

US History I Unit 1

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Unit	Marking Period	Weeks
American Beginnings to 1783	1	10
A New Nation (1781-1850)	2	10
An Era of Growth and Disunion (1825-1877)	3	10
Migration and Industrialization (1877-1917)	4	10

Unit Overview

Students will study how the interactions between Native American, European, and African cultures contributed to the founding of the American colonies. We will chart the origins of trans-Atlantic slavery, how it evolved, and the consequences for its victims. We will examine interactions between European settlers and Native Americans, from moments of both cooperation and conflict. Throughout this unit, students will explore the perspectives of diverse groups including English settlers, French settlers, enslaved Africans, indentured servants, colonial women, the Powhatan, the Lenni-Lenape, the Wampanoag, British officials, free African-Americans, and more. These perspectives will help students to learn about the development of the colonies as they approached the War for Independence, and how and why Americans shaped and governed a new republic.

Enduring Understandings

1. Students will understand why and how the American colonies were founded.
2. Students will understand the impact of colonization on Native Americans, Africans, and Europeans.
3. Students will understand how the American colonies developed socially, politically, and economically.
4. Students will understand the causes of the Revolutionary War.
5. Students will understand the challenges that Americans faced in the aftermath of the Revolutionary War.

Essential Questions

1. What were the reasons for European colonization of the Americas?
2. How did the convergence of cultures affect the peoples of North America, Africa, and Europe?
3. How did the colonies develop economically, socially and politically?
4. What were the causes and major events of the American revolution?
5. What challenges did the new American republic face?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.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.
SOC.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.
SOC.6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.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.
SOC.6.1.12.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.
SOC.6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also

protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Amistad Integration

We embed African-American history throughout our curriculum. Some examples of the content that we use when integrating the history and contributions of African-Americans are:

- Discussion of the introduction of slavery to the colonies in 1619 and the lasting effects.
- Reading on the effects of Bacon's Rebellion on the use of slavery in Virginia. Followed by a discussion about how slavery was not based solely on race until the late 17th century, with free Black man Anthony Johnson of Jamestown as an example.
- Discussion on the rise of and experiences of the trans-Atlantic slave trade, with an emphasis on primary sources related to the Middle Passage.
- Primary source analysis of the experiences of a free Black woman in New York City in the 17th century.
- Recognition of the contributions of both free and enslaved Africans to the growth of the colonies, including a mini-lecture on the contributions of Black ministers to the Great Awakening.
- Reading and discussion on the meaning of the Declaration of Independence to African-Americans, women, and Native Americans in 1776, including poetry from Phyllis Wheatley and a Massachusetts petition for freedom.

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.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.

Holocaust/Genocide Education

We will implement the following materials and texts to integrate the history of prejudice, discrimination, and genocide and to help students see how oppression happens and take personal responsibility to fight racism and hatred:

- Discussion of how the early patterns of settlement laid the groundwork for discriminatory practices against Native Americans and African-Americans (including Bacon's Rebellion, King Philip's War, and the Pequot War)
- Study of the impact of European diseases on Native American communities, both in the Spanish and English colonies
- Discussion of how the French and Indian War contributed to the removal of Native Americans from their ancestral lands with primary sources from tribes like the Mohawk and Iroquois.
- Pocahontas as an example of ways that Native American voices have been silenced, with

connections to ways that Americans in the 17th century and beyond stereotyped Native American experiences.

- Case study on the Lenni-Lenape and 21st-century responses to past cultural genocide.
- Reading and discussion on the meaning of the Declaration of Independence for Native Americans, and why many tribes chose to fight with the British in the American Revolution.

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Interdisciplinary Connections

In connection with the English department, students will practice and be assessed on argumentative writing, thesis-driven arguments, and will be able to incorporate evidence to support their claims.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

Technology Standards

TECH.8.1.12	Educational Technology: 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.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.12.B.CS4	The influence of technology on history.

21st Century Themes/Careers

Themes: Students will understand how people have historically voiced their opinions of dissent and lobbied their governments for change.

Skills: Responsible citizenship, clear and effective communication, use of valid research strategies, and critical thinking

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Financial Literacy Integration

We will instruct students on basic financial topics to navigate the realities of our world today and understand how government financial policy can have a personal impact:

1. Discussion of how the debt after the French and Indian War contributed to political issues in the 1760s.
2. Discussion on how debates surrounding the purpose and legitimacy of taxation contributed to the American Revolution.
3. Contrasting between mercantilism and capitalism.

SOC.6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also

protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Instructional Strategies & Learning Activities

- Legacy of the Conquistadors partner activity
- Pocahontas and John Smith primary source analysis from Stanford History Education Group and historical portrayals of Pocahontas from the National Museum of the American Indian
- Passenger List SHEG: comparing trends in Virginia and Massachusetts
- The Wampanoag and the First Thanksgiving reading (NMAI)
- Middle Colonies stations
- Lenni-Lenape readings and video clips with a partner
- Women and the American Story (from New York Historical Society) jigsaw on 5 colonial women experiences
- 13 Colonies comparison/contrast chart
- Middle Passage primary sources
- Mercantilism scenarios worksheet
- Relay review game on 3.1: English history and guided notes
- Salem Witch Trials simulation, primary source activity, and discussion
- Map analysis: Before and After French and Indian War
- Native American perspectives on the French and Indian War
- French and Indian War Netflix mini-project
- Stamp Act reading and analysis
- Acts Leading to War stations
- Guided debate on British and American perspectives leading to the revolution
- Boston Massacre woodcut analysis
- Lexington and Concord: choosing sources for a textbook activity
- Advantages and Disadvantages in the war chart
- Declaration of Independence "All Men Are Created Equal" guided packet and class discussion
- Phase 2 of War Google Earth mini-project
- Life in the New Nation reading and graphic organizer
- Optional video clips: Story of Us, Crash Course, Philadelphia series, Be Washington simulation
- Class notes and lecture: Jamestown, New England, Southern colonies, French and Indian War, Phases 1 and 3 of the American Revolution, problems in the 1780s

Differentiated Instruction

Examples may include:

- Inquiry/Problem-Based Learning
- Student choice in assessments
- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Self-Directed Learning

- LMS use (Canvas)
- Strategic grouping
- Jigsaws
- Learning Through Workstations

Formative Assessments

- Weekly homework assignments (readings, reading checks, notes, videos, podcasts, and textbook questions) that align with the textbook sections and class material.
- Outside primary and secondary sources will be assigned for further understanding and mastery of the historical period being studied, as either homework or in class.
- In class writing and research assignments (charts, maps, and informal presentations) will be based on the colonial to early republican periods of United States history.
- Daily warm ups to activate prior knowledge using various techniques (i.e. draw a picture, write a poem, ask a question, explain to a 1st grader, share a personal experience, etc.)
- In-class review games (review basketball, Taboo, Pictionary)
- Low-stakes quizzes, i.e. Kahoot!
- Sequence It: create timelines of major events discussed
- Gallery Walk stations and reflection
- Think-Pair-Share
- Linking terms
- Exit tickets

Summative Assessment

Each chapter will be assessed in a variety of ways, from traditional test formats to argumentative-based essays. Traditional test formats include multiple choice questions, matching, true and false questions, and short answer questions that occur at the conclusion of the chapter. Tests may include longer essays with topics given in advance. Non-traditional assessments include the French and Indian War Netflix Project and Causes of the Revolution debate.

Benchmark Assessments

Monitor students historical writing ability with benchmark primary source based writing assessments at least once a marking period.

Alternate Assessments

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Keep workspaces clear of unrelated materials.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Provide visual aids.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Allow take-home or open-book tests.
- Permit a student to rework missed problems for a better grade.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

Resources & Technology

Resources:

- The Americans, Holt McDougal
- Gilder Lehrman Institute
- Stanford History Education Group
- The History Channel
- PBS
- America: the Story of Us
- Crash Course
- TEDEd videos
- George Washington's Mount Vernon
- Women and the American Story (New York Historical Society)
- Facing History and Ourselves
- Khan Academy
- National Museum of the American Indian
- New Jersey state history resources
- Teaching Tolerance
- National Parks Service

Technology:

- Promethean Board
- Chromebooks (1:1)
- Canvas
- Genesis

BOE Approved Texts

The Americans, Holt McDougal

Closure

See Formative Assessment section

ELL

Strategies may include:

- Alternate responses
- Advanced notes
- Extended time
- Teacher modeling
- Simplified written and verbal instructions
- Frequent breaks
- E-Dictionaries
- Google Translate

Special Education

Strategies may include:

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (posters, brochures, website design, etc.)
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (phones, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.

- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- See "alternate assessment" category for modifications relating to assessments.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed presentation or project).
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Provide notes
- Modified primary source readings
- Modified study guides
- Reinforcement in Humanities Labs

504

Strategies may include:

- Preferential seating
- Extended time on tests and assignments
- Reduced homework or classwork
- Verbal, visual, or technology aids
- Modified textbooks or audio-video materials
- Behavior management support
- Adjusted class schedules or grading
- Verbal testing
- Excused lateness, absence, or missed classwork
- Pre-approved nurse's office visits and accompaniment to visit

At Risk

Strategies may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Notes provided on Canvas; peer note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Adjusted assignment timelines
- Prompt feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

Strategies may include:

- Focus on effort and practice
- Offer the most difficult first
- Offer choice
- Speak to student interests
- Allow G/T students to work together
- Encourage risk taking