

# Verona Public School District Curriculum Overview

## United States History I - Honors



**Curriculum Committee Members:**  
Mr. Christopher Tamburro

**Supervisor:**  
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**Curriculum Developed:**  
February 2012  
Summer 2017

**Board Approval Date:**  
April 10, 2012  
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Verona Public Schools  
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[www.veronaschools.org](http://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. Emphasis will be placed upon scholarly readings and work from advanced college texts.

**Prerequisite(s):**

Modern World History Honors or teacher recommendation

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <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>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <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"> <li>A. Technology Operations and Concepts</li> <li><b>X</b> B. Creativity and Innovation</li> <li><b>X</b> C. Communication and Collaboration</li> <li><b>X</b> D. Digital Citizenship</li> <li><b>X</b> E. Research and Information Fluency</li> <li><b>X</b> F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>A. The Nature of Technology: Creativity and Innovation</li> <li><b>X</b> B. Technology and Society</li> <li>C. Design</li> <li>D. Abilities for a Technological World</li> <li>E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <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>
<b>Self-awareness:</b> 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"> <li><b>X</b> CRP2. Apply appropriate academic and technical skills.</li> <li><b>X</b> CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<b>Self-management:</b> 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"> <li>CRP3. Attend to personal health and financial well-being.</li> <li><b>X</b> CRP6. Demonstrate creativity and innovation.</li> <li><b>X</b> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP11. Use technology to enhance productivity.</li> </ul>
<b>Social awareness:</b> 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"> <li><b>X</b> CRP1. Act as a responsible and contributing citizen and employee.</li> <li><b>X</b> CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<b>Relationship skills:</b> 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"> <li><b>X</b> CRP4. Communicate clearly and effectively and with reason.</li> <li><b>X</b> CRP9. Model integrity, ethical leadership, and effective management.</li> <li><b>X</b> CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<b>Responsible decision making:</b> 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"> <li><b>X</b> CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li><b>X</b> CRP7. Employ valid and reliable research strategies.</li> <li><b>X</b> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li><b>X</b> CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>

## Standard 9: 21<sup>st</sup> Century Life and Careers

<b>9.1: Personal Financial Literacy:</b> <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>	<b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <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>	<b>9.3: Career and Technical Education:</b> <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"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>B. Career Exploration (5-8)</li> <li>X C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li>C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

## Course Materials

<b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	<b>Differentiated Resources:</b> <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"> <li>● Brinkley, Alan. <i>American History, AP 14th Edition</i></li> <li>● Declaration of Independence</li> <li>● U.S. Constitution</li> </ul>	<ul style="list-style-type: none"> <li>● De Las Casas, "A Short Account of the Destruction of the Indies" (1542)</li> <li>● "Instructions for the Virginia Colony" (1606)</li> <li>● "Laws Divine, Moral, and Martial" (c. 1610)</li> <li>● Mayflower Compact (1620)</li> <li>● Letter from an Indentured Servant (1623)</li> <li>● "Decisions of the General Court" (case involving runaway servants) (1640)</li> <li>● John Winthrop "City Upon a Hill" speech</li> <li>● 1993 DBQ comparing the development of New England and the Chesapeake</li> <li>● (8 docs -1700)</li> </ul>

- “Act of Encouragement for the Importation of White Slaves”
- Various slave narratives (e.g., Olaudah Equiano)
- Virginia Slave Laws 1660s
- United States History I Honors
- AAA Statement on Race
- Jonathan Edwards “Sinners in the Hands of an Angry God” sermon
- Benjamin Franklin on George Whitefield (1739)
- Charles Chauncy, “Revivalism and True Religion”
- “Be Upon our Guard Against Power “ (Zenger)
- “Albany Plan of Union”
- Proclamation of 1763
- Virginia Stamp Act Resolutions
- Stamp Act primary source documents (RLH)
- Two Accounts of the Boston Massacre
- Abigail Adams “Remember the Ladies” letter to John Adams (1776)
- “Negro Voices Raised for Freedom” (1777)
- George Washington, “On the Lack of a National Spirit” (1778)
- Two Patriotic Songs (c. 1770s)
- Alexander Hamilton, “A Proposal to Arm and then Free the Negroes” (1779)
- Tony Horwitz, “The True Story of the Battle of Bunker Hill” Smithsonian Magazine May 2013
- 1985 DBQ evaluating whether the Articles of Confederation provided an effective government (8 docs 1781-1789)
- Federalist Papers 10 and 51
- Hamilton vs. Jefferson docs (1780s-1820s)
- George Washington’s Farewell Address
- Letter from Secretary of State Timothy Pickering defending the Alien and Sedition Acts (1798)
- Virginia and Kentucky Resolutions (1798)
- Rhode Island Resolutions (1799)
- 2002 Form B DBQ Evaluating the accuracy of the label “Era of Good Feelings” (9 docs 1815-1825)
- 2005 DBQ analyzing to what extent the American Revolution changed American society (10 docs 1775-1800)
- Andrew Jackson’s First Annual Message to Congress (1829)

- Andrew Jackson's Second Annual Message to Congress (1830)
- Memorial of the Cherokee Nation (1830)
- Text of the "Star Spangled Banner"
- "Oh Shenandoah" lyrics
- "Paddy Works on the Railway"
- "Music of the Cherokee People"
- Hudson River School images collection
- Andrew Jackson's Bank Veto Message (1832)
- Andrew Jackson's Proclamation re: Nullification (1832)
- Governor Robert Hayne's Inaugural Address (1832)
- Rep. David Crockett T N, letter to John Drurey re: Bank War (1834)
- John C. Calhoun, Senate Report and Address (1835)
- 2002 DBQ evaluating whether reform movements sought to expand democratic ideals (9 docs 1825-1850)
- United States History I Honors
- 2010 Form B DBQ analyzing the debate over territorial expansion (10 docs 1800-1855)
- Lincoln-Douglass Debates excerpts (1858)
- Speech by Sen. James Henry Hammond SC before the US Senate (1858)
- 2005 Form B DBQ analyzing the reasons why Americans could no longer compromise by 1860 (8 docs 1820-1860)
- Jefferson Davis's message to the Confederate Congress (1861)
- "The Secession of Virginia and the American Civil War," Illustrated London News (1861)
- Constitution of the Confederate States (1861)
- Gettysburg Address (1863)
- 1996 DBQ evaluating constitutional and social developments of the Civil War and Reconstruction (9 docs 1860-1877)
- Student selected primary sources

**Unit Title / Topic:** Unit 1 / Colonization and Colonial Development

**Unit Duration:** 8 weeks

## 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 adopted 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.

#### 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.9-10.4 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...

- 1.) Analyze the impact of the exploration and early colonization period on the social, political, economic, and cultural structures of the United States
- 2.) Synthesize the causes and effects of historic imperialism, so that they will be able to identify modern imperialistic and mercantile tendencies in the global environment.

## Meaning



**Students will understand that:***Students will understand that:*

- Imperialism is a philosophy consistently exercised by countries and cultures
- Every culture is impacted by its relationships with others
- Religion has historically impacted social, political, and economic trends
- Society, economics, and culture are significantly impacted by geography
- There are multiple versions of history for each event; a completely accurate history is an unattainable goal
- People take risks with the hope of reaping significant profit and benefits
- Moral and ethical dilemmas impact one's ability to follow established legal structures
- Social, political, economic, and cultural changes occur as a result of a series of related issues and events
- Mercantilism can both benefit and hurt colonies and home countries
- Sectional identities occur as a result of geographic and economic differences
- Major paradigm shifts result from the collision of multiple social, political, economic, and cultural forces.

**Essential Questions:**

- How is imperialism justified?
- How do interactions between cultures change each one?
- How does religion impact decisions?
- How does geography impact society, economics, and culture?
- How are the contents of the accepted historical narrative adopted?
- Can slavery and other abuses of power be justified?
- What causes social, political, economic, and cultural change within small and larger societies?
- How can mercantilism be both a positive and negative and negative force?
- What are the causes and effects of factional and sectional identities?
- Why do societies and countries experience major paradigm shifts?

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

- Europeans began expansion for mercantilist purposes
- Each culture had strengths and weaknesses that compared to their counterparts
- Native populations fought and conquered one another prior to the settlement of Europeans
- Settlement became a race and competition among European powers
- The existence of major exploratory and colonial powers changed as a result of battles in Europe
- Settlers did not locate resources the resources they expected to find
- the geographic attributes in various regions of the Americas
- Reasons for settlement in specific areas
- Reasons why the English refused to abandon their colonies
- The successes and failures of the Jamestown colony were taken into consideration during the establishment of subsequent colonies
- European relations with the native populations both helped and harmed each culture
- The colonial experiences fostered the creation of an American identity.

**Students will be able to:**

- Analyze the impact of colonization on both indigenous and European populations.
- Compare and contrast the reasons for exploration of various European powers.
- Compare and contrast the predicted and actual impact of mercantilist policies
- Discuss the pre-settlement social and political structures of indigenous populations
- Analyze how political issues in Europe impacted exploration
- Analyze the positive and negative impacts of joint-stock companies.
- Analyze why resources, geography, and indigenous peoples were different than explorer/settler expectations
- Analyze how geography impacted settlement patterns
- Compare and contrast the reasons for settling and the experiences of various individuals with published accounts.
- Evaluate the accuracy of first-hand accounts of settlement.
- Analyze why European powers refused to abandon their colonies

- Reasons for differences in legal and political systems in the colonies
- Causes and effects of differing Native American relations
- Differences among religious structures in the colonies
- Differing goals with respect to colonization
- Short and long term effects of colonization

- Evaluate how lessons of experience from prior colonies were evident in later colonial policies.
- Analyze how colonial experiences are evident in the creation of an American identity.
- Compare and contrast the legal and political systems in different colonies and regions.
- Analyze the reasons for dissent in colonial society
- Compare and contrast the relationships of different colonies with the native populations
- Analyze how religion impacted the colonial objectives and experiences.
- Identify and explain the short and long-term effects of colonization.
- Analyze the legal structures put into place by local rulers.
- Analyze the impact of the proximity of settlements of other European powers
- Debate the virtues of freedom and structure
- Connect New Jersey colonial history to modern times
- Compare core and peripheral colonies
- Compare development of colonial regions
- Evaluate the effectiveness of England's mercantilist policies
- Analyze the costs and benefits of mercantilism to colonies and home countries
- Analyze causes of change in the colonial labor force
- Compare the roles of women in different colonial regions
- Identify all the elements of the Atlantic trade system
- Analyze legal, political, economic, and social reasons for the development of race-based slavery in the colonies
- Evaluate the degree to which colonial slave laws influenced contemporary conceptions of race
- Analyze the causes and impact of increased regional identity in the colonies
- Compare and contrast the major regions of the colonies.
- Analyze ways slaves adapted to and resisted their condition
- Analyze the tensions caused by the backcountry south
- Describe religious pluralism in the colonies
- Analyze the causes and effects of the Great Awakening and the American Enlightenment
- Analyze the causes and effects of increased power of colonial assemblies.

- Synthesize how the issues of this period led to the creation of a unique American identity.
- Interpret primary source materials including journals and letters
- Reconcile multiple recollections of one event
- Identify marine routes of exploration on a map
- Identify key settlements on a map
- Use maps to analyze key social, political, and economic trends in settlements
- Predict trends based on prior and learned knowledge
- Compare and contrast the impact of colonization on multiple cultures (Spanish, Native, African, and English)
- Review and suggest improvements to arguments and information presented by other students
- Input data into web-based graphic organizer
- Use print and electronic resources to research and compile data
- Work collaboratively with other students
- Compare laws of two English colonies through primary document analysis

## Stage 2: Acceptable Evidence

### Transfer Task

1.) Unit Assessment Essay Question – students choose one of the items below

To what extent did European colonization in the Americas influence the social, political, economic, and cultural institutions of settlers, indigenous populations, and the homeland of the imperialistic nations? How did this period of settlement have an impact on the future successes, failures, and culture of the colonies? Describe how specific implications from the period are evident in today's American society.

**or**

The sequences of Spanish, French, Dutch, and English settlement experiences simultaneously promoted and cautioned against further colonization. What social, political, economic, and cultural factors caused Europeans to accept the risks of colonization? What lessons from failed or existing colonies were effectively used to promote the success of subsequent colonies? Which lessons were ignored? How are the results of the colonists' attention to, and/or rejection of, precedent evident in today's American society?

2.) Students will prepare for the unit test by selecting an article which exemplifies modern imperialist and mercantilist tendencies, and then analyze with respect to colonial trends

PROMPT: Demonstrate your understanding of the short- and long-term impacts of mercantilism and imperialism on the colonies by comparing the current events article you have chosen to the trends occurring in English Colonial America. Make sure to include and analyze specific current and historical examples in your response.

**Unit Title / Topic:** Unit 2 / Path to Revolution and the American Revolutionary War

**Unit Duration:** 7 Weeks

## 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 adopted 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.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.A.2.b: Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- 6.1.12.A.2.c: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
- 6.1.12.A.2.e: Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
- 6.1.12.B.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.B.2.b: Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.C.2.a: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.D.2.a: Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
- 6.1.12.D.2.c: Relate events in Europe to the development of American trade and American foreign and domestic policies.
- 6.1.12.D.2.d: Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

#### 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.9-10.6. 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...

- 1.) Identify warning signs and possible methods that could be used to prevent revolution, which in turn will enable student to analyze whether or not historic, current, or future armed conflicts were/are justifiable.
- 2.) Synthesize social, political, economic, and cultural developments from numerous periods in order to predict future issues and responses
- 3.) Examine whether current events and structures meet the expectations of historical figures based upon the political philosophy of the revolutionary eras.

## Meaning

### Students will understand that:

*Students will understand that:*

- Wars have intended and unintended social, political, economic, and cultural consequences for a country
- Geography leads factionalism and the creation of regional identities
- Reconciliation and compromise cannot always succeed
- The plight of individuals can be organized into large-scale movements for change
- The impact of middle class rises with increases in education and opportunity
- Effective and organized use of available media is essential for political victory
- War is justified when needed in order to effect a desired change
- Wars have intended and unintended social, political, economic, and cultural consequences for a country.
- Victory is a result of factors under and beyond the control of the parties.
- Leaders recognize and fulfill specific needs.

- How do wars affect social, political, economic, and cultural institutions?
- How does geography impact social, political, economic, and cultural institutions?
- Why do efforts of reconciliation and compromise often fail?
- How can one's individual circumstances change the course of history?
- What is the role of the growing middle class in history?
- How do the media impact political, social, and economic movements?
- When/how is war justified?
- What are the components of victory?
- What makes an effective leader?
- Does the person make the times or do the times make the person?
- Why do countries involve themselves in outside conflicts?

- “Normal” individuals rise to meet societal and government needs.
- Foreign powers become involved in conflicts in order to serve their own interests.

### Acquisition of Knowledge & Skills

#### Students will know:

- The French and Indian War was sanctioned by the English government in order to expel French from North America
- England and the colonies suffered from severe debts as a result of many years of war
- Colonists were taxed in order to repay war debt
- Colonists were subject to taxes already in place in England
- Colonists resented taxation without representation, and at the same time challenged the role of Parliament in the colonies
- Members of the rising middle class in America spearheaded drives for change in the colonies
- Most colonists were not in favor of separation and/or revolution
- Increased taxation resulted in many middle class becoming wealthy due to their successful smuggling of necessary goods
- Taxes were placed on the most used goods
- Boycotts were highly successful in response to taxation
- England was facing major social, political, and economic issues at home during the revolutionary period
- Organizations and societies were formed in an effort to organize the middle class
- Much of the revolutionary fever was isolated to New England until taxation and changes in government threatened the liberty of all colonies
- Neither the British nor the Colonists were willing to compromise on specific governmental issues
- Efforts for reconciliation continued in earnest even after Lexington and Concord
- The First and Second Continental Congresses were weak due to a fear of a powerful body
- Local institutions and activists were the base of the revolutionary movements

#### Students will be able to:

- Analyze the impact of salutary neglect policies on the Colonies and Britain.
- Examine the French and Indian War from multiple perspectives.
- Analyze the short and long-term effects of the French and Indian War
- Analyze how government policies contributed to public discontent and desire for reform.
- Create a timeline of cause and effect relationships related to events leading to revolution.
- Evaluate colonial arguments related to taxation and representation.
- Evaluate the success of colonial protest and disobedience.
- Analyze how the domestic and international political system of the British Empire impacted colonial policies.
- Analyze how discontent spread from New England to the remainder of the colonies.
- Synthesize events and issues into discussions of colonial identity and unity.
- Suggest how compromise might have changed the course of American history.
- Evaluate the success of reconciliation efforts.
- Evaluate the effectiveness of the First and Second Continental Congresses
- Analyze the importance of local institutions and “grassroots” movements in spreading a message of independence
- Analyze how effective use of period media resulted in changes.
- Evaluate the importance of new colonial, provincial-level governments
- Analyze the development of the concept of shared sovereignty
- Analyze the reasons for, contents, and impact of the Declaration of Independence.
- Examine the impact of local institutions and activists on the outcome of the War
- Analyze how period media resulted in policy decisions and changes
- Compare the advantages and disadvantages of the British and Americans at the onset of the war and how they evolved throughout the war.



- Effective use of period media resulted in changes and discussion
- Many commonly held beliefs related to the American Revolutionary period are fallacious
- Prior to the full onset of the war, many revolutionaries had created illegal governments in their respective provinces.
- Colonial response to certain English acts was counterintuitive, but justifiable.
- The colonial identity had gradually formed during this period, but was not concrete.
- Acts of the colonists were met with severe reactions by the English.
- There was not one single philosophy of government or sovereignty at this time.
- Shared sovereignty was becoming increasingly more important.
- The Declaration of Independence was revised in order to be accepted by various regional factions.
  - The First and Second Continental Congresses were weak due to a fear of a powerful body.
  - Local institutions and activists were the base of the revolutionary movements.
  - Effective use of period media resulted in changes and discussion.
  - Many commonly held beliefs related to the American Revolutionary period are fallacious.
  - The Americans and British both had significant comparative advantages and disadvantages at the outset of the war.
  - Advantages and disadvantages evolved through the war.
  - The American government faced major financial disadvantage.
  - Factions developed within the cooperative governments.
  - Each state had its own particular interests.
  - The British were not anticipating a war the length of the Revolution.
  - Americans used nontraditional warfare in order to counter the British standard.
  - Most Americans had not faced combat prior to this conflict.
  - Losses and victories changed the social and political climate of the colonies.
  - Troops faced fatal winter encampments and lack of supplies.
  - Political issues often prevented the military from being supplied.
  - George Washington became a de facto executive during this period.
  - The British maintained a strong presence in the middle colonies.
  - British sacrificed loyalist support as a result of harsh tactics used against the

- Evaluate the financial health, resources, and stability of the American government during the revolutionary period.
- Analyze how the expectations of all sides of the conflict changed during the War.
- Compare the impact of untrained militia and nontraditional tactics of the Americans with the trained army of Great Britain.
- Analyze how losses and victories changed the social and political climate of the colonies.
- Analyze the impact of politics on military strategy and logistics.
- Synthesize the roles of George Washington during this period.
- Analyze why loyalists changed allegiances during the conflict.
- Analyze the impact of geography and climate on battles and overall strategy.
- Evaluate the role of New Jersey in the Revolutionary War.
- Analyze how Americans aided the cause in non-combatant roles.
- Analyze the impact of women on the War, and of the War on women.
- Analyze the impact of African-Americans on the War, and of the War on African-Americans.
- Examine why foreign countries delayed participation in the conflict, and how they impacted the War.
- Evaluate the importance of naval warfare and strategy during the Revolution.
- Analyze the reasons for the creation of the Articles of Confederation and why they were not adopted until after the conflict.
- Discuss the successes and failures of the Treaty of Paris of 1783
- Analyze and prioritize the issues facing the United States following the conclusion of the War.
- Analyze the process by which states created their constitutions
- Interpret primary source materials including journals and letters
- Reconcile multiple recollections of one event
- Predict trends based on prior and learned knowledge
- Review and suggest improvements to arguments and information presented by other students
- Input data into web-based graphic organizer
- Use print and electronic resources to research and compile data
- Work collaboratively with other students

citizenry.

- Strategy changed as a result of opponent movements and availability of resources
- Patriots included those who supplied, but did not fight
- Foreign countries delayed alliances with the U.S. until the new nation claimed victories.
- French and Prussian training assisted the Continental Army.
- The French naval presence assisted with the conclusion of the War.
- The Articles of Confederation failed to pass for five years due to political issues related to the Northwest Territory.
- The unresolved issue of British soldiers in the west prompted future issues between the U.S. and Britain.

## Stage 2: Acceptable Evidence

### Transfer Task

1.) After completing French and Indian War perspective exercise, and analyzing essential questions, students will submit written responses to the following:

PROMPT: What is a contemporary example of a conflict with debatable justifiability? How does analysis of this question inform your responses to the essential questions?

2.) At the conclusion of the unit, students will respond to the following:

PROMPT: Throughout the remainder of the colonial period, and in the modern world, the world suffered and gained from a number of revolutions. Using your understanding of the American colonial separation from Great Britain, and other revolutions discussed in Modern World History, respond to the prompts that follow. Simulate that you are John Adams writing a letter to Abigail. Your goal is to create a list of warning signs that could be addressed by future revolutionary and imperial powers in order to foster peaceful reconciliation and separation. Include specific examples from the American Revolutionary Era to explain your responses.

1.) When/why should colonies or imperial powers take advantage of opportunities for reconciliation?

2.) What steps can be made in order to prevent future revolutions?

3.) When should revolutionaries / imperial powers recognize that reconciliation is no longer an option?

3.) The path to the American Revolution is a significant and celebrated period in American History. As such, Americans desire to identify their own lives and beliefs with those of the past. These beliefs made the United States. In order to analyze the success of the American experiment, we must consider whether the ideas of the revolutionary period are present in the modern era. Using specific examples, argue whether or not the United States has maintained the values that led to its founding, or whether those ideas have been sacrificed or minimized in the centuries since.

**Unit Title / Topic:** Unit 3 / Creation of the American 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.a: Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- 6.1.12.A.2.b: Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- 6.1.12.A.2.c: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
- 6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
- 6.1.12.A.2.e: Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
- 6.1.12.B.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.B.2.b: Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.C.2.a: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.D.2.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.

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.

**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.

### Transfer

#### Transfer Goal:

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

- 1.) Craft and justify the passage of a law or amendment that addresses modern concepts of civil liberties in order to demonstrate understanding that the actions of a government reflect the wants and needs of its' citizens.
- 2.) Examine whether the legal structures of modern era meet the intentions of the framers of the Constitution.
- 3.) Students will be able to independently use their learning of the dilemmas faced by a representative democracy and the separation of powers, so that in the long run, students will be able to predict future political issues, and suggest methods by which to avoid such dilemmas and create a "toolkit" of best practices for fledgling republics

### Meaning

#### Students will understand that:

*Students will understand that:*

- Legal and political systems are analyzed and applied differently over time
- Effective governments balance the needs of the people and the state
- Authority to govern is derived from shared sovereignty between the people and the state
- Compromise is essential for political success
- Partisan politics both promote and stifle progress
- Foreign relations are guided by various conflicting needs

#### Essential Questions:

- What makes governments survive social, cultural, political, and economic changes?
- What are the attributes of an effective government?
- How does a government demonstrate its legitimacy?
- How can conflicting political philosophies be reconciled?
- How can the rights of the few be protected from the tyranny of the majority?
- How can political parties and factions be both positive and negative forces?

- Early leaders set lasting precedents with mixed success
- The successes and failures of the American Republic would have lasting domestic and international consequences
- Wars have intended and unintended social, political, economic, and cultural consequences for a country

- How do countries forge foreign policies?
- What are the positive and negative consequences of a precedent-based system?
- What will be the lasting impact of the American republican experiment?
- To what degree should a leader be consistent in his/her ideas and policies?

### Acquisition of Knowledge & Skills

#### Students will know:

- America had to deal with politics and economics in the Atlantic world as an independent nation.
- England and France were vying for hegemony during this time.
- The intent of the founders was often challenged by others in the early years of the republic.
- Neither Europe nor America had unabashed confidence that the United States would last.
- Political parties formed as a result of divisive issues and varied interpretations.
- The Annapolis Convention was publicized as a meeting to strengthen the Articles of Confederation, but resulted in the call for a national convention.
- Shays' Rebellion served as a catalyst for the strengthening of the government.
- Delegates to the Constitutional Convention agreed on a government of three branches, but competing plans surfaced concerning slavery and representation.
- Proportional representation was more beneficial to populous states.
- Slavery was protected in the Constitution through the inclusion of a moratorium on discussions of the issue.
- Sovereignty lay with the people, but was shared with state and national governments in return for protection.
- Federalism divided power between the states and central government.
- Federalist writers espoused the virtues of the new republic through writings.
- The most significant complaint of the Anti-Federalists was the omission of a Bill of Rights in the Constitution
- That there were specific requirements for participation as an elected official in the government
- The Constitution lacked a definition of citizenship
- Protections in the Constitution were included in response to historical issues

#### Students will be able to:

- Evaluate the effectiveness of the Articles of Confederation
- Evaluate the degree to which the United States fulfilled the promises of its revolutionary rhetoric
- Analyze the role of state governments and constitutions and the impact of those structures on the creation of the U.S. Constitution
- Analyze the goals of the founders and the challenges they faced in the early years of the republic
- Evaluate why the longevity of the American republic was questioned in its early years.
- Analyze the roots of political parties and factions in America
- Analyze the events that led to the Constitutional Convention
- Evaluate the compromises of the Constitutional Convention regarding representation, slavery, and the limits of federal power
- Evaluate the key features of the Constitution, including separation of powers, checks and balances, the Electoral College, and federalism
- Analyze the debate over ratification of the Constitution
- Analyze the structure of the Constitution and be able to explain the relevance of each article and key amendments
- Evaluate the importance of enumeration of rights
- Debate whether modern interpretations of the Constitutions are consistent with the objectives of the founders.
- Evaluate the attempts of the new American government to establish legitimacy at home and abroad.
- Examine how the first presidencies were an experiment for American republicanism.
- Evaluate the birth, growth, and effectiveness of political parties in the U.S.
- Analyze how the U.S. has attempted to account for regional differences while

and abuses of power

- The electoral college was included in the constitution in fear of demagoguery
- The Constitution is divided into seven articles.
- The Constitution can be amended as necessary.
- The Constitution can be interpreted strictly or loosely
- The passage of the Constitution required friendly media.
- The middle class was becoming gradually more defined and powerful during this period.
- Rights of individuals extend as far as when they reach the rights of others
- Freedoms are not absolute
- The needs of the government must be balanced with the needs of the state
- Due process guarantees that individuals will be treated fairly
- The Bill of Rights restricts government power
- Powers not allocated to the Federal government are reserved for the people or the states.
- The inclusion of some rights does not imply that others do not exist.
- The first presidencies were an experiment for contemporary republicanism
- While Washington cautioned against political parties, the Federalist and Republican parties developed as a result of divisive issues.
- Sectionalism became evident when the Agrarian and industrial economies were debated
- Credit is required in order for governments and corporations to function
- A long-term debt would allow for sustained participation of the elites in American politics
- Many states rejected assumption because they had not incurred significant wartime debts
- The national bank was seen as central to the fluid viability of the American economy
- Assumption was traded for the relocation of the American capital city.
- Strict and loose constructionism were debated as branches of government desired to exert delineated powers
- The response to the Whiskey Rebellion demonstrated both force and forgiveness in order to preserve the republic
- Foreign affairs significantly impacted domestic issues
- Washington chose to remain neutral in order to allow the republic to flourish
- America's non-participation in the French Revolution divided the political parties
- Fear following the XYZ affair led to the Federalist push for the Alien and Sedition Acts

also striving to create an American identity.

- Evaluate the successes and shortcomings of the first five presidencies.
- Examine the growth of social, political, and economic sectionalism
- Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of domestic and international trade.
- Analyze the debates over assumption and the national bank.
- Examine the debate over strict and loose interpretation of the Constitution.
- Compare the causes of and response to the Whiskey Rebellion to other backcountry protests such as Shays' Rebellion and the Paxton Boys.
- Assess the role of geopolitics in the development of American foreign relations.
- Analyze the impact of Washington's neutrality policy.
- Examine the effects of the French Revolution on American Politics.
- Analyze the causes and effects of the Alien and Sedition Acts.
- Evaluate the legitimacy of nullification with regards to the Virginia and Kentucky Resolutions and the Hartford Convention.
- Analyze how trade and economics impacted society, culture, and politics.
- Explain how judicial review solidified the importance of the Supreme Court.
- Analyze the political and geographic implications of the Louisiana Purchase.
- Evaluate the philosophical of Jefferson throughout his political career.
- Analyze the direct and indirect diplomatic, political, economic, and social causes and effects of the War of 1812.
- Evaluate the importance of the Declaration of Independence, Constitution, and Bill of Rights to the spread of democracy around the world.
- Compare and contrast state constitutions
- Compare and contrast the arguments of Federalist and Anti-Federalists during the ratification debates, and assess their continuing relevance.
- Apply Constitutional protections to their individual situations.
- Interpret primary source materials including journals and letters
- Reconcile multiple recollections of one event
- Identify key settlements on a map
- Use maps to analyze key social, political, and economic trends in settlements
- Predict trends based on prior and learned knowledge
- Use print and electronic resources to research and compile data
- Work collaboratively with other students
- Respond to period images from a historical and contemporary context
- Analyze the economic benefits and issues of the slave trade

- Trade and economic issues were the predominant reasons for international strife at the time
- America developed from a minor country to a more significant power following the War of 1812 and Monroe doctrine
- While the Louisiana purchase doubled the size of America, it caused many to fear that those in power would tend to interpret the Constitution loosely
- Nullification, based on Locke's compact theory was unsuccessfully proposed in the Virginia and Kentucky Resolutions and Hartford Convention
- The Hartford Convention proved to be the downfall of the Federalist Party
- The War of 1812 was neither a loss nor victory, but further defined the relationship between the U.S. and Britain
- Various events threatened the sovereignty of the U.S. during this period.
- Individuals were more willing to give up their sovereignty in exchange for protection and security.
- The concept of Judicial Review caused a power shift, as the Supreme Court became a coequal branch of government
- Non-Importation and Embargo acts hurt both the aggressive and victim countries
- Protective tariffs are used to stimulate internal industrial growth
- The South responded negatively to economic protection.
- Restrictions on voter participation led to a more populist political approach
- Direct democracy became more evident as states limited legislative control over electors
- The Era of Good feelings was the result of the demise of the Federalist party
- The lack of a majority vote recipient in the election of 1824 demonstrated new political divisions
- The Tariff of Abominations was a tool used to promote support for Andrew Jackson

- Justify responses, and comment on the work of other students

## Stage 2: Acceptable Evidence

### Transfer Task

1.) Craft and justify the passage of a law or amendment that addresses modern concepts of civil liberties

PROMPT:

Now that you have an in-depth knowledge of the intricacies of the Constitution, your task is to evaluate what is missing from the document. What are the current weaknesses of the Constitution? Should government power be further limited or expanded? Create a law or amendment that would rectify the problems as you see them. How would this law impact the relationship between the people and the government?



2.) Students will evaluate whether a current constitutional issue would have been handled in a manner that would meet with the approval of the framers of the document.

PROMPT:

Use the internet to locate a recent news incident in which someone claimed that their rights under the U.S. Constitution were violated some kind of government structure/agency. Do not use a case heard and decided by the Supreme Court.

In a flowing, typed response, discuss the following items:

- 1.) Which news source the event was covered in;
- 2.) The events of the incident which precipitated the alleged violation of rights;
- 3.) Why the individual is claiming a violation of rights;
- 4.) Any counter-arguments that were present in the article;
- 5.) Any arguments or counterarguments that you could think of that are not in the article;
- 6.) How this case fits into the doctrine of the limits of individual rights;
- 7.) How this case fits into the doctrine of the balance of individual rights with the needs for a functioning government;
- 8.) The relationship of this incident to any class discussion or scenario that we have had;
- 9.) Your opinion on the validity of the case, and what you think will come of it.

Attach a copy of the article. Anything not completed in class during the lab period should be handed in two class periods following your computer lab day.

3.) Students will predict future political issues, and suggest methods by which to avoid such dilemmas and create a “toolkit” of best practices for fledgling republics.

PROMPT:

Simulate that you are one of the growing number of American or international political commentators in the early 1800s. You have been hired by a group of Latin American revolutionaries who are set to achieve independence for their country. The greatest fear of the revolutionaries is that they will be successful in the war, but will be unable to build and maintain a stable and successful government structure. They have hired you to help them to build the most successful post-revolutionary nation possible. Use your analysis of the successes and failures of the American experiment in order to create a consulting report which includes a “toolkit” of suggestions for the new government in order to meet their needs.

The period inclusive of the first six presidencies in American history proved to be the first defining period of the American Republic. The eyes of foreign powers were upon the fledgling country. Using your knowledge of the successes and failures of the United States from 1780 to 1829, create a “toolkit” for the number of new democratic countries that are founded. When you create this kit, ensure that you consider the main recurring themes that have been discussed in class.

**Unit Title / Topic:** Unit 4 / Jacksonian Democracy, Culture, and Demographics

**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...

Students will be able to independently use their learning to analyze the reasons for political agendas in historical and modern politics.

Students will be able to independently use their learning to debate modern decisions regarding historical figures, while considering the concept of historical relativism.

## Meaning

### Students will understand that:

*Students will understand that:*

- Morals evolve with changes in economic and family standards.
- People are attracted to belief systems which address personal and familial needs in a time period.
- Individual leaders shape policy and connect with voters.
- The role of government in economics evolves based on perceived need for intervention.

### Essential Questions:

- Why do morals evolve?
- What attributes of a belief system attract followers?
- How do individual political leaders impact the future of a country?
- What is the role of the government in Economics?

## Acquisition of Knowledge & Skills

### Students will know:

- 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.
- Protective tariffs promoted economic development at the cost of sectionalism.

### Students will be able to:

- Analyze the direct and indirect diplomatic, political, economic, and social causes and effects of the War of 1812.
- Analyze the competing influences of nationalism and sectionalism in the first decades of 19<sup>th</sup> century U.S. history.
- Evaluate the aptness of the name "Era of Good Feelings" for the period following the War of 1812.

- 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 bureaucracy runs the government, but prevents overall change with elections.
- 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 subjugated the native populations.
- Jackson's economic policies, while designed to protect the people, may have caused an economic panic and subsequent depression.
- The Taney Court significantly deviated from Marshall-type decisions.
- Jackson was either regarded as the hero of the common man, or as "King Andrew I"
- Political parties resulted from fear of elites and concentrated power.
- The specie circular demonstrated the lack of confidence in the American system.
- New Labor systems permitted the growth of business and industry.
- Immigrants provided both opportunities and threats to the American system.
- 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

- Analyze how popular elections led to the concepts of patronage and the spoils system.
- Compare Jeffersonian Democracy to Jacksonian Democracy
- Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and international trade, banking, and taxation
- Describe how the Supreme Court increase the power of the national government and promoted national economic growth during this era.
- 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.
- Analyze how technological developments transformed the economy, created international markets, and affected the environment
- Analyze the factors that led to the creation of a new American Identity.
- Explain the changes in American demographics that occurred as a result of land acquisition, immigration, and growing economic needs/wants.
- Debate the value of the national bank.
- Compare Jackson's views to those of his opponents on the issues of rotation in office, nullification, preservation of the union, executive power, Native Americans, and the National Bank
- Analyze the effects of the policies of the Age of Jackson on Native Americans.
- Evaluate the degree to which the presidency became more powerful during the Jackson administration.
- Debate whether Jackson was either a hero of the common man or an elected despot.
- Analyze how Jackson's economic policies, while designed to protect the people, contributed to economic panic.
- Analyze the factors that resulted in the rise of the second political party era.
- Analyze how popular elections led to the concepts of patronage and the spoils system.
- Trace how the presidency became deliberately more powerful during the Jackson administration.
- Analyze the impact of an augmented bureaucracy on federalism and individual rights.
- Analyze the merits of both sides of the continued nullification debate.

- Evaluate how views of the nature of the union changed during the Jacksonian era.
- Analyze Jackson's view on the preservation of the union.
- Describe the progress of Indian removal.
- Analyze how technological developments transformed the economy, created international markets, and affected the environment
- Analyze how new labor systems permitted the growth of business and industry.
- Analyze the causes and effects of mid-19<sup>th</sup> century immigration.
- Describe how the creation of manufactured consumer goods increased participation in the market.
- Analyze how canal and railway systems promoted growth throughout America.
- Analyze how industrialization contributed to a new social order in the North.
- Analyze how immigrants provided both opportunities and threats to America.
- Compare and contrast the decisions of the Marshall and Taney Courts.
- Evaluate the impact of the specie circular on American economic confidence.
- Interpret primary source materials including journals and letters
- Reconcile multiple recollections of one event
- Predict trends based on prior and learned knowledge
- Review and suggest improvements to arguments and information presented by other students
- Input data into web-based graphic organizer
- Use print and electronic resources to research and compile data
- Work collaboratively with other students

## Stage 2: Acceptable Evidence

### Transfer Task

1.) Students will trace popular politics from the time of Jackson to those of today in order to appreciate the development of political agendas.

PROMPT:

The election of 1828 demonstrated the transition of American politics to a system which was geared toward popular participation and the expansion of voting opportunities. Jackson was able to capitalize on the growing desires and concerns of the people. Nearly 80% of those eligible to vote cast ballots. In the 2016 presidential election, 58% of eligible voters participated in the process. Your task is to create develop a political agenda what would encourage increased voter turnout and widespread support in the next presidential election. Be careful to avoid accusations of demagoguery.

2.) Students will participate in a debate over whether Andrew Jackson should have been removed from the twenty dollar bill in 2016. Students will balance Native American Relations during the historical period with other Jacksonian initiatives. Students will analyze the concept of historical relativism as it pertains to this activity.

**Unit Title / Topic:** Unit 5 / Industrialization, Antebellum Society, and Reform

**Unit Duration:** 3 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.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.
- 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 reform movements continue to exist as the product of economic and social advancement in modern America.

## Meaning

### Students will understand that:

*Students will understand that:*

- Reform is sparked by a perceived social, political, economic, or cultural ill.
- Religion is a form of social control.
- While government structures prevent religious intervention, individual decisions are guided by faith.
- Education is necessary in order to inform individuals of their rights and responsibilities in a republic.
- Morals evolve with changes in economic and family standards.
- Individuals follow belief systems when the structures allow them freedom, fulfillment, and validation.

### Essential Questions:

- What sparks the need for reform?
- How does religion impact decision making?
- What is the relationship between religion and government?
- What is the role of education in a republic?
- Why do morals evolve?
- What attributes of a belief system attract followers?

## Acquisition of Knowledge & Skills

### Students will know:

- The creation of manufactured consumer goods increased participation in the market.
- The Canal and Railway systems promoted growth in the Old Northwest.
- The relationship between the executive and judicial branches became more tenuous during this period as a result of disagreements over enforcement of decisions.
- Slavery emerged as an underlying issue in state rights debates.
- Transcendentalism was a rejection of perceived corruption and minutiae in

### Students will be able to:

- Analyze how technological developments transformed the economy, created international markets, and affected the environment
- Explain the changes in American demographics that occurred as a result of land acquisition, immigration, and growing economic needs/wants.
- Analyze how new labor systems permitted the growth of business and industry.
- Analyze the causes and effects of mid-19<sup>th</sup> century immigration.
- Describe how the creation of manufactured consumer goods increased participation in the market.

society.

- Education was expanded in order to provide for an educated workforce and social control.
- The Second Great Awakening mirrored the first in its response to secularism and materialism.
- The traditional Calvinist philosophies of original sin were rejected during this time in favor of a benevolent God.
- Increased standards of living transferred to the treatment of the mentally and physically ill.
- Abolitionism and women's rights became closely connected movements.
- Each reform movement was attempting to respond to SPEC issues in different ways.
- The Lowell factory system served as a model for American innovation.
- Concentration of workers led to the formation of labor unions and new political organizations.

- Analyze how canal and railway systems promoted growth throughout America.
- Compare the northern and southern economies and societies post-industrialization.
- Analyze the effects of slavery on southern political, social, economic, and intellectual life.
- Analyze the ways that different southern social strata defended or justified slavery as necessary for their self-interest.
- Compare the antebellum arguments for and against slavery.
- Analyze how slavery emerged as an underlying issue in states' rights debates.
- Compare and contrast the causes and impact of the First and Second Great Awakenings.
- Analyze the relationship between how abolitionism and the women's rights movement.
- Analyze how various religious and societal movements attempted to address the changes to society that resulted from the industrial revolution.
- Evaluate the degree to which antebellum reform movements sought to expand democratic ideals.
- Analyze the factors that led to the creation of a new American Identity.
- Analyze how immigrants provided both opportunities and threats to America.
- Describe how the creation of manufactured consumer goods increased participation in the market.
- Analyze how canal and railway systems promoted growth throughout America.
- Analyze how perceived corruption in society led to calls for transcendentalism.
- Describe how increased standards of living transferred to the treatment of the mentally and physically ill
- Analyze how abolitionism and women's rights became closely connected movements.
- Analyze the impact of new American innovation.
- Analyze how the concentration of workers led to the formation of labor unions and new political organizations.

## Stage 2: Acceptable Evidence

### Transfer Task

Following reform movement “sales” presentations, students will relate the key attributes of the reformers to one in the modern era. Students will evaluate the roots and successes of reform as both a result and agent of social/technological change.

**Unit Title / Topic:** Unit 6 / Expansion and Sectionalism

**Unit Duration:** 4 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.

#### 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...

Students will be able to independently use their learning to contemplate the origins and the future evolution of American exceptionalism, so that they will be able to make judgments concerning the actions of the United States with respect to international involvement.

Students will be able to independently use their learning to analyze dilemmas faced by a representative democracy and the separation of powers, so that in the long run, students will be able to predict future political issues that may be faced by the American government.

## Meaning

### Students will understand that:

*Students will understand that:*

- Popular opinion of government is impacted by economic prosperity.
- Countries expand in the name of resources, power, and exceptionalism.
- Countries believe that their individual systems are the best.
- Imperialism is justified by the needs in the dominant and controlled country.
- Political success is a result of planning, execution, and circumstance.
- Internal divides are caused by conflicting social, political, economic, and cultural needs.
- Compromise is eliminated when it is seen as a loss for a side
- Geographic attributes impact the economy and politics.
- Civil war is a viable option when a combination of frustration and nationalism exists.
- Parties and factions can spark both productive and divisive debate.
- A republic can be sustained until its participants violate core principles.

### Essential Questions:

- How do economic conditions impact the success of government?
- Why do countries desire to expand their borders?
- What are the roots of American exceptionalism?
- How is imperialism justified?
- What factors contribute to political successes?
- What causes major internal divides?
- When is compromise no longer an option?
- How are geography, economics, society and politics interrelated?
- How are political parties and factions both a positive and negative force?
- What are the limits of a republic?

## Acquisition of Knowledge & Skills

### Students will know:

- 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.
- Protective tariffs promoted economic development at the cost of sectionalism.
- Immigrants provided both opportunities and threats to the American system.
- The creation of manufactured consumer goods increased participation in the market.
- The Canal and Railway systems promoted growth in the Old Northwest.
- 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 Ostend manifesto caused angered response domestically and internationally
- The Free Soil party exhibited the growing sentiment of the north at the time
- Uncle Tom's Cabin angered both Northern and Southern populations
- 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.
- The Gadsden purchase completed American possessions
- 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 new compromise, but caused more panic in the West.
- Popular sovereignty resulted in people moving to the West in order to change the population structures for voting
- The two Kansas governments proposed constitutions with conflicting components
- The issues in the region became known as "Bleeding Kansas"
- Kansas was a microcosm of the greater issues of the Country.
- The Republican party grew as a collection of individuals with varied beliefs
- John Brown's violence was both praised and castigated by various groups
- Brown desired to foster a slave rebellion.
- The Dred Scott case found that slaves did not have standing to sue as non-citizens

### Students will be able to:

- Analyze how the American identity was forged as a result of new democratic politics and westward expansion.
- Analyze how American demographics changed due to acquisition of land, immigration, and growing public needs and wants.
- Analyze the impact of protective tariffs on the economy and sectionalism.
- Examine the various rationales provided as a justification for slavery.
- Analyze the impact of immigrants on the American society, economics, and politics.
- Describe how the creation of manufactured goods increased participation in the market.
- Analyze how the canal and railway systems promoted growth in the Old Northwest.
- Examine how slavery emerged as an underlying issue in state rights debates.
- Assess the impact of Western settlement on the expansion of the United 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.
- Debate the United States involvement in the war with Mexico.
- Evaluate the arguments used to justify alignment with the interests of Texas
- Interpret how elections represented popular American views.
- Debate whether America had a manifest destiny of controlling the West.
- Debate whether America was becoming an imperial power against its own history.
- Analyze the impact of rebellions against Mexican authority.
- Predict the impact of the Compromise of 1850 on the future of American politics.
- Analyze the various rationales provided as a justification for slavery.
- Analyze how state rights, (i.e. nullification) and sectional interests influenced party politics and shaped national policies (i.e. the Missouri Compromise and Compromise of 1820).

- Roger Taney was instrumental in redefining legal principles during this era.
- Some people in the North believed there to be a slaveholder conspiracy
- Legislators represented the growing sectionalism by committing acts of violence on the Senate floor.
- 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.

- Examine the roots of internal factions in political parties due to the inability to form a united platform.
- Analyze the impact of the Ostend manifesto domestically and internationally.
- Assess the extent to which the Free Soil party exhibited the growing sentiment of the North during this period.
- Analyze the impact of Uncle Tom's cabin on the Northern and Southern populations.
- Analyze the divisive nature of fugitive slave laws and personal liberty laws throughout American history.
- Examine the impact of the Gadsden purchase on American expansionism and politics.
- Assess whether popular sovereignty was an equitable or dangerous manner of deciding a state's position on slavery.
- Analyze how the Kansas Nebraska act was rooted in compromise but caused increased panic in the West.
- Analyze the causes and effects of "Bleeding Kansas."
- Evaluate whether Kansas was a microcosm of the greater issues in the Country.
- Analyze the practical and philosophical roots of the Republican Party.
- Examine the impact of John Brown's raid.
- Analyze the politics, case law, and social issues surrounding the Dred Scott case.
- Examine how Roger Taney was instrumental in redefining legal principles during this era.
- Analyze the debates and violence on the Senate floor in relation to the issues in the Country.
- Analyze how the Lincoln-Douglas debates represented growing concerns regarding slavery and national politics.
- Assess the role that economics played in enabling the North and South to wage war.
- Analyze the various rationales provided as a justification for slavery.
- 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.
- Assess the role that economics played in enabling the North and South to wage war.
  - Interpret primary source materials including journals and letters
  - Reconcile multiple recollections of one event
  - Identify key settlements on a map
  - Use maps to analyze key social, political, and economic trends in settlements
  - Predict trends based on prior and learned knowledge
  - Use print and electronic resources to research and compile data
  - Work collaboratively with other students
  - Respond to period images from a historical and contemporary context
  - Analyze the economic benefits and issues of the slave trade
  - Justify responses, and comment on the work of other students

## Stage 2: Acceptable Evidence

### Transfer Task

1.) PROMPT: Throughout this unit, we have discussed the positive and negative impacts of American exceptionalism and expansion. In a concise essay supported by numerous specific examples, analyze an incident between that period and the modern era that occurred as a result of the spread of American influence. Evaluate whether the U.S. successfully learned from issues faced by the expansion of the mid-nineteenth century. Make recommendations for current policy makers based on the successes and failures of past expansion.

2.) PROMPT: Examine how the concepts of federalism, state rights, sovereignty, separation of powers, and individual participation in government evolved from 1789 to 1860. What were the victories and liabilities of this system during this time period that would influence the future of the American Republic? How might a civil war change the popular definitions of these concepts?

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

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

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

- 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 (NJSL) 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...

Students will be able to independently use their learning to analyze how the Civil War continues to influence modern sociopolitical relations in the U.S. so that students will be able to analyze the long term positive and negative effects of conflict.

Students will be able to independently use their learning to evaluate whether civil approaches and diplomacy may effectively service as alternatives to war.

### Meaning

#### Students will understand that:

*Students will understand that:*

- War is an extension of social, political, economic, and cultural issues.
- Civil war has different causes and traumatic effects than conventional international conflicts.
- Industry and political leaders advance during wartime.
- The Constitution and government structures must evolve in order to address conflict.
- Governments and individuals seek expansion of authority to satisfy a perceived need.

#### Essential Questions:

- What is the purpose of war?
- How is the impact of civil war different than conflict between two countries?
- How can people personally benefit from conflict?
- How do the Constitution and government structures survive war?
- Why do governments and individuals attempt to expand their authority?
- How can a divisive war be fought in the name of unity?
- How should the non-victorious be treated following war?
- What are the short- and long-term effects of civil war?

- Coercion and its relaxation can inspire the acceptance of change.
- The disposition of non-victorious side must be consistent with desired lasting outcomes.
- Civil wars have lasting, emotional impacts on a country.
- 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.

- What can governments do to prevent future conflicts?
- How can political leaders promote unity?
- How can the previously disenfranchised be assimilated into society?

### Acquisition of Knowledge & Skills

#### Students will know:

- The Governor of South Carolina kept the legislature in session so that they could secede immediately at the election of Lincoln
- Some believed that compromise remained an option after secession.
- James Buchanan chose to engage in very few actions, and leave the decisions to the newly elected president.
- The South believed that they would succeed due to a defensive position
- Secession of the Southern states put a focus on the border states
- Four states waited to secede until they were able to witness whether or not the Union would take belligerent action against the South
- 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 believed that they would achieve victory in the conflict
- The War lasted longer than most had originally anticipated
- The US government had to be careful not to legitimize the Confederacy
- Both sides faced economic and trade problems during the conflict.
- The naval blockade was seen as a belligerent action.
- Lincoln’s suspension of Habeas Corpus was adjudicated to have been unconstitutional.
- Lincoln did not follow Taney court decisions
- The Civil War was a constitutional crisis
- Transportation and economic advantages favored the North
- Military talent was more present in the South
- The Confederacy had a higher proportion of its population involved in fighting
- Immigrants helped the Union cause
- The Emancipation Proclamation, delayed until the Union victory at Antietam, was

#### Students will be able to:

- Analyze the validity and decision and process related to the secession of South Carolina.
- Debate the legality of secession under the American constitution.
- Evaluate how the belief that compromise could occur changed as the conflict advanced.
- Analyze why President Buchanan chose not to respond to secession in favor of leaving the issue for Lincoln.
- Analyze the impact of a defensive strategic position in a conflict.
- Analyze why states waited to secede until they were able to witness the government’s response to other states.
- Evaluate Lincoln’s stated goal that the war was to unify the Union, not abolish slavery.
- Assess why, at the onset of the conflict, both sides believed that they would win the war.
- Analyze the strengths and weaknesses of the North and South at the beginning and through the conflict.
- Evaluate how political and military leadership affected the outcome of the Civil War.
- Assess the role that economics played in enabling the North and South to wage war.
- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- Explain why the Civil War was more costly to American than previous conflicts were.

partially designed to gain the favor of Europe

- The Emancipation Proclamation functionally freed no slaves
- The Union Army allowed blacks to be combatants after the Emancipation Proclamation
- 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
- The Naval engagements of the Civil War demonstrate strategic and economic issues.
- The destruction of the Civil War required purposeful rebuilding
- Issues during the conflict led to advanced medical and sanitary study.
- 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
  - Reconstruction was a gradual process that was based off of a series of compromises and political maneuvers
  - The end of slavery did not guarantee blacks equality in America
  - The death and destruction caused by the Civil War in the South complicated reconstruction and created disarray
  - The Thirteenth Amendment ended slavery, but created a debate over the structure of labor and the workforce
  - Political divisions invited radicalism which aimed to punish the South
  - Lincoln favored a moderate and lenient reconstruction policy
  - The Wade-Davis Bill demonstrated the desire of Congress to exert more control on the Southern states
  - The assassination of Lincoln changed the path of reconstruction
  - Johnson facilitated reentry of states, but was countered by Congress
  - Black codes 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 corporations.
  - Race riots in Southern cities increased northern support of the Radical Republicans
  - The requirement to ratify the Fifteenth Amendment completed major Reconstruction changes to the Constitution
  - The Tenure of Office Act and impeachment of Andrew Johnson were facilitated by Radical Republicans in order to maintain the authority of

- Analyze why Lincoln maintained a “team of rivals” that would counsel him in pressing matters.
- Analyze why the war lasted longer than most had originally anticipated.
- Evaluate why the US government had to be careful not to legitimize the confederacy.
- Evaluate the legality and success of military actions like the naval blockade.
- Assess the legality of Lincoln’s suspension of Habeas Corpus.
- Analyze why Lincoln refused to follow Taney court decisions.
- Evaluate the role of immigrants in the War.
- Assess how the Civil War was a constitutional crisis.
- Analyze the role of transportation in the conflict.
- Analyze the validity, causes, and effects of the Emancipation Proclamation.
- Analyze the role of African-Americans in the conflict.
- Evaluate the impact of the imbalance of leadership between the two sides.
- Assess how the destruction of the Civil War required purposeful rebuilding.
- Compare and evaluate the various plans for Reconstruction.
- Analyze the motives and goals of the Radical Republicans.
- Analyze the short- and long-term impacts of the Civil War Amendments.
- Evaluate the degree to which the freedmen in the South were able to achieve their economic, political, and social goals.
- Evaluate the successes and failures of Republican Reconstruction.
- Analyze the reasons for the rise of the KKK in the South.
- Analyze the effects of Reconstruction on the Republican and Democratic parties.
- Analyze the reasons for and the consequences of the end of Reconstruction
- Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
- 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.
- Interpret primary source materials including journals and letters
- Reconcile multiple recollections of one event
- Identify key settlements on a map
- Use maps to analyze key social, political, and economic trends in settlements
- Predict trends based on prior and learned knowledge

Congress

- While African Americans played a more significant role in the politics of Reconstruction Governments, “negro rule” was a myth.
- Southern governments run by carpetbaggers and scalawags were criticized for inefficiency and corruption
- Blacks and whites continued to be separated in economic terms
- 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.

- Use print and electronic resources to research and compile data
- Work collaboratively with other students
- Respond to period images from a historical and contemporary context
- Analyze the economic benefits and issues of the slave trade
- Justify responses, and comment on the work of other students

## Stage 2: Acceptable Evidence

### Transfer Task

1.) PROMPT: Using your knowledge of sectionalism, the war period, and Reconstruction, evaluate the positive and negative impacts of the overall conflict. How do the benefits weigh in comparison to the costs? Do the ends justify the means? Must many people die to establish lasting freedom and equity? Analyze whether the goals for the Civil War established by various factions and interests were achieved.

2.) Students will conduct a civil moot court in which they attempt to assign responsibility for the Civil War. Students will create and evaluate a plan for reconciliation/reconstruction that is based on assignment of responsibility. Students will evaluate whether a non-military option could have met with success. Students will relate the resolution of the Civil War to other conflicts.