

**High School
United States History I
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 26, 2021

Education – Item # 9

Date

Agenda Item

Rationale

Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Social Studies Department Vision

Know the past. Engage the present. Impact the future.

Social Studies Department Mission Statement

The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

Social Studies Department Goals

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through an interpretation of historical facts, to analyze information, and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal, and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer, and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

I. Course Description

Using a multi-faceted approach that includes sociological, cultural, economic, political, and diplomatic perspectives, US History I will introduce students to the key concepts, movements, events, and personalities of the history of the United States from the revolutionary era to U.S. involvement in the First World War. Although the course explores history within a chronological framework, US History I will develop information processing skills, with an emphasis on improving the ability of students to find, critically analyze, and evaluate the significance of facts and ideas. The course also requires students to build, support, defend, and effectively communicate their own understandings of United States history.

II. Course Instructional Materials

- ActiveClassroom
- Bring History Alive! (Sourcebooks for United States and World History)
- DBQ Project
- Social Studies Department Writing Rubric

III. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History <http://www.socialstudies.org/c3>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at: <http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at: <https://www.nj.gov/education/holocaust/index.shtml>

E. History of disabled and LGBT persons included in middle and high school curriculum

- A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of **middle school and high school** students as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources at: <https://www.lgbtqhistory.org/lesson-plans/>

F. Diversity, Equity, and Inclusion Mandate...

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available at: <https://www.welcomingschools.org>

G. Asian American and Pacific Islanders Mandate

- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
- Resources available: <https://asianamericanedu.org>

IV. General Interdisciplinary Connections / Materials

(specific materials are referenced within each unit)

- Language Art: Literature and poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
- Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

V. Pacing Guide

First Marking Period	Unit #1: Colonial Growth to Revolution Unit #2: Confederation through Constitutional Ratification Unit #3: The Early Republic
Second Marking Period	Unit #4: Antebellum and Western Expansion Unit #5: The Civil War and Reconstruction
Third Marking Period	Unit #6: Industrialization and Modernization Unit #7: Progressive Era
Fourth Marking Period	Unit #8: Emergence of the United States in Global Affairs Unit #9: The United States and the First World War

VI. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

Grades 1-3	Active Citizenship Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.
Grade 4	United States Geography An introduction to the regions of the United States, with a focus on their history and development.
Grade 5	United States History Settlement/Colonization to End of the American Revolution
Grade 6	Half Year – Civics Half Year- World Geography
Grade 7	United States History The American Revolution to Post Civil War Reconstruction
Grade 8	World History Pre-history to global encounters
Grade 9	World History Global encounters to modern times
Grade 10	United States History I Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War
Grade 11	United States History II Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today
Grade 12	Electives: Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science

VII. Accommodations, Modifications, and Teacher Strategies
(specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> • Teacher Presentation • Student Presentation • Class Discussion • Socratic Discussion • Reading for Meaning • Inquiry Design Model • Interactive Lecture • Interactive Notetaking • Compare and Contrast • Research Based • Problem Based • Project Based <p style="text-align: center;">504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • 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 visits occupational or physical therapy 	<ul style="list-style-type: none"> • Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> • Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate

VIII. Social Studies Department Writing Rubric

		0	1	2	3	4
Introduction	Historical Context	does not discuss the background for the question	alludes to events, with relevance, into historical time period	is present but needs to be more concise	adequately places events, with relevance, into historical time period	clearly and accurately places events into historical time period
	Thesis	no thesis is identified	thesis is alluded to or does not accurately address the question	thesis is not clearly presented or does not fully address the question	thesis is presented and accurate but could be further developed	thesis is fully presented, well-focused and structured
	Outline of Evidence	does not support the thesis or is absent altogether	limitedly supports the thesis or meets the demands of the question	supports the thesis or demands of the questions, but could contain better examples or but could be more concise	largely supports the thesis or demands of the questions	evidence is presented, organized, and effectively supports the thesis
Discussion	Historical Knowledge	Demonstrates little knowledge or contains many inaccuracies	Offers some relevant knowledge but lacks consistent specifics or depth	offers relevant details but is not evenly applied throughout the paper	Offers relevant and consistent details throughout paper but lacks full depth or coverage of content	In-depth and accurate, applied consistently and convincingly to support thesis
	Strength of Argument	The essay is mostly a narrative and there is no attempt to form an argument.	Arguments are present but largely consist of generalized statements	Arguments indicate some in-depth discussion but not consistency throughout	Arguments indicate in-depth discussion but some components could be further developed	Argument is relevant, in-depth and supported by evidence
	Demands of the Question	are not completely addressed	are limitedly addressed throughout the response	are partially addressed throughout the response	are largely met through a clearly focused response	are fully met showing high degree of awareness.
	Historiography		does not acknowledge various interpretations of the topic, event, or issue	Attempts to acknowledge various interpretations of the topic, event, or issue	is integrated effectively into the answer to support and supplement the argument	demonstrates an awareness of the reasons and circumstances that produced different interpretations.
Conclusion	Recaps Thesis and Evidence	thesis and evidence are not summarized or there is no conclusion	Conclusion is present but does not recap the essay sufficiently	The thesis and evidence are partially summarized	thesis and evidence are both mostly summarized and explained	thesis and evidence are fully summarized and well explained.
Logistics	Organization and Structure	is absent altogether	lacks clear approach to answering the question	organization and structure are present but could be better addressed	is acceptable and does not take away from the overall quality of the essay	is strong, clear, and well-focused arguments
	Quality of the Prose	There are severe language or grammatical issues that detract from the quality of the essay	There are many language or grammatical issues that detract from the quality of the essay or it is illegible	There are some language or grammatical issues that detract from the quality or it is difficult to decipher	There are minimal language or grammatical issues that detract from the quality of the essay	There are no language or grammatical issues that detract from the quality of the essay

Score	INC	F	D	C
Range	0 through 6	7 through 12	13 through 18	19 through 25
Score	B-	B+	A-	A+
Range	26 through 28	29 through 32	33 through 36	37 through 40

GRADE

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Unit #1
Colonial Growth to Revolution

Overview:

This unit will examine the growth of colonial economic, political, and social structures along with the influence of Enlightenment ideals on the British North American Colonies and their impact on the causing the American Revolution.

North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- Do people have birth given rights?
- How can independence be defined?
- How do you define the ideas set forth in the Declaration of Independence?
- How does culture change over time due to social, political, economic, and environmental conditions?
- How is society impacted by war, especially one fought in its own backyard?
- Is it okay to break the law if no one will find out about it?
- How were the roots of independence planted in early colonial America?

Enduring Understanding...

- North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
- The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details

- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topics 1.1 - Native Americans before Columbus, Europeans and Africans, Early Explorers, Puritans, Life in the Chesapeake, New France

Key Vocabulary/Terms

- Columbian Exchange, Mercantilism, Parliament, salutary neglect, cash crop, staple crop, triangular trade, middle passage, persecution, colonization, joint stock companies, Jamestown, John Smith, Headright system, plantation, indentured servants, Bacon's Rebellion, Puritans, John Rolfe, Nathaniel Bacon

Key Concepts/Ideas:

- Although England controlled the American colonies there was an extended period of time that the colonies were allowed to function as they saw fit (salutary neglect).
- Why the era of salutary neglect ends and how the colonist responded to the newly enforced restrictions on trade and commerce.
- The meaning and impact of the Declaration of Independence on the British Colonies and world observers (other nations).
- The course of the American Revolution and its impact on the social, political, and economic structures within the rebellious colonies and the Native Americans.

Possible Misunderstandings:

- The taxes imposed by the British Parliament were overly oppressive in nature.
- The majority of colonists supported the idea of independence from Great Britain.
- All colonists united in America's bid for independence, regardless of race, religion, or ethnicity.
- Democracy was quickly implemented into the American political structure as a result of the American Revolution

Assessment Topics 1.2 - Roots of Revolution, mercantilism, Stamp Act, Intolerable Acts, Lexington and Concord

Key Vocabulary/Terms

Stamp Act, Sons of Liberty, martial law, minutemen, Second Continental Congress, Olive Branch Petition, Patriots, Loyalists, inflation, profiteering, Treaty of Paris, egalitarianism Boston Massacre, Coercive Acts, Committees of Correspondence, Daughters of Liberty, direct tax, indirect tax, Intolerable Acts, Loyalists, Massachusetts Circular, no taxation without representation, Proclamation Line, Sons of Liberty, Suffolk Resolves

Key Concepts/Ideas:

- The protests against the English crown were done by the Sons of Liberty as well as other secret groups throughout the colonies.
- The Boston Massacre was an event that pushed England and 13 colonies to the brink of war
- What roles did Native Americans play for both the American colonies and English/

Possible Misunderstandings:

- The taxes imposed by the British Parliament were overly oppressive in nature.
- Not all colonists were opposed to the taxes or looking for independence.
- Not all leaders felt that violence was the answer in making their voices heard.

Assessment Topics 1.3 - American Republicanism, Declaration of Independence, Patriots and Loyalists, Yorktown, Continental Congress, The Peace of Paris

Key Vocabulary/Terms

- confiscation acts, Continental currency, Dunmore's Proclamation, Hessians, Mecklenburg Resolves, minutemen, popular sovereignty, republicanism, thirteen colonies, Yorktown

Key Concepts/Ideas:

- The meaning and impact of the Declaration of Independence on the British Colonies and world observers (other nations).
- The course of the American Revolution and its impact on the social, political, and economic structures within the rebellious colonies and the Native Americans.

Possible Misunderstandings:

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- Democracy was quickly implemented into the American political structure as a result of the American Revolution

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the factors that contributed to the expansion of slavery in the American Colonies.
- Examine the middle passage and the triangular trade.
- Examine the role of African-Americans and slaves played during the American Revolution.

Topics that address the Holocaust Commission Mandate...

- Examine and analyze genocides during the initial exploration of what comes to be known as America.
- Examine the attitude of colonist regarding the British officials that were often the target of violence.

Topics that address the LBGT and Special Needs Mandate...

- Examine Indigenous nations who embraced same-sex relationships
- Examine Indigenous nations that embraced multiplicity of gender identities
- Examine Thomas Morton and the Merrymount Colony
- Examine the life of Jemima Wilkinson

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 1.1 - Native Americans before Columbus, Europeans and Africans, Early Explorers, Puritans, Life in the Chesapeake, New France

- Construct a historical narrative explaining why colonization was so important for all countries in Europe.
- Analyze how the Colombian Exchange impacted the future American Colonies as well as Europe.
- Examine the land claims made by European Countries and determine what made those land areas so valuable for each European country to control.

Assessment Topic 1.2 - Roots of Revolution, mercantilism, Stamp Act, Intolerable Acts, Lexington and Concord

- Draw upon arguments such as those offered by Abigail Adam's letters to John Adams (1776), Mary Wollstonecraft's *Vindication of the Rights of Women* (1792), and Judith Sargeant Murray in "The Gleaner" (1798) to analyze how women's quest for new roles and rights for their gender continued to evolve, the extent to which they were successful in gaining new educational and political rights in the years following 1776 and the degree to which they were able to enter the public realm.
- Draw upon the arguments advanced by opponents and defenders of England's new imperial policy to construct a sound historical argument or narrative on such questions as: *Were the arguments against Parliamentary taxation a legitimate and constitutional defense of the historic and traditional rights of Englishmen under common law, or were they merely a defense for tax evasion? Was the British decision to station troops in the colonies at the end of the Seven Years War designed to defend the colonies or did it reflect a conscious decision to keep contentious and expansionist colonist under control.*
- Construct a historical narrative analyzing the factors which explain why a person chose to be a Loyalist or a Patriot. *Why did approximately one-third of the colonist want to remain neutral? Did economic or social differences play a role in how people chose sides?*
- Examine the Tea Act of 1773, the Boston Tea Party, the "Intolerable Acts", the cause of the skirmish at Lexington Green. *How might a Loyalist have interpreted the natural rights theory of the Declaration of Independence? How might a Loyalist have answered the charges in the Declaration of Independence?*

Assessment Topic 1.3 - American Republicanism, Declaration of Independence, Patriots and Loyalists, Yorktown, Continental Congress, The Peace of Paris

- Draw upon the principles in the Declaration of Independence to construct a sound historical argument regarding whether or not it justified American independence?

- Compare the Declaration of Independence with the French Declaration of Rights of Man and Citizens and evaluate their influence on government and revolutionary movements around the world during the 19th and 20th centuries. *How did the natural rights philosophy of the Enlightenment influence the American and French declarations? How have these ideas, which inspired the American and French Revolutions, influenced 19th century revolutions in Latin America and Europe, and 20th century revolutions such as those in Mexico, Russia, and China? How successful have these governments been in carrying out the ideals that inspired their revolutions?*
- Explain why the Battle of Saratoga has been considered the turning point of the Revolution? *How did Ben Franklin use the battle to gain French aid? How important was French aid during the war?*
- Construct a position paper or historical narrative analyzing to what extent the American Revolution was a civil war as well as a war for national independence. *How does the battle at King's Mountain illustrate the civil war aspect of the Revolution?*
- Compare how the terms of the Treaty of Paris and the national boundaries it specified affected economic and strategic interests of the United States, Native American nations, Spain, England, and France. *What was the economic impact of the loss of trade with the British West Indies following the American Revolution? What boundaries remained in dispute after the Treaty of Paris? To what extent did the Treaty of Paris address issues of importance to the Indians? What was the impact of the Treaty of Fort Stanwix (1784) with the Iroquois and the Treaty of Hopewell with the Cherokee following the Revolution? What benefits could Indians allies of the United States expect to gain from their support?*
- Compare the ideas of the Declaration of Independence with those of John Locke in *Two Treatises of Government*. *How are they different? Similar? Why does Jefferson use the phrase "the pursuit of happiness" instead of "property"? What did Jefferson mean by the "pursuit of happiness"?*
- Discuss to what extent the Declaration of Independence was a radical document for the time.
- Construct a chart assessing the comparative advantages and disadvantages of such efforts to finance the Revolutionary War as taxing Americans, borrowing from foreign nations, confiscating goods and requiring services needed by the military, printing unbacked paper money, and repudiating debts.

Summative Activities, Tasks, or Projects:

- DBQ LV- What caused the Salem Witch Trial Hysteria of 1692
- DBQ SV- What caused the Salem Witch Trial Hysteria of 1692
- MQ Project- Early Jamestown- Why Did So Many Colonists Die
- MQ Project- Valley Forge- Would You have Quit
- MQ Project- What Cause the Salem Witch Hysteria of 1692
- MQ-Cabeza de Vaca- How Did He Survive
- Map of the original 13 colonies to fill in and discuss the economic activities of each colony
- Create a Colony Activity
- Mercantilism Game
- Middle passage stimulation
- French and Indian War Activity
- Newspaper Report of the Boston Massacre from both the British and American perspectives
- Pamphlet Project from either a Loyalist or Patriot perspective
- Examine the *Boston Massacre* engraving by Paul Revere
- Examine the *Declaration of Independence* Activity

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 1.1 Early European Exploration, Colombian Exchange, Land Claims , Cash Crops

Lesson Theme 1.1 - Spanish Exploration and Colonial Society

- Columbus, Balboa, Magellan -- Columbian Exchange -- Conquistadors

Lesson Theme 1.2 - Colonial Rivalries: Dutch and French Colonial Ambitions

-- Settlements of New France and New Netherlands – Francis Drake – Henry Hudson Lesson Theme 1.3 - English Settlements in America -- Lost Colony of Roanoke – Jamestown – John Smith, James Rolfe, Pocahontas – Pilgrims

Lesson Theme 1.4 - The Impact of Colonization

-- Bacon's Rebellion – Puritans – Witch Trials – Beginnings of slave labor –Stono Rebellion

Assessment Topics 1.2 - Roots of Revolution, mercantilism, Stamp Act, Intolerable Acts, Lexington and Concord

Lesson Theme 1.2.1. Confronting the National Debt: The Aftermath of the French and Indian War

-- French and Indian War – Causes, Strategies, Battles – Treaty of Paris – Colonial Debt

Lesson Theme 1.2.2. The Stamp Act and the Sons and Daughters of Liberty

-- English Acts – Navigation, Sugar, Stamp – Stamp Act Congress – Sons of Liberty and Sam Adams

Lesson Theme 1.2.3 The Townshend Acts and Colonial Protest

-- Committees of Correspondence – Colonial Unrest – John Adams – Townshend Act

Lesson Theme 1.2.4 The Destruction of the Tea and the Coercive Acts

-- Boston Massacre – Boston Tea Party – Intolerable Acts

Lesson Theme 1.2.5 Disaffection: The First Continental Congress and American Identity

-- First Continental Congress – Lexington and Concord – Olive Branch Petition -- Thomas Paine “Common Sense”

Assessment Topic 1.3 - American Republicanism, Declaration of Independence, Patriots and Loyalists, Yorktown, Continental Congress, The Peace of Paris

Lesson Theme 1.3.1. Britain’s Law-and-Order Strategy and Its Consequences

-- Advantages/ Disadvantages of Independence – Thomas Jefferson – Creating a New Government

Lesson Theme 1.3.2. The Early Years of the Revolution

-- Colonial advantages/disadvantages -- British advantages/disadvantages -- Hessians – Loyalists – French Alliance

Lesson Theme 1.3.3. War in the South

-- George Washington – Valley Forge – Treaty of Paris

Lesson Theme 1.3.4. Identity during the American Revolution

-- Patriots – True American Pride – Colonial Soldiers and Woman Roles

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian’s Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

Primary Sources Analysis

- [“The Visible and Invisible Worlds of Salem”](#), After the Facts: The Art of Historical Detection, Chapter 2.

Articles

- Niderost, Eric. [“Benjamin Franklin: Revolutionary Spymaster”](#). *American History*. February 2006. Annual Editions: American History Volume I. 21st ed.
- Ferling, John. [“The Rocky Road to Revolution”](#). *Smithsonian*, July 2004. Annual Editions: American History Volume I. 21st ed.

Interpretation Analysis

- “Bacon’s Rebellion”. Changing Interpretations of America’s Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 9

Unit #2
Confederation through Constitutional Ratification

Overview:

This unit will examine the function of the new nation under the political structure outlined by the Articles of Confederation and the reasons for and debates at the Constitutional Convention and the ratification process.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How is the role of government defined?
- Whose interest should government represent.
- How can differing points of view affect relations between and within societies?
- How can studying the past help us understand the present world and the future?
How can looking at multiple points of view help us explain the ideas and actions of individuals and groups?

Enduring Understanding...

- 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.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topics 2.1 - State Constitutions, Articles of Confederation, Shay's Rebellion

Key Vocabulary/Terms

- Anti-Federalists, bicameral, checks and balances, Connecticut Compromise, conservative Whigs, coverture, democracy, Electoral College, Federalists majority rule, manumission, monarchy, proportional representation, radical Whigs, three-fifths compromise, unicameral

Key Concepts/Ideas:

- The Articles of Confederation were the first structured government of the newly independent colonies.
- State governments held a bulk of power and authority within the Articles of Confederation.
- Under the Articles of Confederation, the national government had limited ability to function effectively.
- Recognizing the need for change delegates from each state participated in the Constitutional Convention to amend, but ultimately discard the Articles of Confederation in favor of a new Constitution.
- Agreement on the need and structure of the new constitution was not unanimous as Federalist and Anti-Federalist battle over the ratification of the Constitution.

Possible Misunderstandings:

- The Articles of Confederation was agreed upon by all the Founding Fathers.
- The government had contemplated naming George Washington a monarch.

Assessment Topic 2.2 - Constitutional Convention, Ratification of the Constitution

Key Vocabulary/Terms

- Bill of Rights, Citizen Genêt affair, Democratic-Republicans, impressment, letters of marque, Louisiana Purchase, *Marbury v. Madison*, Revolution of 1800 the Terror, XYZ affair

Key Concepts/Ideas:

- The Articles of Confederation were the first structured government of the newly independent colonies.
- State governments held a bulk of power and authority within the Articles of Confederation.
- Under the Articles of Confederation, the national government had limited ability to function effectively.
- Recognizing the need for change delegates from each state participated in the Constitutional Convention to amend, but ultimately discard the Articles of Confederation in favor of a new Constitution.
- Agreement on the need and structure of the new constitution was not unanimous as Federalist and Anti-Federalist battle over the ratification of the Constitution.

Possible Misunderstandings:

- The creation of the early American government was quick and without conflict
- The founding fathers were all in agreement in what they believed democracy meant.
- The formation of government as well as documents were written multiple times with many ideas discussed.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine Article I, Section 2 of the Constitution how the issue of slavery shaped the discussion and debate over representation.
- Examine Article I, Section 9 of the Constitution, prohibiting Congress from having the ability to abolish the slave trade until 1808.
- Examine Article IV, Section 2 of the Constitution, which outlines the Fugitive Slave clause.
- Understand how the issue of slavery influence the structure and how representation was determined in our government.
- Examine the language in the Constitution that addressed the issue of slavery.

Topics that address the Holocaust Commission Mandate...

- Examine the attitudes of pro-imperialist towards the natives of the lands that were annexed and taken control of.
- Examine how the attitudes and beliefs towards Native Americans and Slaves influenced the structure of the Articles of Confederation and Constitution.
- Examine the attitudes of Americans towards slaves and Native Americans in reference to the U.S. Constitution.

Topics that address the LGBT and Special Needs Mandate...

- Examine first-hand accounts of transgendered soldiers in the Revolutionary War.
- Examine the perceived prevalence of homosexuality during the founding and settling of the American colonies
- In what ways did patriarchy, concepts of masculine and feminine ability and appearance ideals, and social norms influenced what roles women played during the American Revolutionary War?

- In what ways did patriarchy, concepts of masculine and feminine ability and appearance ideals, and social norms influenced how later generations have or have not remembered what roles women played during the American Revolutionary War?
- In what ways did patriarchy, concepts of masculine and feminine ability and appearance ideals, and social norms influenced the lives of women war participants in the immediate years after the American Revolutionary War?

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topics 2.1 - State Constitutions, Articles of Confederation, Shay's Rebellion

- Research the size and scope of the U.S. debt at the close of the Revolutionary War and present alternative plans to retire the debt. Analyze the practicality and consequences of each proposal in the context the post-Revolutionary era. *How practical would it have been to refuse payment of the debt? What were the sources of state and federal revenue? What taxes could be imposed to help retire the debt? What effect would these taxes have on different economic and social groups?*
- Weigh historical evidence and construct a sound argument, debate, or narrative which evaluates the accomplishments and failures of the Articles of Confederation. *How difficult was it to reach an agreement on conflicting states claims to western lands? What significance did it have that states were given ultimate power under the Articles of Confederation? How did the lack of power hinder the functionality of the federal government?*
- Formulate historical questions assessing the importance of the Northwest Ordinance based on careful study of the document. *To what extent were the first two articles of the Northwest Ordinance a precursor to the Bill of Rights? How revolutionary was the anti-slavery clause of the Northwest Ordinance? Under the Ordinance what was the status of free blacks in the territory? What was the "utmost good faith clause"? To what extent was it enforced? How did the Land Ordinance of 1785 and the Northwest Ordinance of 1787 promote public education? How did the ordinances lead to the opening of the west? What was their impact on the Native Americans in the Old Northwest?*
- Explain the conditions in Massachusetts which promoted Shay's Rebellion and investigate how debtors in other states reacted to similar circumstances. *To what extent was Shay's Rebellion an isolated incident or a national phenomenon?*
- Evaluate the effectiveness of the Articles of Confederation and individual states in addressing inflation, trade, banking, and taxation.

Assessment Topic 2.2 - Constitutional Convention, Ratification of the Constitution

- Develop a sound historical narrative explaining the source and nature of the basic principles behind the separation of powers and the system of checks and balances established by the Constitution.
- Develop a historical argument to such questions as: *To what extent were the compromises reached in the Constitution Convention the results of 18th century republican ideals held by the delegates and to what extent were they the results of deep-rooted economic and political interest of the regions they represented?*
- Compare and analyze the major arguments for and against the Constitution of 1787 in leading Federalist and Anti-Federalist writings and major ratification debates.
- Analyze the difference between leading Federalist and Anti-Federalist in terms of their background, service during the Revolution, and political experience, then develop a historical argument concerning how these influences shaped their positions on such issues as individual rights, republican government, federalism, separation of powers, and popular sovereignty.
- Draw evidence from "Federalist 84", James Madison's letter to Thomas Jefferson (October 1788), Jefferson's response, and selections from the Anti-Federalist Papers to explain arguments presented in the debate over whether there was a need for a Bill of Rights. *Was a Bill of Rights necessary? Why or why not?*
- Using historical data and the First Amendment to the Bill of Rights, analyze the reasons why the Alien and Sedition Acts were passed and appraise their significance. *To what extent were the Alien and Sedition a violation of the Bill of Rights? How did the Federalist Party justify the need for the acts? Why did they feel it did not violate the Bill of Rights? How did they affect the growth of the Democratic-Republican Party? Were the Virginia and Kentucky Resolutions opposed to the restrictions of rights under the Alien and Sedition Acts or were they concerned about the nature of federalism?*

Summative Activities, Tasks, or Projects:

- DBQ LV- How Revolutionary was the American Revolution
- DBQ SV- How Revolutionary was the American Revolution

- MQ Project- How Did the Constitution Guard Against Tyranny
- Constitutional Convention Roleplay Activity
- *Constitution* Scavenger Hunt
- Shays' Rebellion History Detective
- Examine the strengths and weaknesses of the *Articles of Confederation*
- Discuss the electoral college and the election process in November

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topics 2.1 - State Constitutions, Articles of Confederation, Shay's Rebellion

Lesson Theme 2.1.1 Common Sense: From Monarchy to an American Republic

-- State Constitutions – Articles of Confederation – Articles of Confederation's shortcomings – Shay's Rebellion

Lesson Theme 2.1.2 How Much Revolutionary Change?

-- Mount Vernon Conference – Revisions of Articles

Assessment Topic 2.2 - Constitutional Convention, Ratification of the Constitution

Lesson Theme 2.2.1 Debating Democracy

-- Philadelphia Convention – Points of agreement – Virginia Plan – New Jersey Plan

Lesson Theme 2.2.2 The Constitutional Convention and Federal Constitution

-- The Great Compromise – House vs The Senate – Separation of Powers – Preamble – Constitution – Electoral College

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

Primary Sources Analysis

- "The Visible and Invisible Worlds of Salem", After the Facts: The Art of Historical Detection, Chapter 2.
- "Declaring Independence", After the Facts: The Art of Historical Detection, Chapter 3.

Articles

- Maier, Pauline. "Making Sense of the Fourth of July". American Heritage, July/August 1997. Annual Editions: American History Volume II. 17th ed.

- Thomas, Evan. "Founders Chic: Live From Philadelphia". Newsweek, July 9, 2001. Annual Editions: American History Volume II. 17th ed.

Interpretation Analysis

- "The American Revolution". Changing Interpretations of America's Past: The Pre-Colonial Period through the Civil War Volume 1, Chapter 13.
- "The Declaration of Independence". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 14.
- "The Constitution". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 15.

Unit #3 The Early Republic

Overview:

This unit will examine the transfer of authority from the Articles of Confederation to the newly formed government under the Constitution and how the practices of government were established. This unit will also discuss some of the issues, both domestic and foreign, facing the new nation leading to the formation of a two-party political system.

STAGE 1 Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How can foreign affairs impact a country's economy, society, or political landscape?
- What does it mean to have a political system based on political parties?
- What is a new government's first priority?
- What should the top priority of a country be?
- When is social order more important than civil liberties?
- When should a country be more interested in foreign policy than domestic policy?
- Who should the country protect the most?
- Whose country is this anyway?
- Why is it necessary to have diplomatic relations with foreign countries?

Enduring Understanding...

- Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
- In order to establish an effective government, the period of 1789 to 1820 mandated a strong central government, with checks and balances, evolving into a two-party system arguing political, economic, and social issues, and being flexible enough to allow needed changes in the future.
- To survive as a new nation in the world, the United States had to remain neutral in foreign wars, develop foreign trade, understanding, respect, and peaceful co-existence.
- In the time of national peril and crisis, individual liberties and civil rights, take a second seat to government power and need for social order in order to protect the national security.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topics 3.1 - First Presidency, Bill of Rights, Hamilton's Economic Policy, Political Parties

Key Vocabulary/Terms

- census, public debt, cabinet, circuit court, fiscal, assumption, excise, stock, medium of exchange, despotism, impress, assimilation, witch-hunt, compact nullification

Key Concepts/Ideas:

- The formation of the modern structure of government (the cabinet, functions of the three branches of government).
- The basis of the two-party system in the United States.
- The social, political, and economic impact of foreign affairs on the United States.
- The United States government acts to suppress opposition to policies and restrict civil liberties.

Possible Misunderstandings:

- The three branches of government are equal in power, all used as a check system to make sure no one gets too much power.

Assessment Topics 3.2 - Jay's Treaty, Alien and Sedition Act, Federalist vs Republicans

Key Vocabulary/Terms

- census, public debt, cabinet, circuit court, fiscal, assumption, excise, stock, medium of exchange, despotism, impress, assimilation, witch-hunt, compact nullification

Key Concepts/Ideas:

- The formation of the modern structure of government (the cabinet, functions of the three branches of government).
- The basis of the two-party system in the United States.
- The social, political, and economic impact of foreign affairs on the United States.
- The United States government acts to suppress opposition to policies and restrict civil liberties.

Possible Misunderstandings:

- There were always multiple political parties

Assessment Topics 3.3 - The Jefferson Presidency, Louisiana Purchase, War of 1812

Key Vocabulary/Terms

- Patronage, writ tribunal, impeachment, "pacifist", frigate, cede, precedent, sectionalism, conscription, broadside, embargo

Key Concepts/Ideas:

- The formation of the modern structure of government (the cabinet, functions of the three branches of government).
- The basis of the two-party system in the United States.
- The social, political, and economic impact of foreign affairs on the United States.
- The United States government acts to suppress opposition to policies and restrict civil liberties.

Possible Misunderstandings:

- Even though the founding fathers wanted to be of English rule, some actually wanted to mirror the new government after England.
- The American government system is the way it is today because Washington refused to be a King.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the article by Nash, Gary. "African American in the Early Republic", OAH Magazine of History, Winter 2000, pp 12-16.
- Examine the role attitude towards slaves played in shaping the New Nation.
- Examine the role of early slave revolts.

- Examine the early seeds of the abolition movement.

Topics that address the Holocaust Commission Mandate...

- Examine the role of foreign bias and prejudices during the war of 1812
- Analyze the feelings of the American government toward the assimilating of the Cherokee nation.
- Examine the attitudes of the colonists towards foreigners as they pertain to the topics of study during the Early Republic especially the Alien and Sedition Acts.

Topics that address the LGBT and Special Needs Mandate...

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topics 3.1 - First Presidency, Bill of Rights, Hamilton's Economic Policy, Political Parties

- Draw upon historical documents such as Jefferson's critique of Hamilton's economic program, Patrick Henry's "Resolution on the Assumption of State Debts," and the Hamilton-Jefferson disagreements on the constitutionality of the Bank of the United States. *What was the nature of the objections to Hamilton's financial plan? On what grounds did Hamilton use the "necessary and proper" clause of Article I, Section 8 of the Constitution to argue for the establishment of a national bank? How did Jefferson use the same clause to argue that a federally funded bank was unconstitutional? Who would benefit from the Bank of the United States? Who would benefit from the funding the debt at par value?*
- Analyze the factors which led to the Whiskey Rebellion and evaluate the following quotations from two political antagonists "An insurrection was announced, proclaimed, and armed against, but could never be found." Jefferson "Suppressing the rebellion will do us a great deal of good and add to the solidarity of everything in this country." Hamilton
- *Was the government overreacting to the "Whiskey Rebellion" or was the rebellion a threat to the security of the nation? Why or why not? Was the Whiskey Rebellion a confrontation between "haves" and "have-nots"? Compare the grievances of the "Whiskey Rebellion" to those of the Regulators, Paxton Boys, and Shaysites.*

Assessment Topics 3.2 - Jay's Treaty, Alien and Sedition Act, Federalist vs Republicans

- *Explain how differences concerning support for the French Revolution, foreign policy issues (such as Genet affair, the Jay and Pinckney treaties, the XYZ Affair, the undeclared war with France), and immigration contributed to the emergence of an organized opposition party led by Jefferson and Madison.*
- Analyze the responses of Presidents Jefferson and Madison to impressment and the harassment of US shipping prior to outbreak of the War of 1812. *How effective were the Embargo Act, Macon's Bill No. 2, and the Non-Intercourse Act? What was the domestic political and economic impact of the Embargo Act? Why was it repealed?*

Assessment Topics 3.3 - The Jefferson Presidency, Louisiana Purchase, War of 1812

- Draw data from the Hartford Convention Resolutions to explain New England's resentment of the war. *If the War of 1812 was fought to guarantee rights on the "high seas," as Madison maintained, why did New England states oppose the war? Were the proposed constitutional amendments reasonable? How do the sectional interest expressed in the Hartford Convention Resolutions compare with those in the Virginia and Kentucky Resolutions of 1798? Why was the Hartford Convention considered the death-knell of the Federalist Party?*
- Assemble evidence and develop a historical narrative on such questions as: *How did President Jefferson, a strict constructionist, devotee of limited government, and frugality in terms of government spending, justify the purchase of the Louisiana Territory? On what grounds did many New England Federalists justify their opposition to the purchase? What were the consequences of the Louisiana Purchase in terms of economic development, slavery, and politics?*
- Review *Marbury v. Madison* (1803) and at least one other major case such as *Fletcher v. Peck* (1810), *Dartmouth College v. Woodward* (1819), *Gibbons v. Ogden* (1824) in order to construct a sound historical argument concerning how Chief Justice Marshall's decisions established important legal precedents and strengthened the role of the Supreme Court as an equal branch of government.

- Draw evidence from Marshall’s decision in *McCulloch v. Maryland* to construct an argument or historical narrative appraising the position of the national government vis-à-vis state governments. *To what extent does McCulloch v. Maryland strengthen the powers of the national government? How does the decision impact the interpretation of the Constitution?*

Summative Activities, Tasks, or Projects:

- The Constitution
- The Bill Of Rights
- DBQ -LVHow Free Were Free Blacks in the North?
- DBQ-SV How Free Were Free Blacks in the North?
- Whiskey Rebellion Roleplay Activity
- *Alexander Hamilton – Examine his life through music from “Hamilton”*
- Debate – Federalist vs Republicans and their viewpoints
- Examine the outcomes of the Marbury vs Madison Case
- Examine and Discuss if Jefferson's Louisiana Purchase went above his Presidential Powers.

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topics 3.1 - First Presidency, Bill of Rights, Hamilton’s Economic Policy, Political Parties

Lesson 3.1.1 The New American Republic

- Federalists – Anti-Federalists –Bill of Rights – Ratification – Role of African Americans – President vs Monarch – Foreign Policy – Alexander Hamilton

Lesson 3.1.2 Partisan Politics

- Rise of Political Parties – Whiskey Rebellion – Term Limits – Washington Precedents

Assessment Topics 3.2 - Jay’s Treaty, Alien and Sedition Act, Federalist vs Republicans

Lesson 3.2.1 Competing Visions: Federalists and Democratic-Republicans

- XYZ affair – Alien and Sedition Act vs Immigration today – Rise of Jefferson – Marbury vs Madison – Political Strife

Assessment Topics 3.3 - The Jefferson Presidency, Louisiana Purchase, War of 1812

Lesson 3.3.1 The United States Goes Back to War

- Louisiana Purchase – Lewis and Clark – Aaron Burr – Embargo Act – Territorial Expansion – War of 1812 – Canadian Resistance – Rise of Andrew Jackson

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian’s Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: Expanding and Preserving the Union, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

- Maier, Pauline. "Making Sense of the Fourth of July". *American Heritage*, July/August 1997. Annual Editions: American History Volume II. 17th ed.
- Leibiger, Stuart. "Founding Friendships: Washington, Madison and the Creation of the American Republic". *History Today*, July 2001.
- Lazare, Daniel. "Your Constitution is Killing You". *Harper's*, October 1999.
- Lind, Michael. "Do the People Rule". *The Wilson Quarterly*, Winter 2002.
- Kyff, Robert S. "The Whiskey Rebellion". *American History*, August 1994.
- Ferling, John. "1796: The First Real Election". *American History*, December 1996.
- Wernick, Robert. "Chief Justice Marshall Takes the Law in Hand". *Smithsonian*, November 1998. Annual Editions: American History Volume II. 17th ed.
- Kreyche, Gerald F. "Lewis and Clark: Trailblazers Who Opened the Continent". *USA Today Magazine (Society for the Advancement of Education)*, January 1998. Annual Editions: American History Volume II. 17th ed.
- Chernow, Ron. "The Best of Enemies". *Time*, July 5, 2004. Annual Editions: American History Volume I. 21st ed.
- Ferling, Jon. "Cliffhanger". *Smithsonian*, November 2004. Annual Editions: American History Volume I. 21st ed.
- Onuf, Peter S. "The Revolution of 1803". *Wilson Quarterly*, Winter 2003. Annual Editions: American History Volume I. 21st ed.
- Cohen, Patricia Cline. "Women in the Early Republic". *OAHS Magazine of History*, Winter 2000. Annual Editions: American History Volume I. 21st ed.
- "The Alien and Sedition Acts". *Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War*. Volume 1, Chapter 16

Unit #4
Antebellum and Western Expansion

Overview:

This unit will examine the causes and impact, especially the growing issues related to sectional interest, of western expansion in the United States along with growing influence of social, religious and political reform movements.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- Do you believe that events are destined to happen?
- Does society have the responsibility to self-correct problems?
- How does religion play a role in the social reform movements?
- How much role should an average person play in the government?
- Is there validity to the saying the needs of the many outweigh the needs of the few?
- What conflicts and consequences can arise out of a country expanding?
- Why do people move? How do people react to strangers?
- Why does expanding help meet the needs of a country?

Enduring Understanding...

- The multiple political, social, and economic factors caused American territorial expansion.
- The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
- The effects of territorial expansion led to the admission of new states from 1801 to 1850.
- The growth of nationalism and the rise of sectionalism were reflected in art, literature and the language of the period.
- Technological innovations and economic issues led to the rise of sectionalism.
- The political events, issues and personalities that contributed to the struggle to maintain a balance of power in congress.
- The major reform movements and the role of religion in the debate over slavery.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 4.1 - Hartford Convention, The American System, Missouri Compromise

I. Key Vocabulary/Terms

- *Alcalde*, Barnburners Californios, Compromise of 1850, Corps of Discovery, *empresario*, filibuster, forty-niners, Free-Soil Party, Liberty Party, Mexican Cession, Missouri Compromise, Northwest Passage, Slave Power, Tallmadge Amendment, Tejanos, Wilmot Proviso, antebellum, cash crop, concurrent majority, cotton boom, cotton gin, domestic slave trade, Ostend Manifesto, paternalism, polygenism, second middle passage

II. Key Concepts/Ideas:

- The reasons for Western Expansion and the Monroe Doctrine.
- The issues that caused conflicts between national and sectional interests.

III. Possible Misunderstandings:

- The compromise was a short term fix to an much larger issue at hand.
- Not all were in agreeance, but in order to protect the Union sometimes people had to go against their beliefs.

Assessment Topic 4.2 - Marshall's Supreme Court, Monroe Doctrine, Corrupt Bargain

Key Vocabulary/Terms

- *Alcalde*, Barnburners Californios, Compromise of 1850, Corps of Discovery, *empresario*, filibuster, forty-niners, Free-Soil Party, Liberty Party, Mexican Cession, Missouri Compromise, Northwest Passage, Slave Power, Tallmadge Amendment, Tejanos, Wilmot Proviso, antebellum, cash crop, concurrent majority, cotton boom, cotton gin, domestic slave trade, Ostend Manifesto, paternalism, polygenism, second middle passage

Key Concepts/Ideas:

- The election of President Andrew Jackson brought an expansion of suffrage and a "rise of the common man".

Possible Misunderstandings:

- While Jackson was a President for the common man, he had tasted privelgde at different points in his life.
- Many people used Jackson to justify their actions made on to other people (Natives and minorities)

Assessment Topic 4.3 - Jacksonian Democracy, Texas Revolutuion

Key Vocabulary/Terms

- Jacksonian Democracy, Civil Servants. Nullification, Propaganda, Nomination Convention, Spoils System, Mudslining, Secede, States Rights, Corrupt,

Key Concepts/Ideas:

- Jacksonian democracy as a political, social and economic revolution
- Currency, banking, and federal authority in the West
- National security, Native Indian resistance, and relocation
- Tariff policy, the South, and nullification
- Increasing sectionalism: Northeast, South, and West
- Party politics, the "Kitchen Cabinet" and the spoils system: common politics and demagoguery
- Presidential scandal, Calhoun, and states' rights

Possible Misunderstandings:

- Jackson's belief was not a belief held by all Americans.
- Jacksin believed in Manifest Destiny which said a "higher being" believed al the land should belong to the United States

Assessment Topic 4.4 - Social Reformers

Key Vocabulary/Terms

- *Alcalde*, Barnburners Californios, Compromise of 1850, Corps of Discovery, *empresario*, filibuster, forty-niners, Free-Soil Party, Liberty Party, Mexican Cession, Missouri Compromise, Northwest Passage, Slave Power, Tallmadge Amendment,

Tejanos, Wilmot Proviso, antebellum, cash crop, concurrent majority, cotton boom, cotton gin, domestic slave trade, Ostend Manifesto, paternalism, polygenism, second middle passage

Key Concepts/Ideas:

- The birth of social reform movements in the United States.
- The significance of temperance and abolition movements.
- The social, political, and economic changes made during the Jacksonian Era.

Possible Misunderstandings:

- The movements of both Africans and woman were joined by white males, who supported their effort.
- The woman's movement played a pivotal role in not just rights for themselves, but for other minority groups as well.
- Utopian Communities promised the perfect life, but usually at a price.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the rise of the early abolition movement.
- Examine early slave uprising and resistance.
- Examine the treatment of slaves looking at excerpts from "Uncle Tom's Cabin"
- Examine the role slavery played in western expansion, and how the issue of popular sovereignty was impactful in deciding the fate of the west.
- Examine the growing abolition movement in the North, especially the efforts of Frederick Douglas. <https://www.accessible-archives.com/collections/african-american-newspapers/the-north-star/>
- Examine the laws pertaining to slavery and how those laws were challenged.

Topics that address the Holocaust Commission Mandate...

- Examine the rise of nativist political views during the Antebellum Era
- Examine the Battle of Wounded Knee and the ramifications.
- Examine the treatment of Native American as the United States began to expand west across the continent.

Topics that address the LGBT and Special Needs Mandate...

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How might the beliefs/actions of a larger group influence how an individual sees themselves? Expresses their "identity"?

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 4.1 - Hartford Convention, The American System, Missouri Compromise

- Draw in historical sources, maps documents in order to analyze the three main provisions of the Monroe Doctrine and their significance. *To what extent was the major purpose of the Monroe Doctrine to protect the newly won independence of Latin Americans states? Why did the US and other countries ignore the provisions of the Monroe Doctrine for so long?*
- Analyze the US government's changing policies toward Native Americans from an assimilation strategy in the early 19th century to removal and isolation after 1825. *Were the policies of Indian removal announced by President Monroe in his last inaugural address (December 1824) and implement by President Jackson the result of Jeffersonian paternalism toward Native Americans or a decided reorientation of US policy? Did Northerners, Southerners, and Westerners agree in regard to policy toward Native Americans or were there clear-cut sectional and/or political differences? How, for example, did northern Whigs respond to removal, and why?*
- Compare and evaluate the arguments in favor of removal advanced by President Jackson in his second inaugural address and the arguments against removal advanced by Chief John Ross in his 1836 message to Congress. *Why did Jackson refuse to enforce the Supreme Court's decision in the Worcester v. Georgia case?*

- Examine the seeds of Manifest Destiny in John Winthrop’s vision of a “City Upon a Hill” and the subsequent belief in the divine mission of the United States to build a model Christian community. Develop a historical narrative explain various reasons for the 19th century belief in Manifest Destiny.
- Draw upon evidence such as President Polk’s diplomatic correspondence with Mexican officials and American officials such as Thomas Larkin, John C. Fremont, and James Slidell, Polk’s War Message and the timing of its delivery, Senator Thomas Corwin’s speech against the war in the Senate on February 11, 1847, and the ensuing debate in Congress in order to develop a historical argument regarding the justification of war with Mexico.
- Analyze the terms of the Treaty of Guadalupe Hidalgo and assess its impact on Mexico and the US. *How did Mexican perspective on the war differ from the perspective of those in the United States who supported the war and its outcome? Why did the US Senate reject the land grant provisions in Article 10? How did the treaty affect relations with Native Americans in the Mexican session? What have been its lasting consequences for the US? For Mexico?*

Assessment Topic 4.2 - Marshall’s Supreme Court, Monroe Doctrine, Corrupt Bargain

- Compare and analyze the advantages and disadvantages of a protective tariff, a national bank, internal improvements at the federal government’s expense, and cheap price for the sale of western lands to residents of the North, South, and West. *How did such issues affect regional interest and the growth and development of political parties during the time period?*
- Compare the patterns of economic development in the different regions and explain why the North became increasingly associated with industry and finance, the South with plantations and subsistence farming, and the Northwest with family farms, meatpacking and food processing, and the manufacturing of agricultural machinery. *What impact did the transportation revolution have on the pattern of economic development in each region?*
- Analyze labor conflict during the antebellum period such as Lowell Strike 1834, the textile strike in Rockdale, Pennsylvania, in 1836 and 1842, and the Lynn, Massachusetts shoemakers’ strike in 1860. *How did the perspectives of industrial workers and employers differ? What were the goals of labor unions, and how did such groups as owners, managers, state and federal governments, and political parties respond to workers’ demands? How did ethnic, religious, and racial tensions divide the working classes, and what effect, if any, did such conflicts have on the emergence of a unified labor movement?*
- Draw on several examples of urban conflict in the period of 1830-1861 in order to analyze the factors contributed to tensions in cities in the period. *What was the social composition of the city’s population in terms of ethnicity, religion, class, and race? Were there discernible differences in terms of where people lived and worked in the cities? What were some of the major problems facing cities during this time period? Were cities less violent places to live in the mid-19th century than they are today?*
- Explain how immigration changed between the 1820s and the 1850s. *What impact did European revolutions of 1848 have on immigration? What economic factors led to increased immigration by the 1850s?*
- Explain the factors which contributed to the rise of nativism during the antebellum era and analyze the impact of public speeches and writings of prominent figures such as Theodore Parker, Lyman Beecher, and Samuel Morse on anti-Catholic and anti-Irish sentiment. *What cultural issues of the late 1840s and 1850s intensified support for nativism? What factors account for the anti-Catholic riots in northern urban centers in the 1840s?*
- Assemble the evidence and prepare a narrative analyzing one example of cultural interaction between different peoples and societies in the West. *What arguments did white settlers in the West advance to expropriate Native American lands? What factors contributed to the disunity in Plains Indians? What obstacles did they pose to white expansion? What conflicts arose between Hispanic and Anglo settlers in the Southwest and California and between Anglo and Chinese settlers in California?*
- Analyze the impact of the Second Great Awakening and religious revivals of the early 19th century on Joseph Smith and his followers in the “burned over district” of western New York. *How did Mormons’ beliefs differ from the major Protestant denominations? Why were the Mormons persecuted and forced to migrate west? How did the Mormon political organization, settlement pattern around the Great Salt Lake, and relations with Native American differ from others in the West?*

Assessment Topic 4.3 - Jacksonian Democracy, Texas Revolt

- Construct a historical argument evaluating opposing views on Jackson’s position on the Bank of the United States re-charter and nullification issues. *What were the political motives behind proponents and opponents of the Bank of the United States re-charter? Was Jackson’s position on the Bank a reflection of the will of the “common man”? Was Jackson or Calhoun more in line with the principles of Jefferson and Madison during the nullification crisis? What might have happened if South Carolina had succeeded in nullifying the tariff?*
- Draw on a variety of historical sources and documents in order to analyze the reasons why the Mexican War strained national cohesiveness and created intraparty squabbles and sectional conflict. *Which policy, “free soil” as outlined in the Wilmot Proviso or Lewis Cass’s espousal of “popular sovereignty,” best served the interest of the United States? How did the*

outcome of the Mexican War exacerbate sectional tensions? How did “Conscious Whigs” differ from “Cotton Whigs”? What was the basis for the Free Soil Party? What did all of this indicate about the impact of the Mexican War on politics?

- Draw upon evidence from the major sectional issues, debates, and compromises over slavery between 1819 and 1857 in order to construct a historical argument or debate to the question: *Was the rupture of the Union and eventual civil war probable or could it have been avoided?*
- Draw on the arguments of southern spokesmen such as John C. Calhoun, Thomas Dew, George Fitzhugh, and James Hammond, in order to prepare a legal briefing defending chattel slavery from the perspectives of the 19th century southern slaveholder. *What arguments did southern spokesmen advance to defend the institution of slavery as a positive good? Why did Fitzhugh believe chattel to be superior to the “wage slavery” in the North?*
- Analyze the ways in which leaders such as Paul Cuffe, Frederick Douglass, Henry Highland Garnet, Harriet Tubman, William Still, Sojourner Truth, and David Walker fought for the rights of fellow African Americans.

Assessment Topic 4.4 - Social Reformers

- Draw on historical sources to analyze the impact of the Second Great Awakening on the following reform movements: public education, temperance, women’s suffrage, and abolitionism. *What were the main goals and ideologies of Great Awakening leaders such as Charles Finney and what was impact on ordinary people? How did the belief of individual responsibility for salvation and millennialism influence these reform movements? What was the role of moral suasion, social control, and compromise in each particular reform movement?*
- Draw upon examples of the work of Transcendentalists such as Ralph Waldo Emerson, Henry David Thoreau, Theodore Parker, Bronson Alcott, and Margaret Fuller in order to examine their views concerning individualism, society, the nature of good and evil, authority, tradition, and reform; and compare their ideals with those of evangelical Protestants such as Charles Finney and Lyman Beecher. *What were the similarities and differences in their respective views on the role of the individual and nature of reform? How were the views of Nathaniel Hawthorne and Herman Melville different from those of the Transcendentalists?*
- Draw on biographical, historical, and literary sources to examine the pivotal contribution of women in the reform movements of the antebellum era. *What were the contributions of Catharine Beecher, Emma Willard, and Mary Lyon in education? Of Dorothea Dix, Fanny Wright, Margaret Fuller, and Amelia Bloomer in social welfare? Of Angelica and Sarah Grimke, Sojourner Truth, Harriet Beecher Stowe, Harriet Tubman, and Prudence Crandall in abolitionism.*
- Compare the Seneca Falls “Declaration of Sentiments” (1848) with the Declaration of Independence (1776), noting the similarities and differences in language and style. *Why did Elizabeth Cady Stanton model the “Declaration of Sentiments” after the Declaration of Independence? What specific political, social, economic and legal grievances are outlined in the document? What objectives for women were included in the twelve resolutions at the end of the Declaration of Sentiments?*

Summative Activities, Tasks, or Projects:

- DBQ-LV Remembering the Alamo: A Personal Journal
- DBQ-LV Was the United States Justified in Going to War With Mexico?
- DBQ-LV How Free Were Free Blacks in the North?
- DBQ-SV How Free Were Free Blacks in the North?
- DBQ LV- How Democratic was Andrew Jackson.
- DBQ SV- How Democratic was Andrew Jackson.
- Examine the pros and cons of multiple utopian societies and discuss why some were made with fail.
- Debate – The Missouri Compromise from perspectives of those living in the North as opposed to those from the South.
- Essay – If Andrew Jackson were to be removed, what person from the times period we have discussed would you choose to replace him and why?
- Examine and discuss why Andrew Jackson was considered the President of the Common Man, what made him so relatable?

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 4.1 - Hartford Convention, The American System, Missouri Compromise

Lesson Theme 4.1.1 The Missouri Crisis

- Hartford Convention – Rise of Industry – Treaty of Ghent – Canals and Railroads – Seminole War – Missouri Compromise

Assessment Topic 4.2 - Marshall's Supreme Court, Monroe Doctrine, Corrupt Bargain

Lesson Theme 4.2.1 A New Political Style: From John Quincy Adams to Andrew Jackson

-- Election of 1824 – Corrupt Bargain – Jacksonian Democracy – Spoils System – Tariffs

Lesson Theme 4.2.2 The Nullification Crisis and the Bank War

-- John C Calhoun – Nullification – South Carolina -- -- Second Bank of America – Whig Party

Assessment Topic 4.3 - Jacksonian Democracy, Texas Revolution

Lesson Theme 4.3.1 Indian Removal

-- Indian Removal Act – Cherokee Removal – Trail of Tears – Do Nothing Presidents

Lesson Theme 4.3.3 Independence for Texas

-- Mexican American War – Texas Independence

Assessment Topic 4.4 - Social Reformers

Lesson Theme 4.4.1 - The Great Awakening

-- Immigration – Nativism – Second Great Awakening --

Lesson Theme 4.4.2.- Struggles of Woman and African Americans

-- Temperance – Womans Suffrage – Growth of Public Education – Trancendentalism – Abolition Movement – Compromsie of 1850

Lesson Theme 4.4.3 - Reform Movements and Utopian Communities

Utopian Communities – Brook Farm – Oneida --

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: Expanding and Preserving the Union, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

Primary Sources Analysis

- "Jackson's Frontier- and Turner's", After the Facts: The Art of Historical Detection, Chapter 5.
- "The Madness of John Brown", After the Facts: The Art of Historical Detection, Chapter 7.

Articles

- Remini, Robert V. "Andrew Jackson Versus the Cherokee Nation". American History, August 2001.
- Rynder, Constance. "All Men & Women Are Created Equal". American History, August 1998. Annual Editions: American History Volume II. 17th ed.
- Chowder, Ken. "The Father of American Terrorism". American Heritage, February/March 2000. Annual Editions: American History Volume II. 17th ed.
- Schermerhorn, Calvin. "The Everyday Life of Enslaved People in the Antebellum South". *OAH Magazine of History*. April 2009. Annual Editions: American History Volume I. 21st ed.

- Meacham, Jon. "The Change Agent". *Newsweek*. November 10, 2008. Annual Editions: American History Volume I. 21st ed.
- Roberts, David. "The Awful March of Saints". *American Heritage*. Fall 2008. Annual Editions: American History Volume I. 21st ed.

Interpretation Analysis

- "Slavery" Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 7.
- "The Monroe Doctrine". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 17.
- "Uniting the States". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 18.
- "The Cherokee Removal". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 21.
- "The Seneca Falls Convention" Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 24.
- "Nat Turner". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 19.
- "War with Mexico". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 23.
- "Prudence Crandall". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 20
- "The Texas Questions". Changing Interpretations of America's Past: The Pre-Colonial Period through the Civil War Volume 1, Chapter 22

Unit #5
The Civil War and Reconstruction

Overview:

This unit will examine the causes and impact of the United States Civil War along with the attempts explored to unify the country after the conflict ends.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- What is worth fighting for?
- How can differing points of view affect relations between and within societies?
- Is conflict inevitable, desirable, avoidable?
- What is Revolution

Enduring Understanding...

- 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.
- The expansion into the west fueled economic, social and political division within the country. This caused stress on the national government's ability to maintain supremacy over the states increasing movement to sectionalism. The 10th Amendment.
- The debate over slavery was more than just to be or not to be. It was more than just a moral debate.
- Slavery was an essential part of the nation's economy and that it could not simply, just stop. Where there any other options to slavery?
- The constant role women played in the abolitionist movement, the war, and the nation's economy.
- The Underground Railroad, its movement, its conductors, and its impact on the abolitionist movement.
- The causes and reasons the southern states felt justified in the secession from the union and the creation of the confederate states.
- The events, battles, and political stands that were made during the Civil War. President Lincoln's actions during this war and fallout from those actions.

- The events that led to Southern surrender and the end of the Civil War.
- The political and economic complications due to the Reconstruction plan of the president. What were the divisions within the national government regarding these plans?
- The socio-political changes in the US Constitution. Freedom, citizenship, and voting rights of former slaves.
- There were different motivations for western expansion including religious, economic, political, and social factors.
- The transcontinental railroad, mining, cattle industry, and the settlement of the West had a negative effect on the Native Americans, as well as a negative / positive effect on the environment.
- Social, political, and economic difficulties of farmers led to the rise of Populism.
- The development of new technology and the dependence of the railroad caused farming to evolve into agribusiness.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topics 5.1 - Union vs Confederates (Leaders, Advantages, Disadvantages, Strategies)

Key Vocabulary/Terms

- American Civil War, Confederacy, Confederate, North, South, Union, Union Soldier, access, administration, armed, attack, battlefield, blockade, campaign, calvary, civil, collapse, command, compromise, confederation, confront, declaration, democracy, discredit, dissolvable, economic, established, fatal, federal, flee, garrison, indivisible, insurrection, liberty, preserve, principal, secede, slave state, slaveholdings, sovereign, theatre of war,

Key Concepts/Ideas:

- The strengths and weaknesses of both the Confederacy and the Union at the beginning of the Civil War
- The role of political and military leaders from the Confederacy and Union.
- The advantages and disadvantages of both the North and the South prior and during the war

Possible Misunderstandings:

- The Civil War was fought mainly to end slavery.
- Northerners did not always have a clear understanding and what exactly they were fighting for.
- The Southern leaders were the best of the best from West Point.

Assessment Topics 5.2 - Pivotal Battles / Surrender

Key Vocabulary/Terms

- American Civil War, Confederacy, Confederate, North, South, Union, Union Soldier, access, administration, armed, attack, battlefield, blockade, campaign, calvary, civil, collapse, command, compromise, confederation, confront, declaration, democracy, discredit, dissolvable, economic, established, fatal, federal, flee, garrison, indivisible, insurrection, liberty, preserve, principal, secede, slave state, slaveholdings, sovereign, theatre of war,

Key Concepts/Ideas:

- The pivotal battles (Antietam, Gettysburg, Vicksburg) of the Civil War.
- The terms and conditions under which the Civil War ended.

Possible Misunderstandings:

- The North had to play an offensive war therefore losing home field advantage.
- Home field advantage can play an important role in strategy and outcome.

Assessment Topics 5.3 - Reconstruction

Key Vocabulary/Terms

- Assassination, Ten-Percent Plan, Radical, Black Codes, Freedman Bureau, 14th amendment, impeachment, 15th amendment, carpetbaggers, scalwags, southern redemption

Key Concepts/Ideas:

- The Assassination of Lincoln as well as the impeachment process of Johnson
- The political, social, economic issues of the Reconstruction era.
- The nature and effect of the Compromise of 1877.

Possible Misunderstandings:

- A northern victory did not lead to immediate change in the United States
- While the war ended it did not reunite the country like had been hoped

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the role and participation of African Americans during the Civil War
- Examine the impact and the Civil War on freed slaves during Reconstruction. Freedman's Bureau, 40 Acres and a Mule, African-American representatives in government.
- Examine the roll of African Americans during the Civil War, including the role of the 54 Massachusetts Regiment.

Topics that address the Holocaust Commission Mandate...

- Examine the beliefs of the North and South towards each other at the onset and during the Civil War.
- Native American treatment during Neo-Manifest Destiny.
- Examine the attitude of Union and Confederate leadership towards African American participation during the Civil War.
- African-Americans during Neo-Manifest Destiny.
- Examine the treatment of African Americans on both sides during the Civil War.

Topics that address the LBGT and Special Needs Mandate...

- Examine how sexuality was "punished" in the Civil War Era.
- Examine how the military looked down on homosexuality yet promoted it at times as well. (1864 Mass. Ball)
- Examine the life of Civil War general Patrick Cleburne who many consider homosexual.
- Examine the life of Albert D. J. Cashier

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topics 5.1 - Union vs Confederates (Leaders, Advantages, Disadvantages, Strategies)

- Develop a historical argument on such question as: *What was the extent of slave ownership in the South? Why did many non –slaveholding whites support slavery? How did slavery affect the South's economy? How did affect the development of a middle class in the South?*
- Analyze the major causes and consequences of the rebellions led by Gabriel (Virginia 1800), Denmark Vesey (South Carolina, 1822), and Nat Turner (1831). *What did these events signify about the view of slavery held by those who were enslaved? How did the Haitian Revolution affect slave resistance in the South? Why did Nat Turner's rebellion create such wide spread consternation throughout the South? What kinds of restrictions on slaves and free blacks were instituted by most southern states in the aftermath of Turner's insurrection?*
- Examine the political and sectional conflicts over slavery and compare how the Missouri Compromise, Wilmot Proviso, Kansas-Nebraska Act, and the Dred Scott case polarize the North and South. *How did advocates for each position justify their point of view? What were the advantages and disadvantages of each position?*
- Read Excerpts from the Lincoln-Douglas debates of 1858 to identify political issues which divided the Republican and Democratic parties. Analyze the arguments presented in debates and explain how two the senatorial candidates differed. *To what extent did the debates set an agenda for political discourse throughout the nation? How did the debates help make Lincoln a national political figure?*

- Contrast the leadership of Presidents Buchanan and Lincoln during the secession crisis. *Might Buchanan have avoided a more serious crisis if he had adopted sterner measures following South Carolina's decision to secede? Is it justifiable to call Lincoln "the rail-splitter who split the nation"? Should he have adopted the Crittenden Compromise? Was the attempt to supply Fort Sumter a wise decision? How did Lincoln's First Inaugural Address reflect both a "carrot and stick approach" to the southerners?*
- Analyze the southern justifications for secession as expressed in such ordinances as the Mississippi Resolutions on Secession (November 30, 1860) and the South Carolina Declaration of Causes of Secession (December 24, 1860). *How did southerners use the Declaration of Independence to support their position? What areas of the south remained bastions of Unionism throughout the war?*
- Analyze the reasons for and the impact of the Emancipation Proclamation in transforming the goals of the Civil War. *How did the Emancipation Proclamation transform the goals of the Civil War? How does A.E. Lamb's painting, *The Emancipation Proclamation*, portray the theme of the proclamation?*
- Explain the meaning of the Gettysburg Address and analyze its significance as one of the most effective political speeches in our nation's history. *What did Lincoln say the Declaration of Independence meant? Did Lincoln change the meaning of the Declaration of Independence or explain its true vision? How did Lincoln relate the Constitution to the Declaration?*

Assessment Topics 5.2 - Pivotal Battles / Surrender

- Explain how the "hammering campaigns" of Generals Grant and Sherman affected the outcome of the war. *Did the South's emphasis on the eastern theater doom the Confederacy? What was the impact of the Civil War on the trans-Mississippi West?*
- Draw upon historical sources in order to assess the varied Native American responses to the Civil War. *How were Native Americans in the West affected by the Civil War? What were the internal conflicts among the "Five Civilized Tribes" regarding their support for the Union or Confederacy? What were the long-term consequences for them, once the North emerged victorious?*
- Drawing on a variety of historical sources, develop a historical narrative analyzing the treatment of African-American soldiers in the Union army and by the Confederacy during the Civil War. *How was the concept of liberty viewed by African-Americans? How did the Confederate leaders determine to deal with African-American soldiers? What happened to African-American Union soldiers at Fort Pillow? What reasons account for the decision to differentiate between soldiers pay for white troops and African-American soldiers before June 1864?*
- Analyze the causes and consequences of the New York City draft riots in July 1863 and the irony of African Americans fighting for liberty and democracy at Fort Wagner a few days after the outbreak of violence against blacks in New York City. *How did city officials respond to the riots? How did the federal government respond? What do the riots reveal about support for the Union's war objectives in 1863?*
- Interpret documentary evidence from a variety of sources reflecting differing perspectives to construct a historical argument or debate on such questions as: *What circumstances would justify a restriction of civil liberties? How might President Lincoln's suspension of the writ of habeas corpus during the war be justified?*
- Using diaries and letters, explain the roles of women on the home front and the battle front during the Civil War. *What new occupations were open to women during the war? To what extent did the war change gender roles and traditional attitudes towards women in the work force? How did the actions of Clara Barton, Belle Boyd, Rose Greenhow, and Harriet Tubman affect the Civil War?*

Assessment Topics 5.3 - Reconstruction

- Compare the Lincoln, Johnson, and Radical Republican plans for Reconstruction. *How did each plan view secession, amnesty and pardon, and procedure for readmission to the Union? How did the issue of Federalism influence the debate over Reconstruction policy? How did President Johnson's personality and character affect his relationships with congressional leaders, particularly Radical Republicans, in the period 1865-1868? Were the Radical Republicans motivated by genuine humanitarian concerns or crass political ones for maintain control over the federal government.*
- Evaluate the reasons Republicans gave for impeaching the president. *Was Johnson's impeachment justified under the Constitution? Had the Senate convicted the president, what impact would his removal from office have on the nation?*
- Construct a historical narrative analyzing the meaning and intent of the 14th and 15th amendments. *How is citizenship defined? Why were the clause of "equal protection under the law" and "due process" included? Were the 14th and 15th Amendments necessary? Explain. Why is the word "male" used for the first time in the Constitution in the 15th Amendment? Why were women excluded in this Amendment?*
- Analyze how violence helped produce the Compromise of 1877 and the consequences of the compromise on the South. *Did northern Republicans and congressional leaders abandon African Americans in the 1870s? Would you agree or disagree that the Compromise of 1877 made the end of the Civil War a draw rather than a victory for the North?*

- Analyze the origins of the Ku Klux Klan. *How did southerners justify the origin of the Ku Klux Klan? Was the Ku Klux Klan a form of “guerilla” warfare?*
- Analyze how traditional beliefs and values inhibited the role and successes of the Freedmen’s Bureau. *How did the belief in limited government, the sanctity of private property and self-help affect the Bureau’s success? To what extent was the Freedmen’s Bureau successful in securing employment, education, and support services for African Americans and white refugees? In what ways did the Freedmen’s Bureau contribute to the economic and social transformation of the South during Reconstruction? In what ways did the Bureau contribute to racial stereotyping and paternalism? How did the labor contracts negotiated by the Freedmen’s Bureau affect African Americans?*
- Compare the various viewpoints on the nature of Reconstruction by analyzing different interpretations of the era. *How have historians viewed Radical Republicans, the former plantation owners, the freedmen, the carpetbaggers, and the scalawags over time? What factors may account for changes in interpretations.*
- Examine civil rights legislation passed during Reconstruction. *To what extent did Reconstruction set the ground work for the Civil Rights movement of the 1960s?*
- Construct a sound historical argument or debate to the question: *Was Reconstruction a half-way revolution?*

Summative Activities, Tasks, or Projects:

- Examine the advantages and disadvantages of the North and South before, during and after the war.
- Debate – Was war the only answer?
- Essay – Was Lincoln indeed the greatest President ever.
- Research- Battles and commanders of the Civil War
- DBQ LV- What caused the Civil War?
- DBQ SV- What caused the Civil War?
- MQ Project- North or South- Who Killed Reconstruction?
- MQ Project- The Battle of Gettysburg

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topics 5.1 - Union vs Confederates (Leaders, Advantages, Disadvantages, Strategies)

Lesson Theme 5.1.1 - Election of 1860 / Secession

-- Fundamental causes of war – Election of 1860 -- Lincoln/Douglas -- Secession

Lesson Theme 5.1.2 Creation of the Confederacy

-- Confederate States of America – Jefferson Davis – Buchanan – Lincoln’s Inauguration Speech --

Assessment Topics 5.2 - Pivotal Battles / Surrender

Lesson Theme 5.2.1 Fort Sumter

-- Fort Sumter – Anaconda Plan – War strategies – soldier recruitment – Trent Affair

Lesson Theme 5.2.2. Technologies of warfare

-- Ironclads – Minnie Ball – Aerial reconnaissance – Gatling gun – trench warfare

Lesson Theme 5.2.3. Antietam / Gettysburg

-- Commanders – Antietam – Gettysburg – Aftermaths

Lesson Theme 5.2.4. Emancipation

-- Advantages and disadvantages of Emancipation – Proclamation – Roles of Slaves – Roles of Woman – Medicine --

Assessment Topics 5.3 - Reconstruction

Lesson Theme 5.3.1 Lincoln’s 10 percent plan

-- Lincoln Second Inaugural Speech – Impact of War on North and South – Lincoln’s 10- percent plan – Lincoln’s Assassination

Lesson Theme 5.3.2 Johnson presidency/impeachment process

-- Radical Republicans – Wade-Davis Bill – Andrew Johnson – Black Codes – Freedmen’s Bureau – Civil Rights Act – 14th and 15th Amendment – Impeachment Proceedings -- carpetbaggers -- scalawags

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: Expanding and Preserving the Union, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

Articles

- Kashatus, William C. "A Gallant Rush for Glory". American History, October 2000. Annual Editions: American History Volume II. 17th ed.
- Kirsch, George B. and Thomas Dyja. "Bats, Balls, and Bullets". Civil War Times, May 1998. Annual Editions: American History Volume II. 17th ed.
- Foner, Eric. "The New View of Reconstruction". American Heritage, October/November 1983.
- Brands, H.W. "There Goes the South". *American History*, April 2009. Annual Editions: American History Volume I. 21st ed.
- Medford, Edna Greene. "Lincoln and the Constitutional Dilemma of Emancipation". *OAH Magazine of History*, January 2007.
- Smallbone, Chris. "How the West Was Lost". *History Today*, April 2006. Annual Editions: American History Volume I. 21st ed.
- Davis, William C. "Creating a Military Image: Lincoln as Commander in Chief". *OAH Magazine of History*, January 2009. Annual Editions: American History Volume I. 21st ed.
- Budiansky, Steven. "How a War of Terror Kept Blacks Oppressed Long After the Civil War". *American History*, April 2008. Annual Editions: American History Volume I. 21st ed.

Interpretation Analysis

- "Harper's Ferry". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 26.
- "The Civil War". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 27.
- "The Emancipation Proclamation". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 28
- "The Assassination". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 1, Chapter 31.
- "One Nation, Indivisible" Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 2, Chapter 2.

Unit #6
Industrialization and Modernization

Overview:

This unit will examine the reason for and social, economic, and political impact of the Industrial Revolution on the United States.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- Has the corruption of the late 1800s returned today?
- Did America fulfill the dreams of immigrants?
- Does a positive end result justify immoral means to achieve it?
- Does an employer have any responsibilities to their employees?
- Were the industrialists of the age "robber barons" or "captains of industry?"
- What does it mean to have "equal rights"?
- What factors caused rapid industrialization?
- What impact did political machines have on immigrants and labor movements?
- What positive/negative effects did industrialization have on America?
- What push/pull factors increased immigration?
- Why did labor movements struggle to make gains quickly?
- Why is immigration a controversial subject?
- Why would the government not want to regulate major industries?
- Without immigrants, where would the labor needed have come from to develop American industry?

Enduring Understanding...

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

- Immigration and rapid industrialization changed American life.
- Business and industrial leaders accumulated wealth and wielded political and economic power.
- Labor unions impacted industry and the lives of workers.
- The role of government in economic and political affairs changed.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 6.1 – Industrialism

Key Vocabulary/Terms

- Louis Sullivan, Daniel Burnham, Frederick Law Olmsted, Orville and Wilbur Wright, George Eastman, urbanization, Americanization movement, tenement, mass transit, Social Gospel movement, settlement house, Jane Addams

Key Concepts/Ideas:

- The factors that lead the United States into a period of Neo Manifest Destiny after the Civil War.
- The nature and impact of Industrial in the US (railroads, big business, and labor movements, immigration, urbanization)
- The railroad system expanded rapidly in the late 1800s which brought major changes to American industry.
- New inventions revolutionized communications and changed industry and society.
- Factory workers struggled under terrible conditions, which caused them to organize unions to acquire better wages, benefits, and working conditions.
- Native Americans of the Great Plains depended on the buffalo to survive, but railroads threatened such lifestyle.
- Conflict between Native Americans and white settlers grew as Native Americans were forced onto reservations.

Possible Misunderstandings:

- Once unions organized, factory workers had perfect conditions.
- There were no consequences to the impact of industrialization in the United States.

Assessment Topic 6.2 - Gilded Age

Key Vocabulary/Terms:

- Joseph Pulitzer, Mark Twain, William Randolph, rural free delivery, Hearst, Ashcan school (RFD), Ida B. Wells, political machine, graft, Boss Tweed, patronage, civil servicem Rutherford B. Hayes, James A. Garfield, Chester A. Arthur, Pendleton Civil Service Act, Grover Cleveland, Benjamin Harrison.

Key Concepts/Ideas:

- The Gilded Age represents a time of tremendous economic and industrial growth for the nation, but wealth is not distributed evenly.
- Political machines, which were run by “bosses,” ran cities using a corrupt and hierarchical system.
- Tammany Hall was a New York City political machine that is famous for its corruption and one of its mayors, Boss Tweed.
- Labor strikes mobilized against low pay and poor working conditions.
- Jacob Riis’ *How the Other Half Lives*
- Reform and city modernization helped address many of the problems in urban areas during the late 19th century.

Possible Misunderstandings:

- The Gilded Age was only about greed and corruption.

Assessment Topic 6.3 – Immigration

Key Vocabulary/Terms:

- Ellis Island, Angel Island, melting pot, nativism, Chinese Exclusion Act, Gentlemen’s Agreement

Key Concepts/Ideas:

- “Push” and “pull” factors affected late 19th century immigration to the United States.
- New immigrants, seeking opportunities in the United States, began to arrive in the late 1800s and adjusted to life in America.
- Many southern and eastern European immigrants came to the U.S. seeking economic betterment and religious freedoms.
- Many Asians immigrated to the U.S. and settled on the West Coast.
- Ellis Island on the East Coast processed many European immigrants while Angel island on the West Coast processed many Asian immigrants.
- Many immigrants assimilate into the American culture while others kept their native customs.

Possible Misunderstandings:

- It was easy for immigrants to come to the United States.
- Many immigrants were from Europe.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Analyze how economic conditions and societal changes influence employment.
- Examine the living conditions of African-Americans in the rapidly growing urban areas.

Topics that address the Holocaust Commission Mandate...

- Examine Pogroms in Eastern Europe that led to the immigration of Jews to the United States. (NYC area)
- Examine the attitudes of pro-imperialists towards the natives of the lands that were annexed and taken control of.

Topics that address the LGBT and Special Needs Mandate...

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 6.1 - Industrialism

- Conduct a mock trial of John D. Rockefeller in which the defense and prosecution present evidence to refute or support a charge of price fixing and unfair competition.
- Write a response to the following passage from “Wealth” by Andrew Carnegie
- “This, then, is held to be the duty of the man of wealth: To set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and, after doing so, to consider all surplus revenues that come to him simply as trust funds, which he is called upon to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community- the man of wealth thus becoming the mere trustee and agent for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do for themselves.” *What evidence would you use to support or refute Carnegie’s statement regarding the responsibility of individuals of wealth?*
- Drawing evidence from the writings of Terence Powderly, Samuel Gompers, Eugene Debs, and historical accounts of the Haymarket Affair (1886), the Homestead and Coeur d’Alene strikes (1892), and the Pullman strike (1894), analyze the extent of radicalism in the labor movement. *Why did Henry Clay Frick feel that he was defending American republicanism in the Homestead Affair? Why did the Amalgamated Association of Steel and Iron Workers believe their actions were in the true spirit of republicanism? Which point of view do you support?*
- Gather historical evidence to construct a sound argument responding to the following statement: *“Over the long term, the completion of the transcontinental railroad and truck lines and the willful and premeditated slaughter of the buffalo herds, did more to defeat the Plains Indians and their way of life than all the military campaigns of the period 1870-1895?”*

Assessment Topic 6.2 - Gilded Age

- Analyze how economic expansion and development were affected by the Civil War and Reconstruction. *How did land grants, subsidies to railroads, and tariff and monetary policies affect US growth and development? Was the government following a policy of laissez faire in economic development or actively engaging in aid.*
- Utilized a variety of historical sources, including primary sources, to complete a case study of how a business leader gained dominance in a particular industry in the late 19th century. *To what extent did business leaders seek to maximize profits and*

limit competition? To what extent did managerial organization, technological innovation, and individual decision making contribute to success or failure of the business?

- Draw upon such sources as Jacob Riis's *How the Other Half Lives* (1890), Stephen Crane's *Maggie: A Girl of the Streets*, and *George's Mother*, pictures and diagrams of the "dumbbell tenement," and other visual and graphic material, to determine how city residents dealt with such problems as developing adequate water supplies, sewer systems, public health measures, public safety, education, paving roads, transportation, and housing in the late 19th century?
- Construct a case study of political bosses such as George Washington Plunkitt, "Big Tim" Sullivan, or Boss Tweed. *How did middle class reforms and urban bosses view the role and responsibility of city government? How democratic were the "goo-goo" (good government advocates)? How were bosses able to come to power and maintain power?*
- Utilize a variety of historical and graphic data, such as the social and political programs of the Patrons of Husbandry, Greenbackers, Northern, Southern, and Colored Farmers' Alliance to analyze the impact of crop-lien systems in the South, transportation and storage cost for farmers, and the price of farm staples such as wheat, corn, and cotton in the period of 1870-1896. *What caused the decline in farm commodity prices? How did the government's monetary policies affect the price of farm commodities? What were the major grievances of the primary farm organizations in the South and West during the period? What solutions did they offer?*
- Drawing upon the arguments of advocates of Social Darwinism such as William Graham Sumner, John Fiske, and Andrew Carnegie, and opponents such as Lester Frank Ward, John Dewey, Richard T. Ely, and William James, analyze the impact of Social Darwinism on public policy in the late 19th century. *Did Social Darwinism justify the political, economic, and social dominance of one group over another?*
- Utilizing selections from the anti-lynching appeals of Ida Wells Barnett, Booker T. Washington's "Atlantic Exposition Address," W.E.B. DuBois's *The Souls of Black Folk*, and appeals of other African American leaders of the late 19th century, explain the various proposals advanced to combat political disenfranchisement, Jim Crow Laws, and the widespread lynching of the 1890s.
- Analyze the meaning of the *Yick Wo v. Hopkins* (1886) and *Plessy v. Ferguson* (1898) Supreme Court cases. *What do the decisions reveal about American society in the 1890s? What was the reasoning in the minority opinions? Were the implications of the decisions similar or different?*
- Drawing on such sources as John Spargo's *The Bitter Cry of the Children* and a variety of other literature, historical, and visual sources construct a narrative explaining the reasons for the increase in child labor, the type of work performed by children, the occupations in which they were employed, and the dangers they faced during their workday.
- Use the Omaha Platform of 1892 as the focus of historical inquiry to uncover the problems that prompted the establishment of the Populist Party. *To what extent if any, were the provisions of the Omaha Platform incorporated into the platforms of the two major parties over the following generation? What influence did the Populist Party have on the later Progressive movement?*
- Analyze William Jennings Bryan's "Cross of Gold" speech at the 1896 Democratic convention. *To what extent may it be argued that the "Cross of Gold" speech won Bryan the Democratic nomination but lost him the election?*
- Examine the election of 1896. *Why did Populists decide to endorse the Democratic nominee for President? What effect did that endorsement have on the future of the Populist Party? Why were Populist and Democratic candidates unable to gain substantial support from urban women in 1896? What were the principle arguments and strategies used by President McKinley and Mark Hanna to ensure a Republican victory? What were the major components of the "full dinner pail"? How did American farmers fare in the decade after 1896?*
- Explain the Dawes Severalty Act (1887) and assess its impact. *Why in the mid-1880s did support for dismantling the reservation system and assimilating Native Americans gain popularity? How did the effort to assimilate Native America affect Indian land holdings in the late 19th century? How did the admission of new western states affect relations between the US society and Native American societies?*
- Draw evidence from primary sources to examine the legal status of women in the late 19th century. *What were the issues raised by Myra Bradwell? What was the legal reasoning in *Bradwell v. Illinois* (1873)? Why? To what extent did the *Bradwell* case typify the status of women in the professions throughout the latter part of the 19th century?*

Assessment Topic 6.3 - Immigration

- Draw upon sources as copies of immigrants' letters home and excerpts from ethnic newspapers to compare the experiences of the new immigrants in the period of 1870-1900 with the message of Emma Lazarus's poem, "The New Colossus". *What were the expectations of the new immigrant? To what extent did they attain their goals? How did parochial and other religious schools serve the interest of the newer immigrants? Why are the last four lines of the "The New Colossus" placed on the Statue of Liberty? How do they compare with the rest of the poem? Do the terms "melting pot" and "salad bowl" best describe the acculturation experience of the newer immigrants? Are both terms inadequate?*
- Push and Pull factors of immigration chart
- Ellis Island vs. Angel Island WebQuest

Summative Activities, Tasks, or Projects:

- DBQ LV- How violent was the old west?
- DBQ LV- Was Andrew Carnegie a hero?
- DBQ SV- How violent was the old west?
- DBQ SV- What caused the Civil War?
- MQ Project- The Long Drive- Will You Re-Up Next Year?
- MQ Project- The Philanthropy of Andrew Carnegie- Did It Make Him a Hero?
- Document Based Question
- Culminating Projects of the Unit

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 6.1 - Industrialism

Lesson Theme: Transcontinental Railroad

Lesson Theme: Robber Baron vs. Captain of Industry

Lesson Theme: Inventions

Lesson Theme: Labor Unions

Lesson Theme: Strikes

Assessment Topic 6.2 - Gilded Age

Lesson Theme: Political Machines

Lesson Theme: Scandals

Lesson Theme: Urbanization

Assessment Topic 6.3 - Immigration

Lesson Theme: Life on New Land: Ellis Island and Angel Island

Lesson Theme: Immigration restrictions

Lesson Theme: Push and Pull Factors

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: 20th Century, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

Primary Sources Analysis

- “The View From the Bottom Rail”, *After the Facts: The Art of Historical Detection*, Chapter 8.

Articles

- Nuechterlein, James. “Gifts of the Robber Barons”. *Commentary*, March 2007. Annual Editions: American History Volume I. 21st ed.
- Pearson, Arthur Melville. “Utopia Derailed”. *Archaeology*, January/February 2009. Annual Editions: American History Volume I. 21st ed.
- Lefebvre, Ben. “Joe Hill: ‘I Never Died,’ Said He”. *American History*, December 2005. Annual Editions: American History Volume I. 21st ed.
- Useem, Jerry. “A Brief History of Fear”. *Fortune*, September 3, 2007. Annual Editions: American History Volume I. 21st ed.

Interpretation Analysis

- “The Haymarket Affair”. *Changing Interpretations of America’s Past: The Pre-Colonial Period Through the Civil War. Volume 2*, Chapter 6.
- “The Wild West”. *Changing Interpretations of America’s Past: The Pre-Colonial Period Through the Civil War. Volume 2*, Chapter 4.
- “Little Big Horn”. *Changing Interpretations of America’s Past: The Pre-Colonial Period Through the Civil War. Volume 2*, Chapter 5.

Unit #7
Progressive Era

Overview:

Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power. The learner will analyze the economic, political, and social reforms of the Progressive Period.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How can differing points of view affect relations between and within societies?
- How have individuals and groups worked to combat instances of prejudice, cruelty and discrimination?
- How did Progressives expand the role of government to address the needs of common Americans?
- To what extent did Progressive movement address racial discrimination?

Enduring Understanding...

- Unrestricted urbanization and industrialization led to the decline of living and working conditions.
- Progressive reform took the shape of many organizations with separate goals and objectives.
- Progressive reform led to the 16th, 17th, 18th, & 19th Amendments.
- Progressive legislation changed the operation of local, county, & state governments.
- De facto and De Jure segregation dictated life in Southern communities
- Technological advances increased safety and sanitation in urban areas.
- Mass production made products more readily available to all social classes.
- Mass production increased the productivity and efficiency of the American worker.

Students will be able to...

- to read and understand informational text

- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 7.1 - Origins of Progressivism

Key Vocabulary/Terms:

- Progressive movement, Social Darwinism, Florence Kelley, prohibition, muckraker, scientific management, Robert M. La Follette, initiative, referendum, recall, Seventeenth Amendment

Key Concepts/Ideas:

- Muckrakers exposed social, political, and economic problems: poor living conditions in cities, poor working conditions in factories, poor business practices amongst corporations, and political corruption.
- The writings of Muckraker journalists exposed political corruption and corporate abuse of power to the general public.
- Muckraker journalists investigated abuses and exposed them to the general public through books & articles.

Possible Misunderstandings:

Assessment Topic 7.2 - Progressive Reforms (Political, Economic, and Social)

Key Vocabulary/Terms:

- Susan B. Anthony, NACW, suffrage, NAWSA, Upton Sinclair, The Jungle, Theodore Roosevelt, Square Deal, Meat Inspection Act, Pure Food and Drug Act, conservation, NAACP, 19th Amendment, poll tax, grandfather clause, segregation, Jim Crow laws, Plessy v. Ferguson, debt peonage, Booker T. Washington, Tuskegee Normal and Industrial Institute, W. E. B. Du Bois, Niagara Movement

Key Concepts/Ideas:

- Progressive reform took the shape of many organizations with separate goals and objectives
- Progressive reform led to the 16th, 17th, 18th, and 19th Amendments.
- Women's roles begin to change in society.
- Women strive for a more inclusive role in politics.
- Political groups that fought for racial equality were met by resistance.
- African-Americans rose achieve equality by creating NAACP.
- De facto and De Jure segregation dictated life in Southern communities.
- The Progressive reform movement did not address racial discrimination and ignored the rise of Jim Crow laws in the South.

Possible Misunderstandings:

- Progressive reforms addressed all political, economic, and social issues in society.
- Progressive reform movements focused on racial discrimination.
- Jim Crow laws were only in the South.

Assessment Topic 7.3 - Progressive President Leadership

Key Vocabulary/Terms:

- Square Deal, United Mine Workers, arbitration, Upton Sinclair, Meat Inspection Act, Pure Food and Drug Act, Gifford Pinchot, insubordination, Children's Bureau, Carrie Chapman Catt, Clayton Antitrust Act, Federal Trade Commission (FTC), Federal Reserve System, Gifford Pinchot, William Howard Taft, Payne-Aldrich Tariff, Bull Moose Party, Woodrow Wilson.

Key Concepts/Ideas:

- Political machines and individual reformers took actions to address social needs ignored by state/local governments.
- Government was restructured to be more accessible & responsive to the general public.
- The principles, beliefs, and contributions of presidents T. Roosevelt, Taft, and Wilson to the Progressive movement.

Possible Misunderstandings:

- Presidents Wilson, Taft and Roosevelt were true progressives.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the article “Where the other half live”, literature and songs describing the conditions that African American lived in during the time period.

Topics that address the Holocaust Commission Mandate...

- Examine the cultural experience in NY of immigrants as Russian Jewish immigrant and their role in the expansion in the Industrial Age in America.

Topics that address the LBGT and Special Needs Mandate...

- Examine the life and accomplishments of LGBTQ members - in progressive programs as well as culture influence. Ex . Mercedes de Acosta, Jane Addams, Margaret C Anderson, John Atherton.
- Examine the life of Victoria Woodhull and the Free Love Platform
- Examine the life of Jane Addams and Lillian Wald
- Examine the life of Julian Eltinge
- Examine the Roles of LGBTQ women in the Suffrage Movement.
- *Examine How the women’s suffrage movement allowed women to re-examine, question, and begin to systematically rebel against the many restrictions they had lived under for centuries – including oppressive gender and sexual norms (LGBTQ).

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 7.1 - Origins of Progressivism

- Evaluate excerpts of muckraking articles and use them to define what it meant to be “a radical” during the Progressive Era.
- Compare and contrast methods of advertising during the Progressive Movement to similar advertising today.
- Read excerpts from the writings of Ida Tarbell and the writings of John D. Rockefeller and develop a dialogue that hypothesizes Rockefeller’s response to Tarbell’s claims.
- Compare conditions in industry today with those in the late 19th century. Write a research paper explaining how the conditions were better or worse and defend your opinion.
- Research the Triangle Shirtwaist Fire and the Hamlet Chicken Plant Fire and compare and contrast the causes and effects of each, specifically the reaction of state and federal governments.
- Using the music of a popular song, rewrite the words to become a “trust busting” song. Teach the new lyrics to the class.
- Primary Source Analysis (*How the Other Half Lives* and *The Jungle*)

Assessment Topic 7.2 - Progressive Reforms (Political, Economic, and Social)

- Divide the class into small groups representing the different perspectives of the Progressive Era such as the presidential cabinet, state governors, women’s clubs, and selected ethnic groups. Give each group a problem to resolve from their viewpoint. Chart their solutions, illustrating all views from far right to far left.
- Determine which groups were left out of the Progressive Movement and the reasons for their exclusion.
- Read and discuss the actions and philosophy that led W.E.B. Du Bois to call Booker T. Washington’s Atlanta Exposition address the “Atlanta Compromise.”
- Read excerpts from W.E.B. Du Bois, Booker T. Washington, and Ida B. Wells Barnett writings. Compare and contrast their solutions to the plight of African Americans in the late 19th and early 20th century. Determine which solution you support and write a justification of your position.
- Read either *The Souls of Black Folk*, by W.E.B. Du Bois, or *Up from Slavery*, by Booker T. Washington.
- Read excerpts from *The Autobiography of an Ex-Colored Man* by James Weldon Johnson and *The Klansman* by Thomas
- Use a cause and effect foldable to illustrate an event such as the Great Migration, the Plessy Decision, Atlanta Compromise and/or the formation of NAACP.
- Analyze James Weldon Johnson’s “Lift Every Voice and Sing” and explain why it became the Negro National Anthem. Dixon. Compare and contrast the societies of both in the late 19th and early 20th century.
- Have students read excerpts from the essays in *Democracy Betrayed: The Wilmington Race Riot of 1898 and its Legacy*. Have student's exam the various viewpoints and discuss the short- and long-term effects of the riot on North Carolina.

- Use a graphic organizer to chart the political, social, and economic gains of the Progressive period. Determine which gain most changed society.

Assessment Topic 7.3 - Progressive President Leadership

- Compare the party platforms for the election of 1912. Determine which candidate was the true progressive. Justify your position.
- Select one progressive law/amendment. Identify groups most impacted by the law and whether the law's objective was achieved.

Summative Activities, Tasks, or Projects:

- Document Based Question
- Culminating Projects of the Unit
- MQ Project- Progressivism- Where Will You Put Your Million Dollars?

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 7.1 - Origins of Progressivism

Lesson Theme: Goals of Progressivism

Lesson Theme: Cleaning up Local Government

Lesson Theme: Reform at State Level

Assessment Topic 7.2 - Progressive Reforms (Political, Economic, and Social)

Lesson Theme: Women lead reform

Lesson Theme: 19th Amendment

Lesson Theme: Civil Rights – NAACP

Assessment Topic 7.3 - Progressive President Leadership

Lesson Theme: Teddy Roosevelt's Square Deal

Lesson Theme: Taft's Presidency

Lesson Theme: Election of 1912

Lesson Theme: Wilson's Reforms

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: 20th Century, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

Sherman Antitrust Act
Clayton Antitrust Act
U.S. v. E.C. Knight (1895)
Northern Securities v. U.S. (1904)
Charts and maps showing results of the presidential election of 1912
Plessy v. Ferguson (1896)
Niagara Movement's Declaration of Principles
Booker T. Washington's
Atlanta Compromise Speech
1898 Wilmington Race Riot
Commission's Final Report
Edward Bellamy, *Looking Backward*
Upton Sinclair, *The Jungle*
Frank Norris, *The Octopus*
Jacob Riis, *How the Other Half Lives*
David Cronon, *Black Moses*
W.E.B. Du Bois, *The Souls of Black Folk: Chapter 3, "Of Mr. Booker T. Washington and Others"*
Paul Laurence Dunbar, "Sympathy"
Louis Harlan, *Booker T. Washington, The Wizard of Tuskegee*
Booker T. Washington, *Up From Slavery*
Ida B. Wells, "Southern Horrors"

Films:

America 1900 (PBS American Experience)
The Progressive Movement (Schlesinger)
Theodore Roosevelt (Biography Channel)
Woodrow Wilson (Biography Channel)
Birth of a Nation
A Science Odyssey (PBS)
Discovering Henry Ford (PBS)
Freedom: A History of Us (PBS)
The Wizard of Photography (PBS American Experience)

Unit #8
Emergence of the United States in Global Affairs

Overview:

Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact. The learner will analyze causes and effects of the United States emergence as a world power.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- As the US becomes increasingly involved in world affairs, should its self-perception be impacted by world opinion?
- How did America and the world change as the US increased its role in world affairs?
- How did technological advancement lead to the United States' increased involvement in world affairs?
- How did the government's role in economic and political affairs change as America became more imperialistic?
- How has the media shaped US foreign policy?
- To what extent did industrialization affect the relationships between government, business, and the worker?
- To what extent have the actions and policies of the US affected other countries in the world?
- To what extent have the effects of US actions and policies been beneficial or detrimental to other countries?
- To what extent was the government's changing role necessary and beneficial as America became more imperialistic?
- How intrusive should a nation be in the affairs of another?
- Why did the United States take an active role in world affairs in the late 19th and early 20th century?

Enduring Understanding...

- Attempts to gain influence over an area can occur through political, economic, and military means.
- Efforts to accomplish economic priorities can foster military conflict.
- Global policies made by nations perceived to be superior may have a positive or negative effect on nations perceived to be inferior.
- Attempts to gain influence over an area can occur through political, economic, and military means.
- Efforts to accomplish economic priorities can foster military conflict.

- Global policies made by nations perceived to be superior may have a positive or negative effect on nations perceived to be inferior.
- Attempts to gain influence over an area can occur through political, economic, and military means.
- Efforts to accomplish economic priorities can foster military conflict.
- Global policies made by nations perceived to be superior may have a positive or negative effect on nations perceived to be inferior.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topics 8.1 - American Foreign Policy/Expansionism

Key Vocabulary/Terms

- Seward's Folly, Annexation of Hawaii, Queen Liliuokalani, "Splendid Little War", Philippines, Commodore George, Dewey, Theodore Roosevelt, Rough Riders, William Randolph, Hearst, Joseph Pulitzer, *USS Maine*, Teller Amendment, Treaty of Paris (1898), Platt Amendment, Panama Canal, Pancho Villa Raids, Anti-Imperialism League, Annexation of Hawaii, Open Door Policy, Boxer Rebellion, Platt Amendment, Roosevelt Corollary, "Big Stick" Diplomacy, Dollar Diplomacy, Missionary (Moral), Diplomacy

Key Concepts/Ideas:

- Influence of the United States began to expand to other world regions.
- United States bought Alaska and extended its influence in Latin America in order to build an empire, gain commercially, and try to influence other cultures.

Possible Misunderstandings:

- United States was always involved in Western Hemisphere affairs.

Assessment Topics 8.2 - Spanish American War

Key Vocabulary/Terms

- Seward's Folly, Annexation of Hawaii, Queen Liliuokalani, "Splendid Little War", Philippines, Commodore George, Dewey, Theodore Roosevelt, Rough Riders, William Randolph, Hearst, Joseph Pulitzer, *USS Maine*, Teller Amendment, Treaty of Paris (1898), Platt Amendment, Panama Canal, Pancho Villa Raids, Anti-Imperialism League, Annexation of Hawaii, Open Door Policy, Boxer Rebellion, Platt Amendment, Roosevelt Corollary, "Big Stick" Diplomacy, Dollar Diplomacy, Missionary (Moral), Diplomacy

Key Concepts/Ideas:

- Events in Cuba led to war between the United States and Spain in 1898.
- With power and land gained from the Spanish-American War, the idea of an American empire became reality.

Possible Misunderstandings:

- United States fought Spain for its own gain.
- After the Spanish-American War, the United States did not further involve itself in foreign affairs.

Assessment Topics 8.3 - Imperialism in the Pacific

Key Vocabulary/Terms

- Seward's Folly, Annexation of Hawaii, Queen Liliuokalani, "Splendid Little War", Philippines, Commodore George, Dewey, Theodore Roosevelt, Rough Riders, William Randolph, Hearst, Joseph Pulitzer, *USS Maine*, Teller Amendment, Treaty of Paris (1898), Platt Amendment, Panama Canal, Pancho Villa Raids, Anti-Imperialism League, Annexation of Hawaii, Open Door Policy, Boxer Rebellion, Platt Amendment, Roosevelt Corollary, "Big Stick" Diplomacy, Dollar Diplomacy, Missionary (Moral), Diplomacy

Key Concepts/Ideas:

- United States strengthened its foothold in the Pacific by annexing Hawaii.
- Open Door Policy protected and expanded U.S. trading interests in China.

Possible Misunderstandings:

Assessment Topics 8.4 - Latin American Policies and the Panama Canal

Key Vocabulary/Terms

- Seward's Folly, Annexation of Hawaii, Queen Liliuokalani, "Splendid Little War", Philippines, Commodore George, Dewey, Theodore Roosevelt, Rough Riders, William Randolph, Hearst, Joseph Pulitzer, *USS Maine*, Teller Amendment, Treaty of Paris (1898), Platt Amendment, Panama Canal, Pancho Villa Raids, Anti-Imperialism League, Annexation of Hawaii, Open Door Policy, Boxer Rebellion, Platt Amendment, Roosevelt Corollary, "Big Stick" Diplomacy, Dollar Diplomacy, Missionary (Moral), Diplomacy

Key Concepts/Ideas:

- Theodore Roosevelt, Howard Taft, and Woodrow Wilson – the United States negotiated with Panama to build the Panama Canal
- United States used its economic and military power to police the Western Hemisphere.

Possible Misunderstandings:

- The United States has always had economic and military power to get involved in foreign affairs.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Topics that address the Holocaust Commission Mandate...

- Examine and Analyze the pro-imperialist sentiment and rationales for the US annexation of foreign lands.
- Examine the recognition of the Armenia Genocide by the American government.

Topics that address the LBGT and Special Needs Mandate...

- Examine the life of Marie Equi
- Examine how the suffrage movement and the industrial movement correlated with the LGBTQ movement and gave it more power– Molly Dawson & Polly Porter.

STAGE 2
Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 8.1 - Imperialism and America

- Compare and contrast the United States' justification for manifest destiny versus its justification for imperialism.
- Have students write responses to Kipling's "White Man's Burden."
- Examine or draw political cartoons that represent supporting and opposing views of imperialism.
- Create a chart comparing Roosevelt's, Taft's, and Wilson's foreign policies in Latin America and the Caribbean. Include the outcomes of actions.

Assessment Topics 8.2 - Spanish American War

- Analyze and discuss some examples of "yellow journalism" from the Imperialist Era and today.
- Develop an argument either supporting or opposing the following statement: "Modern news shows are a form of political propaganda very similar to the 'yellow journalism' of the late 19th and early 20th century."
- Spanish-American War cause and effect reading assignment

Assessment Topics 8.3 - Acquiring New Lands

- Design a chart that details the specifics of United States involvement in Cuba, Hawaii, Latin America/Caribbean, and Asia/Pacific.

- Using the May 17, 1898, “Report of the Committee on Foreign Affairs on House Res. 259,” ask students to hold a hearing on the annexation of Hawaii.
- Ask students to reveal why the 1897 “Petition Against Annexation” is important to Hawaiians and other United States citizens. Brainstorm cases of similar incidents of neglect in recorded history.
- Map areas of the world affected by each type of diplomacy (i.e., dollar, moral, “big stick,” etc.) and make a generalization about the type of diplomacy used in different places in the world. Compare the map to areas of the world where the US has diplomatic relations today.

Assessment Topics 8.4 - America as a World Power

- Design a chart that details the specifics of United States involvement in Cuba, Hawaii, Latin America/Caribbean, and Asia/Pacific.
- Map the areas of United States imperialist activities around the world. Analyze why these areas were the most advantageous locations for the US to control.
- “Seward’s Folly”- close reading Panama Canal video analysis
- Have a panel discussion in which some students represent leaders (e.g., Queen Liliuokalani, Alfred T. Mahan, Josiah Strong, William Jennings Bryan, Teddy Roosevelt, William McKinley, George Dewey, William Seward, John Hay, William Howard Taft, Woodrow Wilson) while other students ask them questions about the appropriateness of U.S. intervention abroad in the late 19th and early 20th century.

Summative Activities, Tasks, or Projects:

- Document Based Question
- Culminating Projects of the Unit

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 8.1 - Imperialism and America

Lesson Theme: American Expansionism

Lesson Theme: United States acquires Alaska

Lesson Theme: United States takes Hawaii

Assessment Topic 8.2 - Spanish American War

Lesson Theme: Cubans Rebel against Spain

Lesson Theme: Yellow Journalism

Lesson Theme: War with Spain Erupts

Assessment Topic 8.3 - Acquiring New Lands

Lesson Theme: Ruling Puerto Rico

Lesson Theme: Cuba and the United States

Lesson Theme: Foreign influence in China

Lesson Theme: Impact of U.S. Territorial Gains

Assessment Topic 8.4 - America as a World Power

Lesson Theme: Teddy Roosevelt and the World

Lesson Theme: Panama Canal

Lesson Theme: Woodrow Wilson’s Diplomacy

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

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- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: 20th Century, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

Primary Sources

Rudyard Kipling, "White Man's Burden"

George Washington's Farewell Address

Monroe Doctrine

Albert Beveridge's Address to Congress on the Philippines

American Anti-Imperialist League Platform

Alfred Thayer Mahan, *The Influence of Sea Power on World History:1660-1783*

Rudyard Kipling, "White Man's Burden"

de Lôme Letter

Teller Resolution

Platt Amendment

Albert Beveridge's Address to Congress on the Philippines

Emilio Aguinaldo's "Pleas for Independence," *The Outlook*, July 28, 1899

The 1897 Petition Against the Annexation of Hawaii, September 11, 1897

John Hay's Open Door correspondence

House of Representatives Report 1355, 55th Congress, 2nd Session

Platt Amendment

Movies

Citizen Kane

The Rough Riders

Expansionism (Schlesinger)

The Hunt for Pancho Villa (PBS)

Unit #9
The United States and the First World War

Overview:

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How are civil liberties challenged during times of conflict?
- How did the industrial and technological advancements in this era impact America and the rest of the global community?
- How did the war impact America's social, economic, political, and cultural institutions?
- How were certain political and military events significant to the outcome of the war?
- To what extent did the military, political, and diplomatic turning points of World War I help to determine the outcome of the war?
- To what extent did World War I change US society and affect other nations?
- Why was the U. S. unable to maintain a policy of neutrality during World War I?

Enduring Understanding...

- The United States, through changes in foreign policy, went from an isolationist country to a world super-power in WWI
- In WWI, by using old tactics and new technology, a stalemate occurred until new tactics were developed by the allies embracing the new technology, leading to a positive outcome for WWI in favor of the allies.
- Due to biases against Germany, England and France would not accept Wilson's 14 Points, leading to an unfair treaty towards Germany, allowing hostilities to remain in Europe.
- The learner will understand the causes of World War I in a global theatre and in relationship to U.S. foreign and domestic policy.
- There are positive and negative effects of propaganda on the United States and throughout the World.
- Americans view on the causes and reasons why the U.S. entered the war and the opposition to entry.
- A learner will understand the adjustment from wartime to a peacetime economy.
- Individual liberties are often sacrificed or curbed during wartime periods.

- During WWI, the US went through a time of intense fear over the infiltration of possible anarchists and socialists. WWI saw a consistent change in political alliances, needs, and bureaucracies throughout Europe. American foreign policy did not reflect the political upheaval of Europe, on the contrary, Americans adopted an isolationistic stance.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 9.1 - War in Europe

Key Vocabulary/Terms

- No Man's Land, Trench Warfare, Selective Service Act, Convoy System, American Expeditionary Force Conscientious Objector, Armistice, Fourteen Points, League of Nations, Treaty of Versailles, Reparations War-Guilt Clause, Henry Cabot Lodge, Nationalism, Militarism, Alliances, Archduke Francis Ferdinand, Serbia, Allies, Central Powers, Kaiser Wilhelm II, Propaganda, Naval Warfare, U-Boats – Submarine, Warfare, Lusitania, Mobilization, Zimmerman Telegram, Election of 1916, Pres. Woodrow Wilson, Isolationists, Selective Service Act, "Make the world safe for democracy", Idealism, Industrial workers of the World, Self-determination, Committee on Public Information, George Creel, Food Administration, Herbert Hoover, War Industries Board, Ku Klux Klan, Palmer Raids, Espionage and Sedition Acts, Eugene V. Debs, Schenck v. United States, 1919, Sacco and Vanzetti

Key Concepts/Ideas:

- Powder Keg and tensions that was taking place in the Balkans before the assassination of Archduke Franz Ferdinand
- Outbreaks of World War I include nationalism, competition for imperial expansion, militarism, and the formation of alliances amongst various nations in Europe.
- World War I was a long and deadly war as a result of new technologies and battle strategies.

Possible Misunderstandings:

- The Great War was a single, coherent conflict.
- World War I started with the assassination of the Archduke Franz Ferdinand.

Assessment Topic 9.2- America's Road to War

Key Vocabulary/Terms

- No Man's Land, Trench Warfare, Selective Service Act, Convoy System, American Expeditionary Force Conscientious Objector, Armistice, Fourteen Points, League of Nations, Treaty of Versailles, Reparations War-Guilt Clause, Henry Cabot Lodge, Nationalism, Militarism, Alliances, Archduke Francis Ferdinand, Serbia, Allies, Central Powers, Kaiser Wilhelm II, Propaganda, Naval Warfare, U-Boats – Submarine, Warfare, Lusitania, Mobilization, Zimmerman Telegram, Election of 1916, Pres. Woodrow Wilson, Isolationists, Selective Service Act, "Make the world safe for democracy", Idealism, Industrial workers of the World, Self-determination, Committee on Public Information, George Creel, Food Administration, Herbert Hoover, War Industries Board, Ku Klux Klan, Palmer Raids, Espionage and Sedition Acts, Eugene V. Debs, Schenck v. United States, 1919, Sacco and Vanzetti

Key Concepts/Ideas:

- The United States initially remained neutral in the war, but relations with Germany worsened leading to the US declaring war.
- Russia withdrew from the war, but American troops helped turn the tide in favor of the Allies.

Possible Misunderstandings:

- The United States joined the war effort from the beginning of World War I.
- The Allies would have lost if the United States did not enter the war effort.
- Soldiers lived in trenches for long periods of time.
- World War I was fought with just advancements in weaponry.

Assessment Topic 9.3 - The War at Home

Key Vocabulary/Terms

- No Man's Land, Trench Warfare, Selective Service Act, Convoy System, American Expeditionary Force Conscientious Objector, Armistice, Fourteen Points, League of Nations, Treaty of Versailles, Reparations War-Guilt Clause, Henry Cabot Lodge, Nationalism, Militarism, Alliances, Archduke Francis Ferdinand, Serbia, Allies, Central Powers, Kaiser Wilhelm II, Propaganda, Naval Warfare, U-Boats – Submarine, Warfare, Lusitania, Mobilization, Zimmerman Telegram, Election of 1916, Pres. Woodrow Wilson, Isolationists, Selective Service Act, "Make the world safe for democracy", Idealism, Industrial workers of the World, Self-determination, Committee on Public Information, George Creel, Food Administration, Herbert Hoover, War Industries Board, Ku Klux Klan, Palmer Raids, Espionage and Sedition Acts, Eugene V. Debs, Schenck v. United States, 1919, Sacco and Vanzetti

Key Concepts/Ideas:

- The United States prepared to fund and fight the war by selling bonds, increasing taxes and producing supplies.
- American government approved legislation to control public opinion of the war.

Possible Misunderstandings:

- The United States senses no consequences from entering the war.
- Americans all wanted to join the war effort.

Assessment Topic 9.4 - Searching for Peace

Key Vocabulary/Terms

- No Man's Land, Trench Warfare, Selective Service Act, Convoy System, American Expeditionary Force Conscientious Objector, Armistice, Fourteen Points, League of Nations, Treaty of Versailles, Reparations War-Guilt Clause, Henry Cabot Lodge, Nationalism, Militarism, Alliances, Archduke Francis Ferdinand, Serbia, Allies, Central Powers, Kaiser Wilhelm II, Propaganda, Naval Warfare, U-Boats – Submarine, Warfare, Lusitania, Mobilization, Zimmerman Telegram, Election of 1916, Pres. Woodrow Wilson, Isolationists, Selective Service Act, "Make the world safe for democracy", Idealism, Industrial workers of the World, Self-determination, Committee on Public Information, George Creel, Food Administration, Herbert Hoover, War Industries Board, Ku Klux Klan, Palmer Raids, Espionage and Sedition Acts, Eugene V. Debs, Schenck v. United States, 1919, Sacco and Vanzetti

Key Concepts/Ideas:

- World War I ended, and the allies opposed Wilson's plan for peace.
- U.S. Senate rejected the Treaty of Versailles and the League of Nations because they believed it would not lead to lasting peace.

Possible Misunderstandings:

- World War I was the war that ended all wars.
- The Treaty of Versailles left long last peace.
- After World War I, the world leaders all agreed on a plan for peace.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the role of African-Americans during the First World War

Topics that address the Holocaust Commission Mandate...

- Examine the messages conveyed in wartime propaganda.

Topics that address the LBGT and Special Needs Mandate...

- Examine the life of Marie Equi.

STAGE 2
Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 9.1 - War in Europe

- Causes of the war graphic organizer
- Outline map of Europe and the alliances activity
- Assassination of Archduke Franz Ferdinand primary source analysis
- New technology stations activity

Assessment Topic 9.2 - America's Road to War

- Americans join the war guided notes and discussion
- Primary source interpretation: Zimmerman Telegram
- United States home front and mobilization activity
- African-American contributions to Society – Emmett J. Scott and the segregated cavalry and infantry units in war reading and discussion
- Life in the trenches photo analysis and writing reflection
- Battles of the war timeline

Assessment Topic 9.3 - War at Home

- The Power of propaganda activity - identify examples of propaganda
- Create storyboard on the Espionage and Sedition Act

Assessment Topic 9.4 - Searching for Peace

- Wilson's Fourteen Points DBQ
- Fourteen Points vs. Treaty of Versailles comparison
- Primary source interpretation: President Wilson's "Peace without Victory" speech
- Write an editorial about the Treaty of Versailles from a point of view: German, American, French, English.
- Analyze the cartoon "Interrupting the Ceremony" and decipher the cartoonists' message

Summative Activities, Tasks, or Projects:

- Listen to George M. Cohan's "Over There" and discuss the impact of patriotic music on the war effort.
- Compare Woodrow Wilson's arguments supporting a League of Nations and Henry Cabot Lodge's "14 Reservations."
- Identify similarities and differences in strategies, tactics, and weaponry of World War I and the Spanish-American War.
- Discuss ways in which the Bolshevik Revolution in Russia affected the United States entry into World War I.
- Describe correlations between restrictions on civil liberties during World War I and other periods of United States military conflicts.
- Prepare a comparison/contrast essay on how the United States and German economies were affected by the war.
- Develop pictorial representations of these terms: Liberty bonds, demobilization, Victory gardens, and ultra-nationalism.
- Document Based Question
- Culminating Projects of the Unit

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 9.1 - War in Europe

Lesson Theme: Causes of WWI

Lesson Theme: Assassination of Archduke

Lesson Theme: Divided loyalties: Allies & Central Powers

Assessment Topic 9.2 - America's Road to War

Lesson Theme: British Blockade

Lesson Theme: German U-Boats

Lesson Theme: Zimmerman Note

Lesson Theme: Trench Warfare

Lesson Theme: New Weapons

Assessment Topic 9.3 - War at Home

Lesson Theme: Propaganda
Lesson Theme: Selective Service Act
Lesson Theme: Mass Production
Lesson Theme: Victory Gardens

Assessment Topic 9.4 - Searching for Peace

Lesson Theme: Fourteen Points
Lesson Theme: League of Nations
Lesson Theme: Treaty of Versailles

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: 20th Century, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

Resources and Materials

Zimmermann Telegram
Woodrow Wilson's War Message
Wilson's Fourteen Points
Schenck v. U.S. (1919)
Treaty of Versailles
Espionage Act of 1917
Sedition Act of 1917
Wilson's Fourteen Points
Henry Cabot Lodge's 14 Reservations
League of Nations Charter
Ernest Hemingway, *A Farewell To Arms*
Barbara Tuchman, *The Guns of August*
Erich Maria Remarque, *All Quiet On the Western Front*
(LGBTQ Men and Woman in WW1)
<https://www.iwm.org.uk/history/stories-of-lgbt-men-and-women-from-the-first-world-war>

Films:

A Farewell to Arms
All Quiet on the Western Front
Hell's Angels
In Love and War
Sergeant York
The Lost Battalion
Iron Jawed Angels (HBO films)

High School United States History I - Instructional Standards

New Jersey Student Learning Standards- Social Studies

Unit #1: Colonial Growth to Revolution

SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
SOC.6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.EconET.2.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.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
SOC.6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
SOC.6.1.12.CivicsPI.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.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
SOC.6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

Unit #2: Confederation through Constitutional Ratification

SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
SOC.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
SOC.6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.

Unit #3: The Early Republic

SOC.6.1.12.EconET.2.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.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
SOC.6.1.12.CivicsPI.2.b	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.
SOC.6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
SOC.6.1.12.EconEM.2.b	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.

Unit #4: Antebellum and Western Expansion

SOC.6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
SOC.6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
SOC.6.1.12.EconET.3.a	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.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
SOC.6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.EconGE.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.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
SOC.6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.HistoryCA.3.a	Use evidence to demonstrate 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).

Unit #5: The Civil War and Reconstruction

SOC.6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
SOC.6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
SOC.6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
SOC.6.1.12.CivicsPR.4.a	Draw from multiple sources to explain 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.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
SOC.6.1.12.GeoSV.4.a	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
SOC.6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.HistoryCA.4.a	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.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

SOC.6.1.12.EconNE.4.a	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.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
SOC.6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

Unit #6: Industrialization and Modernization

SOC.6.1.12.CivicsDP.5.a	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.EconEM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
SOC.6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.1.12.GeoPP.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.
SOC.6.1.12.EconNE.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
SOC.6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.EconNE.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
SOC.6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
SOC.6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

Unit #7: Progressive Era & Unit 8: Emergence of the United States on A Global Stage

SOC.6.1.12.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
SOC.6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
SOC.6.1.12.EconEM.6.a	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which

women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

SOC.6.1.12.HistoryCC.6.b	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
SOC.6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
SOC.6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
SOC.6.1.12.EconGE.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.HistoryCC.6.a	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e., Paterson Silk Strike) and the United States during this period.
SOC.6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.6.1.12.HistoryCC.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

Unit #9: The United States and the First World War

SOC.6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
SOC.6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
SOC.6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
SOC.6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
SOC.6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

Unit #10: Active Citizenship

SOC.6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic
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	problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
SOC.6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SOC.6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
SOC.6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
SOC.6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

College, Career & Civic Life: C3 Framework for Social Studies

Dimension 1: Developing Questions & Planning Inquiries

SOC.9-12.D1.1.9-12	Explain how a question reflects an enduring issue in the field.
SOC.9-12.D1.5.9-12	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SOC.9-12.D1.2.9-12	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
SOC.9-12.D1.4.9-12	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
SOC.9-12.D1.3.9-12	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

Dimension 2: Applying Disciplinary Concepts & Tools

Civics

SOC.9-12.D2.Civ.4.9-12	Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
SOC.9-12.D2.Civ.9.9-12	Use appropriate deliberative processes in multiple settings.
SOC.9-12.D2.Civ.5.9-12	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

SOC.9-12.D2.Civ.1.9-12	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
SOC.9-12.D2.Civ.14.9-12	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
SOC.9-12.D2.Civ.7.9-12	Apply civic virtues and democratic principles when working with others.
SOC.9-12.D2.Civ.8.9-12	Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
SOC.9-12.D2.Civ.10.9-12	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
SOC.9-12.D2.Civ.11.9-12	Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
SOC.9-12.D2.Civ.13.9-12	Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
SOC.9-12.D2.Civ.2.9-12	Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
SOC.9-12.D2.Civ.6.9-12	Critique relationships among governments, civil societies, and economic markets.
SOC.9-12.D2.Civ.3.9-12	Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
SOC.9-12.D2.Civ.12.9-12	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

Economics

SOC.9-12.D2.Eco.4.9-12	Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
SOC.9-12.D2.Eco.2.9-12	Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
SOC.9-12.D2.Eco.12.9-12	Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
SOC.9-12.D2.Eco.1.9-12	Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
SOC.9-12.D2.Eco.7.9-12	Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
SOC.9-12.D2.Eco.6.9-12	Generate possible explanations for a government role in markets when market inefficiencies exist.
SOC.9-12.D2.Eco.13.9-12	Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
SOC.9-12.D2.Eco.9.9-12	Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
SOC.9-12.D2.Eco.3.9-12	Analyze the ways in which incentives influence what is produced and distributed in a market system.
SOC.9-12.D2.Eco.8.9-12	Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
SOC.9-12.D2.Eco.14.9-12	Analyze the role of comparative advantage in international trade of goods and services.
SOC.9-12.D2.Eco.10.9-12	Use current data to explain the influence of changes in spending, production, and the

money supply on various economic conditions.

SOC.9-12.D2.Eco.15.9-12	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
SOC.9-12.D2.Eco.11.9-12	Use economic indicators to analyze the current and future state of the economy.
SOC.9-12.D2.Eco.5.9-12	Describe the consequences of competition in specific markets.

Geography

SOC.9-12.D2.Geo.10.9-12	Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
SOC.9-12.D2.Geo.8.9-12	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
SOC.9-12.D2.Geo.9.9-12	Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
SOC.9-12.D2.Geo.11.9-12	Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
SOC.9-12.D2.Geo.3.9-12	Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
SOC.9-12.D2.Geo.4.9-12	Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
SOC.9-12.D2.Geo.12.9-12	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
SOC.9-12.D2.Geo.1.9-12	Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
SOC.9-12.D2.Geo.2.9-12	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
SOC.9-12.D2.Geo.7.9-12	Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SOC.9-12.D2.Geo.6.9-12	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
SOC.9-12.D2.Geo.5.9-12	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

History

SOC.9-12.D2.His.7.9-12	Explain how the perspectives of people in the present shape interpretations of the past.
SOC.9-12.D2.His.3.9-12	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
SOC.9-12.D2.His.12.9-12	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
SOC.9-12.D2.His.5.9-12	Analyze how historical contexts shaped and continue to shape people's perspectives.
SOC.9-12.D2.His.1.9-12	Evaluate how historical events and developments were shaped by unique circumstances

	of time and place as well as broader historical contexts.
SOC.9-12.D2.His.16.9-12	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
SOC.9-12.D2.His.6.9-12	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
SOC.9-12.D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.
SOC.9-12.D2.His.4.9-12	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
SOC.9-12.D2.His.13.9-12	Critique the appropriateness of the historical sources used in a secondary interpretation.
SOC.9-12.D2.His.10.9-12	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
SOC.9-12.D2.His.8.9-12	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
SOC.9-12.D2.His.11.9-12	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
SOC.9-12.D2.His.15.9-12	Distinguish between long-term causes and triggering events in developing a historical argument.
SOC.9-12.D2.His.2.9-12	Analyze change and continuity in historical eras.
SOC.9-12.D2.His.9.9-12	Analyze the relationship between historical sources and the secondary interpretations made from them.
SOC.9-12.D2.His.17.9-12	Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Dimension 3: Evaluating Sources & Using Evidence

SOC.9-12.D3.3.9-12	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
SOC.9-12.D3.2.9-12	Evaluate the credibility of a source by examining how experts value the source.
SOC.9-12.D3.4.9-12	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
SOC.9-12.D3.1.9-12	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Dimension 4: Communicating Conclusions & Taking Informed Action

SOC.9-12.D4.3.9-12	Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
SOC.9-12.D4.6.9-12	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
SOC.9-12.D4.5.9-12	Critique the use of the reasoning, sequencing, and supporting details of explanations.

SOC.9-12.D4.2.9-12	Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
SOC.9-12.D4.8.9-12	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
SOC.9-12.D4.7.9-12	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
SOC.9-12.D4.4.9-12	Critique the use of claims and evidence in arguments for credibility.
SOC.9-12.D4.1.9-12	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

New Jersey Student Learning Standards: Reading

LA.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.
LA.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.
LA.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.
LA.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.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.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.
LA.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.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.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.
LA.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.

New Jersey Student Learning Standards: Writing

LA.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.
LA.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.
LA.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.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.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.
LA.WHST.9-10.1.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.
LA.WHST.9-10.1.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.
LA.WHST.9-10.1.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.
LA.WHST.9-10.1.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.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2.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.
LA.WHST.9-10.2.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.
LA.WHST.9-10.2.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.
LA.WHST.9-10.2.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.
LA.WHST.9-10.2.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.
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.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.

Career Readiness, Life Literacies, and Key Skills Practices

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

9.2 Career Awareness

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.

9.4 Life Literacies and Key Skills

TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

New Jersey Student Learning Standards- Computer Science & Design Thinking

CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.