

# US History I Unit 3

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **9 weeks**  
Status: **Published**

## Course Pacing Guide

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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

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Movement westward ushered the nation into a new era of growth, expansion, and conflict. The first half of the 1800s was an era of increasingly radical social reform movements, including abolition and women's suffrage. The United States tested its international power through diplomatic and militaristic campaigns to secure western territories from Mexico, Britain, and Native tribes. By the 1850s, the Union was in peril as the North and South struggled to compromise on the divisive issue of slavery and its direct relationship to expansion into the western territories. The bloody Civil War profoundly affected all Americans and changed the nation's culture and politics forever. The government was forced to address the devastating effects of the Civil War in the Reconstruction period. This Second Founding of the United States reshaped the Constitution. Its initial implementation produced radical change, but long term change was abandoned in pursuit of other priorities for the North.

## Enduring Understandings

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1. Westward expansion reflected a pervasive attitude about America's manifest destiny.
2. Westward expansion offered new economic opportunities for some but had profound consequences for foreign relations.
3. Westward expansion negatively affected the culture and livelihood of Native Americans.
4. The Civil War reflected the bitter politics that had divided the North and the South for much of the 19th century.

5. The Civil War had enormous political, economic, and social implications for the United States.
6. Reconstruction ultimately failed, but set into motion reforms that would be better realized in the 20th century.

## **Essential Questions**

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1. How and why did Americans expand westward prior to the Civil War?
2. How did westward expansion contribute to the causes of the Civil War?
3. How did westward expansion affect diverse groups of Americans?
4. What were the causes of the Civil War?
5. What were the major developments in the Civil War?
6. What was the outcome and the legacy of the Civil War?
7. What were the political struggles, accomplishments, and failures of Reconstruction?

## **New Jersey Student Learning Standards (No CCS)**

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SOC.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.
SOC.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 Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
SOC.6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
SOC.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.
SOC.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.
SOC.6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.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.
SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
SOC.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.
SOC.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.

SOC.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.
SOC.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.
SOC.6.1.12.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

## **Amistad Integration**

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We will implement the following materials and texts to integrate the history and contributions of African-Americans:

1. Analysis of the various attitudes towards and decisions about slavery that led to the Civil War.
2. Analysis of the intent behind the 13th, 14th, and 15th Amendments and to what extent the purposes of the Amendments were achieved.
3. Discussion of how life for newly freed African-Americans changed after the Civil War politically, socially, and economically.
4. Examination of enslaved people's narratives and discussion of the experience of enslavement.
5. Examination of the overt and covert means by which enslaved people both resisted slavery and created a unique culture.

SOC.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.
SOC.6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
SOC.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.
SOC.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.

## **Holocaust/Genocide Education**

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

1. Discussion of how the mid-19th century expansion efforts in Texas, California, and Oregon laid the groundwork for further discriminatory practices against Native Americans (including large scale removal to reservations and "Americanization" processes)

## 2. Discussion of the ongoing issues Native tribes are faced with as a direct result of expansion.

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

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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.11-12.9	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**

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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**

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**Themes:** Students will understand how Americans have historically used the legal system to discriminate against minorities, and will explore how they might resist discrimination and prejudice in the present day.

**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**

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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 the impact of war on the national economy and the ensuing consequences for everyday Americans.
2. Discussion of how regional economic differences affected the United States and the Confederate States during the Civil War.
3. Discussion of how the United States transitioned from a slave-based to a free-labor economy, with a particular focus on how this transition affected African-Americans.

SOC.6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
SOC.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.
SOC.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.
SOC.6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the

SOC.6.1.12.D.4.b

economies of the North and South.

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.

## **Instructional Strategies & Learning Activities**

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- Women and reform movements readings
- Reformers project
- Women and the Industrial Revolution reading and graphic organizer
- American Progress art analysis
- Oregon Trail simulation and primary source analysis
- Texas Independence from Stanford History Education Group
- Illustrated timeline of Mexican-American War
- Comanche reading
- Tohono O'odam video and class discussion
- Perspectives on the Underground Railroad primary sources and activities
- Second Middle Passage primary sources
- Resistance to slavery reading
- Compromise of 1850 graphic organizer
- Road to War packet
- John Brown SHEG
- Local Underground railroad google earth tour
- Strengths and weaknesses of North and South
- Election of 1860 role play
- Jigsaw on Civil War social groups
- Civil War Battles museum exhibits and gallery walk
- Women and the Civil War reading
- Draft Riot Mystery
- Emancipation Proclamation SHEG
- Gettysburg Address close reading and analysis
- Lost Cause video and discussion
- Reconstruction plans group work
- Fountain Hughes interview
- Mobituaries podcast - The Black Congressmen of Reconstruction
- Sharecropping SHEG
- Sample Reconstruction voting test
- Optional videos: Presidents series (History Channel), Story of Us, Crash Course, Glory, Harriet
- Class notes and lecture on Westward Expansion, Texas, Mexican-American War, causes of Civil War, politics of 1850s, start of Civil War, Gettysburg/Vicksburg, end of war, Reconstruction

## **Differentiated Instruction**

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Examples may include:

- Inquiry/Problem-Based Learning

- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Self-Directed Learning
- LMS use (Canvas)
- Grouping
- Jigsaws
- Learning Through Workstations

## **Formative Assessments**

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- Weekly homework assignments (readings, reading checks, notes, 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 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, etc.)
- In-class review games (review basketball, Taboo, Pictionary)
- Reading and listening checks, open and closed note
- Low-stakes quizzes, i.e. Kahoot!
- Sequence It: create timelines of major events discussed
- Gallery Walk and reflection
- Think-Pair-Share
- Linking terms
- Exit tickets

## **Summative Assessment**

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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. Chapters not tested in the traditional format will be assessed through research projects, presentations, and evidence-based argumentative essays highlighting a specific historical figure or issues.

## **Benchmark Assessments**

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

## **Alternate Assessments**

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- 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**

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### Resources:

- The Americans, Holt McDougal
- Gilder Lehrman Institute
- Stanford History Education Group
- The History Channel
- PBS
- America: the Story of Us
- Library of Congress
- Crash Course
- Howard Zinn Education Project
- Glory (1989)
- Harriet (2019)
- National Museum of the American Indian (NMAI)

### Technology:

- Promethean Board
- Smart Phones
- iPads
- Chromebooks (1:1)
- ELMO
- Canvas



- Genesis

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## **BOE Approved Texts**

The Americans, Holt McDougal

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## **Closure**

See Formative Assessment section

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## **ELL**

Strategies may include:

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

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## **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

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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

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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**

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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