immigrants helped the Union cause
- The Emancipation Proclamation, which freed no slaves, was partially designed to prevent European intervention on behalf of the Confederacy.
- Black troops participated in the Civil War after the Union Army allowed blacks to be combatants after the Emancipation Proclamation
- Disease and new weapons led to high casualties in the Civil War.
- The Confederate central government was precariously made of states who wished to have autonomy.
- The Union leadership vacuum was fixed by the introduction of Ulysses Grant as the General of the Army of the Potomac.
- Reconstruction was an imperfect system of laws and executive initiative designed to restructure the South.
- There were varying opinions with respect to how the former Confederate states should be treated.
- The end of slavery did not guarantee blacks equality in America.
- The Thirteenth Amendment ended slavery, but created a debate over the structure of labor and the workforce.
- Lincoln favored a moderate and lenient reconstruction policy.
- 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.

- The assassination of Lincoln changed the path of reconstruction.
- President Johnson and the Radical Republicans who controlled Congress disagreed over how to carry out Reconstruction, which created political tensions and led to Johnson's impeachment.
- Black codes in the post-Civil War South were designed to ensure white control over former slaves.
- The Fourteenth Amendment, designed to provide due process and equal protection of the law by state and national governments has been interpreted to apply many constitutional protections to individuals and groups.
- The requirement to ratify the Fifteenth Amendment completed major Reconstruction changes to the Constitution.
- African Americans played a temporarily more significant role in the politics of Reconstruction Governments.
- Southern governments run by carpetbaggers and scalawags were criticized for inefficiency and corruption.
- The Panic of 1873 created a severe depression lasting for four years.
- Republican idealism was abandoned in the wake of economic and political crisis.
- The contested Hayes-Tilden election led to the Compromise of 1877 that effectively ended Reconstruction.
- The post-Reconstruction South returned to a segregated society that resembled the antebellum South in many ways.

Stage 2: Acceptable Evidence

Transfer Task

Students will identify the core political, economic, regional and social issues that led to the Civil War and compare them to the existing conditions within the United States currently. In the process of their analysis, students will determine if the issues prevalent in the 1860's were solved by the Civil War or still apply in some fashion today.

Stage 3: Activities

- Students will complete a mapping activity on the events that led the United States to overspread the North American continent. (A)
- Students will write postcards from settlers in Texas at various points in the history of Texas' road to become an American states. (M)
- Students will analyze the lyrics of a song about James K. Polk in order to better understand the political history of the 1840s. (A)
- Students will analyze political cartoons and primary source documents representing the arguments for and against the War with Mexico. (A/M)
- Students will work in mixed groups representing northerners and southerners and attempting to compromise over such issues as expansion of slavery into the territories gained from Mexico, the Dred Scott case, and the secession of southern states. (A/M)
- Students will write an essay analyzing why it was so important yet so difficult to reach a lasting compromise over the issue of the expansion of slavery. (M)
- Students will analyze data and create graphs comparing the North and South according to several factors including transportation, industrialization, population and wealth. (A/M)
- Teacher will lead an inquiry-based discussion about the key events of the Civil War. (A)
- Students will analyze photographs to understand the impact of this new medium on the public opinion of the Civil War. (A)
- Students will watch scenes from the movie "Glory" to better understand the role of African American soldiers in the Civil War. (A)
- Students will listen to and analyze the text of the Gettysburg Address. (A/M)
- Teacher will lead an inquiry-based discussion about the key people, issues, and events of the Reconstruction Era and its aftermath. (A)
- Students will work in groups using Report Cards to evaluate various aspects of the Reconstruction plans of Johnson and the Radical Republicans. (A/M)
- Students will write their own "A+" plan for Reconstruction. (M)
- Students will evaluate period civil rights legislation and predict flaws and future conflicts related to this topic. (M/T)
- Students will debate the legitimacy of the Compromise of 1877. (M)
- Students will write an essay evaluating the overall successes and failures of Reconstruction. (M/T)
- Students will analyze a current events article and connect it to key themes and concepts from the unit.(A/M/T)