

Board Approval Date:

Course Title: Pre-AP USI Honors

Course Description: This class is an in-depth study of the time period in U.S. History from Pre-Revolutionary America to 1900. Students will study the thirteen colonies, American Revolution, Constitution, The Early National period, including the slave trade and *Amistad*, pre-antebellum period, the Civil War and Reconstruction. Political, economic and social aspects of the Industrialized Era are included as topics for discussion. Additional outside readings and research papers are integral components of the course.

Course Sequence & Pacing

Estimated Number of Blocks	Marking Period 1	Estimated Number of Blocks	Marking Period 3
3	Period 1 Three Cultures Collide (1491-1607) Native American Civilizations pre-Columbus Columbus and Exploration of New World New Spain New France Period 2 Colonial America (1607-1754) New England, Middle & Southern Colonies Political, Economic, Cultural, Social (PECS) in the Colonies Slavery in the Colonies Mercantilism v Capitalism The American Identity Native American Interactions	11	ERA 3 Expansion and Reform (1801–1861) Jacksonian Democracy The Election of 1824 The Election of 1828 Trail of Tears Nullification Crisis Westward Expansion Texas-Mexican War Gold Rush The Second Great Awakening Public Education Reform Social Reform Movements The Abolition Movement Women’s Reform Movement
7	Period 2 Colonial America (1607-1754) New England, Middle & Southern Colonies Political, Economic, Cultural, Social (PECS) in the Colonies Slavery in the Colonies Mercantilism v Capitalism		

	<p>The American Identity Native American Interactions</p>		
16	<p>Period 3 Revolution and the New Nation (1754–1820s) The French & Indian War Causes of the Revolution Declaration of Independence The Revolutionary War America Wins the Revolution The Articles of Confederation The Constitutional Convention Federalists vs. Anti-Federalists Understanding the Constitution</p>	11	<p>ERA 4 Civil War and Reconstruction (1850–1877) Compromise of 1850 Kansas-Nebraska Act The Abolition Movement Bleeding Kansas Elections of 1848, 1852, 1856 Birth Of the Republican Party Dred Scott Decision Lincoln & Douglas Debate Harper’s Ferry Election of 1860</p>
Estimated Number of Blocks	Marking Period 2	Estimated Number of Blocks	Marking Period 4
18	<p>ERA 2 Revolution and the New Nation (1754–1820s) George Washington Becomes the First President Hamilton’s Plan John Adams becomes the Second President Political Parties Emerge Thomas Jefferson becomes the Third President Louisiana Purchase Jefferson’s policies The Power of the Marshall Court <i>Marbury v. Madison</i> <i>McCulloch v. Maryland</i> War of 1812 Foreign & Domestic Policies</p>	16	<p>ERA 4 Civil War and Reconstruction (1850–1877) The Collapse of the Union Key Battles Emancipation Proclamation Gettysburg Address 13th, 14th, 15th Amendments Southern Economy After the War Reconstruction Plan Johnson’s Impeachment New opportunities for freed people, women & children The Impact of Reconstruction</p>

4	<p align="center">ERA 3 Expansion and Reform (1801–1861) Industrial Revolution Creates Differences between the North & South Era of Good Feelings The Missouri Compromise The American System Monroe Doctrine</p>	6	<p align="center">ERA 5 The Development of the Industrial United States (1870–1900) New Inventions that Boosted Growth Big Business Monopolies Labor Unions Immigration Urbanization Free Enterprise Native American Reservations, Assimilation, and Removal</p>
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Stage 1 Desired Results
Unit Title #: Period 1(1491-1607) Pre-Columbian New World and Age of Exploration
Unit Summary: Native tribes in North and South America flourished until the Europeans arrived beginning with Columbus and the introduction of the Columbian Exchange brought permanent changes to all four continents; some good and some bad.
Unit Learning Targets
<p>AP Content Standards:</p> <p>Key Concept 1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.</p> <p>I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.</p>

A) The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.

B) Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.

C) In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.

D) Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

A) European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.

B) The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

C) Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.

II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

A) Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

B) In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation based agriculture and extract precious metals and other resources.

C) European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

D) The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

A) Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.

B) As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

C) Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

AP Thematic Standards:

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0: Analyze how technological innovation has affected economic development and society.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking (CS & DT):

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.

Interdisciplinary Connections:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. 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.

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

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

Unit Essential Questions:

Chapter 1: Course Expectations and Native American Overview
Pre-1492

1. What is history? Where should the story of the U.S. begin?

Unit Enduring Understandings:

Chapter 1: Course Expectations and Native American Overview
pre-1492

The “New World” wasn’t really new and the clash of civilizations came at a great cost to the Native Americans.

<p>2. How do we evaluate the importance of events and people in history?</p> <p>3. What are the themes for this course?</p> <p>4. What skills must students use to think and write as historians do?</p> <p><u>Section 2: Native American Societies</u></p> <p>1. What were the major groups of Native Americans before contact?</p> <p>2. What were the Political, Social, and Economic characteristics of Native American societies in the pre-1607 period, and how was each society impacted by its geographical environment?</p> <p><u>Section 3: Cultures Meet and Collide</u></p> <p>1. How did the Columbian Exchange affect Europe, the Americas, and Africa, and what were its effects?</p> <p>2. How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?</p>	<p>We determine importance based on their contributions to future events through cause and effect.</p> <p>The themes are: American & National Identity (NAT), Politics & Power (POL), Work, Exchange, & Technology (WXT), Culture & Society (CUL), Migration & Settlement (MIG), Geography & the Environment (GEO), America in the World (WOR)</p> <p>The AP exam is a college-level course that includes a rigorous test of source evaluation and analysis, content recall, and comprehensive free response and document-based writing.</p> <p><u>Section 2: Native American Societies</u></p> <p>1. There were many well established and accomplished Native American tribes prior to Columbus' arrival.</p> <p>2. The "Age of Discovery " and the exploration were inspired by the new Enlightenment thinking in the political, economic, and social realms..</p> <p><u>Section 3: Cultures Meet and Collide</u></p> <p>1. The Columbian Exchange had monumental consequences, both positive and negative on the three worlds involved.</p> <p>2. Western European countries had varying forms of success in making the New World both profitable and easy to manage.</p>
<p>Students will know:</p> <p>The context for European encounters in the Americas from 1491 to 1607.</p>	<p>Students will be able to:</p> <p>Explain the context for European encounters in the Americas from 1491 to 1607.</p>

<p>How and why various native populations in the period before European contact interacted with the natural environment in North America.</p> <p>The causes of exploration and conquest of the New World by various European nations.</p> <p>The causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.</p> <p>How the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.</p> <p>How and why European and Native American perspectives of others developed and changed in the period.</p> <p>The effects of the development of transatlantic voyages from 1491 to 1607.</p> <p>Vocabulary:</p> <p>Algonquian tribes, Opechancanough, Massasoit, Pequots, Enslaving of Native Americans, New France, Métis, coureurs de bois, Louis de Frontenac, Beaver Wars, Hurons versus Iroquois, Columbus, Taino people, Caribs, Treaty of Tordesillas (1494), Aztecs, Montezuma, Hernán Cortés, La Malinche, Hernando de Soto, Introduction of the Horse, Mestizos, Encomienda System, Spanish Mission System, Franciscan Missionaries, Juan de Juan de Oñate, founder of New Mexico (1598), “Gold, Glory, and God”, Organization of Native American societies., Spread of smallpox and other diseases: measles, typhus, influenza, and malaria., Use of superior weapons, Champlain,</p>	<p>Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.</p> <p>Explain the causes of exploration and conquest of the New World by various European nations.</p> <p>Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.</p> <p>Apply the vocabulary in student reading, writing, speaking and listening.</p> <p>Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time,</p> <p>Explain how and why European and Native American perspectives of others developed and changed in the period.</p> <p>Explain the effects of the development of transatlantic voyages from 1491 to 1607.</p>
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Stage 2 Assessment Evidence

Summative Assessments:

Period 1 Common Assessment

Formative Assessments:

Chapter 1 Reading Quiz
 Native Americans and Exploration Vocabulary Quiz
 Period 1 Notebook Check
 European Colonization Cooperative Graphic Organizer

Common Benchmark Assessments:

Period 1 Common Assessment

Alternative Assessments:

Research Project on one Native American tribe
 Multimedia presentation showing PECS of several artifacts from pre-Columbus

Stage 3 Learning Plan

<i>Standard</i>	<i>AP Learning Objective (NJ State Standards Do Not Apply for Period 1)</i>	<i>Learning Activities & Differentiation (Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)</i>	<i>Timeframe</i> Estimated Number of Blocks
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0,	Explain the context for European encounters in the Americas from 1491 to 1607.	<ul style="list-style-type: none"> PECS chart for Period 1 including the geography tie and a broad statement encompassing the Age of Exploration. 	1/2 block

CUL-1.0,3.0, 4.0:; WOR-1.0			
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:; WOR-1.0	Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.	<ul style="list-style-type: none"> ● Graphic organizer from summer work on evidence to support native interaction with the environment. ● Tom Richey video on the Native American tribes with comparison charts for the various regions. ● Two Spirit- Native American explanation for gay/lesbian practices which were mostly accepted. 	summer & 1/2 block
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:; WOR-1.0	Explain the causes of exploration and conquest of the New World by various European nations.	<ul style="list-style-type: none"> ● Teacher made a chart comparing New Spain, New Netherlands, New France, and the English colonies with similarities and differences.. 	1/2 block
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:; WOR-1.0	Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.	<ul style="list-style-type: none"> ● Document analysis of the Columbian Exchange from summer work 	summer
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0,	Apply the vocabulary in student reading, writing, speaking and listening.	<ul style="list-style-type: none"> ● Summer vocabulary with historical thinking skills applied to one per chapter 	summer

<p>CUL-1.0,3.0, 4.0:; WOR-1.0</p>			
<p>KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:; WOR-1.0</p>	<p>Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.</p>	<ul style="list-style-type: none"> ● Gilder Lehrman Institute DBQ on the encomienda system- small group CHIPPO and put parts on the board for class analysis. 	<p>1/2 block</p>
<p>KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:; WOR-1.0</p>	<p>Explain how and why European and Native American perspectives of others developed and changed in the period.</p>	<ul style="list-style-type: none"> ● Continuity and Change over Time practice: identifying things that stayed the same and others that changed. Compare how the European and Native American perspectives developed and changed in the period. Model: Native Americans perspective changed while European attitudes stayed the same: find evidence from summer work to support this claim. 	<p>1/2 block</p>
<p>KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:; WOR-1.0</p>	<p>Explain the effects of the development of transatlantic voyages from 1491 to 1607.</p>	<ul style="list-style-type: none"> ● Create a journal entry and make a historically defensible claim that can be defended with evidence to explain the effects of the development of the collision of cultures in Period 1. Discuss in class. 	

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts/Resources</i>	<i>Notes</i>
<p><i>The American Pageant</i></p> <ul style="list-style-type: none"> ● Chapter 1 New World Beginnings (33,000 BCE- 1769 CE) <p><i>Gilder Lehrman Institute</i></p> <p><i>AP Classroom</i></p> <p><i>CHIPPO Graphic Organizer</i></p> <p><i>PECS Graphic Organizer</i></p>	<p>Scaffolded texts and ELL texts online</p>

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
 - *American Pageant text and online*
- Use of assisted technology
 - *American Pageant Exploration Period 1 online*
- Use of prompts
 - *Comparison and CCOT: Compare how the European and Native American perspectives developed and changed in the period,*
- Modification of content and student products

- *Period 1 Native American Tribes Project*
- Testing accommodations
 - *Period 1 Common Assessment*
- Authentic assessments
 - *Period 1 Native American Tribes Project*

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Inquiry-based instruction
 - *CHIPPO & PECS in Period 1*
- Independent study
 - *Summer Work*
- Higher-order thinking skills
 - *Compare and Contrast*
 - *Analyzing primary sources*
- Interest-based content
 - *Understanding oppressive governments today*

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Visual learning, including graphic organizers
 - *CHIPPO Chart*
 - *PECS Chart*
- Teacher modeling
 - *Writing DBQ's*
- Pairing students with beginning English language skills with students who have more advanced English language skills
 - *Google Translate*
- Scaffolding
 - *Utilize Cengage Scaffolded text online. Chapter 1 Period 1*
 - *Utilize Scaffolded Text of Gilder Lehrman online*
- Sentence frames
 - Sentence starters for document based writing (when needed)
- Think-pair-share
 - *Turn and Talk in class*
- Cooperative learning groups
 - *European Colonization Group Project*

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Period 2(1607-1754) Colonial America and French Indian War

Unit Summary: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World while taking a hostile approach to the Native Americans.

Unit Learning Targets

AP Content Standards:

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources. I. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations. A) Spanish efforts to extract wealth from

the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society. B) French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe. C) English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors. A) The Chesapeake and North Carolina colonies grew prosperous exporting tobacco — a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans. B) The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce. C) The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance. D) The colonies of the southernmost Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy. E) Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas. A) An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor. B) Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused racial demographic shifts. C) Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other Indian groups. D) The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade. E) British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England. F) American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another. A) The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas. B) The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of trans-Atlantic print culture, and the spread of Protestant evangelicalism. C) The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies. D) Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

II. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies. A) All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southernmost Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies. B) As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity. C) Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.

AP Thematic Standards:

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

NJSLS Standards:

6.1.12.CivicsPI.1.a: Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

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)

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

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9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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Computer Science & Design Thinking (CS & DT):

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.

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RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. 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.

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

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

Unit Essential Questions:

How did the diverse patterns of European colonization by countries such as Spain, France, and England impact Native Americans socially, economically, and politically from the 15th century through the 18th century?

What factors impacted the political, social, and economic development of the colonial regions (NE, middle and southern)?

How did slavery in the British colonies differ from slavery in the Spanish and Dutch colonies? What are the similarities/differences in the problems faced by colonial settlers and those facing Americans today and how do the responses compare?

How does geography affect a people's cultural and economic development?

Unit Enduring Understandings:

American colonies were geographically divided into three regions based on the contributions of natural resources which created different economies (NE, Middle, South).

Each region developed its own identity with varying governments, social classes, and cultural norms based on these economies and their European roots.

The reasons for the settlers coming to the New World varied between the regions.

The interaction between settlers and Native American tribes sometimes led to cooperation and other times ended in conflict.

<p>How did continuing contact between Europeans and Native Americans affect European-colonial relationships and the cultures of each group?</p> <p>How did increasing political, economic, and cultural changes within the Atlantic World impact the development of colonial societies in North America?</p> <p>How were the Great Awakening and the Enlightenment shaped by the Atlantic World and how did these movements shape 18th century British North American colonial society and subsequent American society?</p> <p>How successful was Great Britain's mercantile doctrine?</p> <p>What are some problems faced by colonial settlers and those facing Americans today and how do the responses compare?</p> <p>How does geography affect a people's cultural and economic development?</p> <p>What does it mean to be independent?</p> <p>How did the European Enlightenment thinkers influence the formation of the colonies first government?</p>	<p>Independence is the freedom to act, think, speak without control and exercise sovereignty over one's destiny.</p> <p>American economic independence led the colonies to refute British attempts to restrict and tax their freedom.</p> <p>The ideologies of the early American doctrines were grounded in the theories of Locke and Rousseau.</p> <p>Religious wars in Europe were a driving force in America's settlement and the desire to have freedom of religion resonated within early colonial governments and carried over into the Revolution.</p> <p>Early American settlers were challenged by the climate and native American land disputes. Today, immigrants are faced with different challenges than early American settlers.</p> <p>American colonies were geographically divided into three regions which created different economies (NE, Middle, South).</p> <p>Independence is the freedom to act, think, speak without control and exercise sovereignty over one's destiny.</p> <p>The ideologies of the early American doctrines were grounded in the theories of Locke and Rousseau.</p>
<p>Students will know:</p> <p>The similarities/differences in the problems faced by colonial settlers and those facing Americans today.</p> <p>That geography affects a people's cultural and economic development.</p> <p>The meaning of being independent and its impact on the colonists.</p>	<p>Students will be able to:</p> <p>Analyze the colonies for Political, Economical, Cultural, and Social (PECS) similarities & differences.</p> <p>Identify a geopolitical map of the 13 original colonies and the three regions.</p> <p>Evaluate the level of independence the colonists had while living in the colonies and how it changed over time.</p>

<p>The European Enlightenment thinkers influence on the formation of the colonies first government.</p> <p>Vocabulary: Champlain, Jamestown, Plymouth, W. Bradford, Pilgrims v. Puritans, J. Smith, Powhatan Wars, Powhatan, Pocahontas, Pequot War, A. Hutchinson, New England, Chesapeake Bay Region, New Amsterdam/York, King Philip's War, King William's War, The 13 colonies, Economies of each region, Social/Cultural norms of each region, Leader colony of each region Bacon's Rebellion, House of Burgesses, <i>Mayflower Compact</i> <i>CT Fundamental Orders</i>, <i>Wealth of Nations</i>, Adam Smith</p>	<p>Analyze the impact that Enlightenment thinkers had on colonial government through various primary sources.</p> <p>Apply the vocabulary in student reading, writing, speaking and listening.</p>
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Stage 2 Assessment Evidence
<p>Summative Assessments: Colonial America Common Assessment The French Indian War Common Assessment</p>
<p>Formative Assessments: Colonies Reading Quiz Colonies Vocabulary Quiz Colonies Notebook Check Three Regions Colonial Cooperative Project Do Nows: CHIPPOing documents every day The French Indian War Reading Quiz</p>

The French Indian War Vocabulary Quiz
 The French Indian War Notebook Check

Common Benchmark Assessments:
 Colonial America Common Assessment
 The French Indian War Common Assessment

Alternative Assessments:
 Research Project on one colonial government.
 Multimedia presentation showing PECS of several artifacts.

Stage 3 Learning Plan

<i>Standard</i>	<i>AP Learning Objective & Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)</i>	<i>Timeframe</i> Estimated Number of Blocks
KC2.1-2.2 MIG-1.0, WOR-1.0, WXT-1.0-.2.0, NAT-1.0, POL-1.0, CUL-1.0-4.0 6.1.12CivicsPI.1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CT.4	<ul style="list-style-type: none"> ● Explain the context for the colonization of North America from 1607 to 1754. ● Compare the effects of the development of colonial society in the various regions of North America ● Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. 	<ul style="list-style-type: none"> ● PECS for Period 2 on the board for introduction paragraphs for essays. ● Colonial Regions Project comparing PECS (Political, Economical, Cultural, Social) of each of the three regions. ● Discuss the individual rights of Thomas Hall 	1 block

<p>KC2.1-2.2 MIG-1.0, WOR-1.0, WXT-1.0-.2.0 , NAT-1.0, POL-1.0, CUL-1.0-4.0</p> <p>6.1.12.Civics PD.1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2 WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:</p>	<ul style="list-style-type: none"> ● Explain how and why various European colonies developed and expanded from 1607 to 1754. ● Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. 	<ul style="list-style-type: none"> ● CHIPPO (Content, Historical Context, Intended Audience, Point of View, Purpose, Outside Information) Mayflower Compact and House of Burgesses ● Comparison essay on the reasons different European colonies developed and expanded. ● Compare and contrast the two approaches to governing in the New England Region and the South. ● Research another form of colonial government that either mimics one of the first two documents, or presents an entirely new approach. Present the colonial government to the class. ● Ask students to design a graphic organizer, such as a brain web or a comparison table, to gather information about the causes for exploration and the effects of conquest by the Dutch, English, French, and Spanish in North America. Then, in a whole-group discussion, ask students to identify similarities and differences among the European nations and draw conclusions about exploration and colonization. 	<p>2 blocks</p>
<p>KC2.1-2.2 MIG-1.0, WOR-1.0, WXT-1.0-.2.0 , NAT-1.0, POL-1.0, CUL-1.0-4.0</p> <p>6.1.12.GeoGI. 1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2 . WHST.9-10.9 9.4.12.CI.1</p>	<ul style="list-style-type: none"> ● Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754. ● Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time. ● Explain how geographic variations impacted economic 	<ul style="list-style-type: none"> ● PECS Chart with geography for the three regional colonies of England. Jigsaw and share information with the home group. ● Explain how TWO geographic characteristics of the New England, Middle & Southern colonies influenced the development of the economy of that region. ● Cite specific evidence from documents to support your explanation. 	<p>2 blocks</p>

9.4.12.IML.2:	development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources)		
KC2.1-2.2 MIG-1.0, WOR-1.0, WXT-1.0-.2.0 , NAT-1.0, POL-1.0, CUL-1.0-4.0 6.1.12.EconG E.1.a: RH.9-10.1 8.2.12.ETW.4 : RH.9-10.9 WHST.9-10.2 . WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	<ul style="list-style-type: none"> ● Explain causes and effects of transatlantic trade over time. ● Explain the causes and effects of slavery in the various British colonial regions ● Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period 	<ul style="list-style-type: none"> ● CHIPPO the Navigation Act of 1651. ● Compare and contrast mercantilism and capitalism ● Use Primary Source Documents to aid in the economic theories. ● Select a new technology in one of the three colonial regions and present opposing viewpoints. ● Explain TWO differences between mercantilism and capitalism and their relevance to the development of the regional economies ● Give students a blank world map and several data sets, such as raw materials, manufactured goods, and enslaved peoples, and have them create a map that identifies the lanes of transatlantic trade, the exchanges, and the size and scope of the British Empire. Ask them to identify trends and patterns and draw conclusions about the Atlantic world. 	2 blocks
KC2.1-2.2 MIG-1.0, WOR-1.0, WXT-1.0-.2.0 , NAT-1.0, POL-1.0, CUL-1.0-4.0	<ul style="list-style-type: none"> ● Explain how and why interactions between various European nations and American Indians changed over time 	<ul style="list-style-type: none"> ● Analyze historical documents and write about how American Indians have been perceived over time. ● Discuss the Native American belief in Two Spirits. ● Analyze the data chart “The Effects of Disease on American Indians” ● Examine the effects of the Pequot War ● Analysis of Causes and Effects French Indian War 	1 block

<p>6.1.12.History CC.1.a: RH.9-10.1 WHST.9-10.9 9.4.12.CI.1 9.4.12.CT.4 9.4.12.IML.2:</p>	<ul style="list-style-type: none"> Assess the impact of the interactions and conflicts between native groups and North American settlers. 	<ul style="list-style-type: none"> Jigsaw This strategy can be used to facilitate understanding of the various causes and effects of slavery in the British colonial regions. Assign students to an “expert” group on a colonial region and have them use their textbooks and primary sources to build a picture of slavery there. Then, arrange students into groups where all region “experts” share their information with other students. As a whole group, debrief similarities and differences among the regions with regard to slavery. 	
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Core Instructional & Supplemental Materials (including various levels of texts)	
<i>Texts/Resources</i>	<i>Notes</i>
<p><i>The American Pageant</i></p> <ul style="list-style-type: none"> Chapter 1: America’s Cultural Roots <ul style="list-style-type: none"> Section 1: The Peoples of the Americas Chapter 2: <p><i>Gilder Lehrman Institute</i></p> <p><i>CHIPPO Graphic Organizer</i></p> <p><i>PECS Graphic Organizer</i></p>	<p>Scaffolded texts and ELL texts online</p>

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
 - *American Pageant text and online*
- Use of assisted technology
 - *American Pageant Exploration Period 2 online*
- Use of prompts
 - *Comparison and CCOT: Compare how the European and Native American perspectives developed and changed in the period,*
- Modification of content and student products
 - *Period 2 Colonial Project*
- Testing accommodations
 - *Period 2 Common Assessments*
- Authentic assessments
 - *Period 2 Colonial Project*

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Inquiry-based instruction
 - *CHIPPO & PECS in Period 2*
- Independent study
 - *Marking Period Research Project*
- Higher-order thinking skills
 - *Compare and Contrast*
 - *Analyzing primary sources*
- Interest-based content
 - *Understanding oppressive governments today*

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Visual learning, including graphic organizers
 - *CHIPPOChart*
 - *PECS Chart*
- Teacher modeling
 - *Writing DBQ's*
- Pairing students with beginning English language skills with students who have more advanced English language skills
 - *Google Translate*
- Scaffolding
- Sentence frames
 - Sentence starters for document based writing (when needed)
- Think-pair-share
 - *Turn and Talk in class*
- Cooperative learning groups
 - European and English Colonization Group Project

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists

- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Period 3 (1754-1800) American Revolution and Forming the New Government

Unit Summary: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Unit Learning Targets

AP Content Standards:

NJSLS Standards:

6.1.12.CivicsPI.1.a: Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

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)

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

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).

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.

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.

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.

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.

- 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.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 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.
- 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.
- 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.
- 6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 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.
- 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. •
- 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).
- 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.
- 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
- 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.

Computer Science & Design Thinking (CS & DT):

- 8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.D.4 - Assess the credibility and accuracy of digital content

Interdisciplinary Connections ELA, Math, VPA, etc

- RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

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

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

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

Climate Change:

N/A

Holocaust & Amistad:

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.

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

Unit Essential Questions:

- Why do people rebel?
- How did the Revolutionary War impact the American identity?
- What economic, cultural, and ideological factors sparked and sustained the drive for American independence from England?
- How was the American Revolution both a war for independence and a civil conflict?
- What is the best form of government?
- How did the Articles of Confederation impact the Constitution, thereby impacting the world today?
- How did the Federalists and Anti-federalists differ in their views and how does this impact the US today?
- Which characteristics allow an individual to succeed/ fail in facing the challenges of his Presidency?
- How did the early political parties differ in their platforms/candidates, and why did this lead to the concept of nullification and thus the Civil War?
- To what extent were the Articles of Confederation reflective of the political beliefs of the Revolutionary Era?

Unit Enduring Understandings:

- People rebel when their basic human rights and freedoms are threatened, as in the case of the American Revolution.
- The Revolutionary War gave birth to the American Identity and allowed it to evolve as the nation grew.
- The Enlightenment and the confines of mercantilism helped spark the desire for independence.
- The regional identities were firmly established and economic competition for dominance led to sectionalism, while the nation fought for its independence.
- The best form of government allows the people a say in how they are governed, the right to evaluate the performance of the government and change it as necessary and provides the protection of natural rights and equality under the law.
- The Constitution's ability to adapt to the ever changing future in order to meet the needs of its citizens through amendments enables it to remain a relevant Living Document now and always.
- The Federalists and Anti-federalists both presented valid concerns during the ratification period which helped the country see the need for a Federation and the protection of individual rights from the new government under the Bill of Rights.

- To what extent was the U.S. Constitution a conservative response to the “excesses” of the more democratic state governments?
- In what unanticipated ways did the American political system take shape under the U.S. Constitution?
- To what extent could the transfer of power from the Federalists to the Democratic-Republicans be considered a “revolution”?
- How did the election of 1800 create an early Constitutional challenge to the electoral process and what role did party politics and the media play in the outcome?
- What was the immediate and long-standing impact of the Judiciary Act and early supreme court rulings?
- What were the motivations behind the Louisiana Purchase, and how did it contradict Jefferson’s views on the constitutional role of the presidency?
- How did the geographical location of the U.S. and conflicts between European nations affect the US?
- How did the War of 1812 impact the US?

- The early political parties set forth opposing viewpoints on the role of central government, the economy, the national debt, foreign affairs, domestic trade and policy and involvement of the citizenry, which enabled Washington and Adams to effectively launch the New Republic and handle the challenges it faced.
- The original two political parties laid the groundwork for designing platforms to address and solve the specific problems of the nation, publically choose candidates and allow room for evolution, which led to the formulation of the modern day parties
- In the absence of a crisis, unity is difficult to maintain.
- The appropriate apportionment of political power between the states and the national government is a point of perpetual contention.
- The degree of self-governance afforded the individual has continuously expanded.
- Commercial political and economic interests often run counter to the interests of agriculture.
- The election of 1800 exemplified the first electoral crisis, the role of the media in deciding elections, and featured the emergence of political parties..
- Landmark court cases emerged early in the Jefferson Presidency that better defined the powers of the Supreme Court and justified the creation of federal institutions.
- The US greatly expanded its borders during the Jefferson era, and opened up the door to a new frontier of economic and political progress.
- European struggles to maintain adequate naval resources in the Americas gave the US a substantial geographical advantage in keeping European interests from further expanding in the Americas.
- International conflicts caused Jefferson to react with unpopular and economically burdensome legislation that hurt the American economy and did little to resolve conflicts with European powers.

	<ul style="list-style-type: none"> ● Tecumseh’s resistance and threat to form a confederation of American Indian nations caused great concern for American interests.
<p>Students will know: (<i>Content, Noun</i>)</p> <ul style="list-style-type: none"> ● The reasons for the growing disagreements between the American colonies and Great Britain. ● The reasons why the American colonies declared independence. ● The chronological progress of the Revolutionary War. ● How the American Revolution changed life for different social groups in the new United States. ● The major events of the Revolutionary War. ● The contributions of African Americans, Native Americans, LGBTQ, people with disabilities, and women during the Revolutionary War. ● The best form of government. ● The positive and negative contribution of the Articles to the US. ● The Enlightenment ideas contained within the Constitution. ● The views of the early political parties, how they contrasted, and their efforts to get the Constitution passed. ● The characteristics of a great leader. ● How Adams and Washington were able to successfully implement the powers of the Constitution and establish the foundations of the American Government. ● The electoral and constitutional obstacles of 1800 to those of 2000 (Bush v. Gore) ● The role of partisan media in politics in 1800 and today. ● The role of Alexander Hamilton as media mogul of his time. ● The actions by modern presidents that compare to the passage of Judiciary Act ● The role of Judicial Review in law making and society today. ● How <i>McCulloch v. Maryland</i> is still relevant today. (New Deal and Health Care Legislation) 	<ul style="list-style-type: none"> ● Students will be able to: (<i>Verb Bloom’s Taxonomy</i>) ● Students will be able to identify the reasons for the growing disagreements between the American colonies and Great Britain. ● Students will be able to outline the reasons why the American colonies declared independence. ● Students will be able to chronologize how the Revolutionary War progressed. ● Students will be able to evaluate how the American Revolution changed life for different social groups in the new United States. ● Students will be able to outline the events of the Revolutionary War. ● Students will be able to analyze the contributions of African Americans, Native Americans, LGBTQ, people with disabilities, and women during the Revolutionary War. ● Define the best form of government. ● Analyze the positive and negative contribution of the Articles to the US. ● Identify the Enlightenment ideas contained within the Constitution. ● Compare and contrast the views of the early political parties and their efforts to get the Constitution passed. ● Define the characteristics of a great leader. ● Determine how Adams and Washington were able to successfully implement the powers of the Constitution and establish the foundations of the American Government. ● Compare and contrast the electoral and constitutional obstacles of 1800 to those of 2000 (Bush v. Gore) ● Examine the role of partisan media in politics in 1800 and today. ● Discuss role of Alexander Hamilton as media mogul of his time.

- The impact of the Louisiana Purchase on America's destiny.
- The various issues related to settling in the Louisiana territory.
- The route of Lewis and Clark's expedition and identify their struggles.
- How to make a map that reflects various European land-holdings in the Americas.

Vocabulary

King George III, Lord Cornwallis, John Adams, George Washington, Thomas Jefferson, Patrick Henry, Benjamin Franklin, Boston Massacre, Boston Tea Party, First Continental Congress, Battles at Lexington and Concord, Approval of the Declaration of Independence, Battle of Saratoga, Surrender at Yorktown, Signing of the Treaty of Paris, Loyalists, Tories, Patriots, Pacifists, Mercenaries, Minutemen, Natural Rights of Man, Parliament, Sons of Liberty, Washington, Hamilton, Madison, Adams, Jefferson, Franklin, Sherman, Great Compromise, Federalist Papers, Neutrality Proclamation, Bank of US, Judiciary Act of 1789, Alien and Sedition Acts, XYZ Affair, NWLO 1787, Articles of Confederation, Constitution, Bill of Rights, Ratification, veto, nullification, assumption, state's rights, federal government, executive, legislative, judicial, confederation, federation, inalienable rights, individual rights, foreign policy, domestic policy, unicameral, bicameral, Twelfth Amendment, Judicial Review, Embargo Act, Non-intercourse Act, Nationalism, Election of 1800, Thomas Jefferson, Aaron Burr, Alexander Hamilton, John Marshall, Judiciary Act of 1801, Marbury v. Madison, McCulloch v. Maryland, Louisiana Purchase, Meriwether Lewis, William Clark, Sacajawea, Tecumseh, William Henry Harrison, Battle of Tippecanoe, Andrew Jackson

- Reflect on actions by modern presidents that compare to the passage of Judiciary Act
- Analyze the role of Judicial Review in law making and society today.
- Discuss how *McCulloch v. Maryland* is still relevant today. (New Deal and Health Care Legislation)
- Assess the impact of the Louisiana Purchase on America's destiny.
- Analyze the various issues related to settling in the Louisiana territory.
- Trace the route of Lewis and Clark's expedition and identify their struggles.
- Create a map that reflects various European land-holdings in the Americas.

Stage 2 Assessment Evidence

Summative Assessment:

Revolution Common Assessment
Constitution Common Project
Early Presidents Common Assessment

Formative Assessments:

Revolution Reading Quiz
Revolution Vocabulary Quiz
Revolution Notebook Check
Constitution Reading Quiz
Constitution Vocabulary Quiz
Constitution Notebook Check
Early Presidencies Reading Quiz
Early Presidencies Vocabulary Quiz
Early Presidencies Notebook Check
Informal questioning
Homework responses
Small group/whole class discussions
Exit tickets
Polls
In class projects
Digital quizzes though textbook

Common Benchmark Assessments:

Revolution Common Assessment
Constitution Project
Early Presidencies Common Assessment
Midterm Exam

Alternative Assessments:

Research Project on one battle of the revolution.
 Multimedia presentation showing PECS of several artifacts.
 Project Imagine

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
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).	<ul style="list-style-type: none"> ● CHIPPO the Declaration of Independence ● CHIPPO the Preamble ● Paraphrase the Bill of Rights ● Constitution as document: scavenger hunt for Enlightenment ideas ● CHIPO Articles of Confederation ● CHIPPO Common Sense in interactive gallery ● Quest Inquiry: Ideas that Influenced the Constitution 	3 blocks
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.	<ul style="list-style-type: none"> ● Constitutional Convention re enactment. ● Compare and Contrast : 1. State constitutions, including New Jersey's 1776 constitution and the U S Constitution 2. The arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance 	2 blocks
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.	<ul style="list-style-type: none"> ● Compare and Contrast : 1. State constitutions, including New Jersey's 1776 constitution and the U S Constitution 2. The arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance 	2 blocks
6.1.12.Civics PR.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.	<ul style="list-style-type: none"> ● Write a narrative explaining how Marbury v. Madison established judicial review and why this concept made the Supreme Court an influential branch of government. 	2 blocks

		<ul style="list-style-type: none"> ● Conduct short research to identify a recent decision where the Supreme Court used judicial review and explain the impact. 	
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.	<ul style="list-style-type: none"> ● Draw evidence from informational texts to support analysis of 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. ● Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. ● T chart of Federalists/Anti federalists into Federalists and Democratic Republicans. 	3 blocks
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.	<ul style="list-style-type: none"> ● Essay - Pretending you are the British prime minister, draft a letter to King George III explaining the findings of a parliamentary committee charged with investigating the primary reasons for Great Britain's defeat in America. Remember: His majesty is a bright fellow with a keen interest in detail. Therefore citing specific examples, identify what you consider to be the committee's three most important findings. Conclude the letter with a suggestion or two as to how his majesty should deal with the United States from this point (1781) forward. 	1 block
6.1.12.HistoryCA .2.a:	Research multiple perspectives to explain the struggle to create an American identity.	<ul style="list-style-type: none"> ● Journal entry describing personal "best government characteristics" compared to current government and Washington's presidency. 	1 block
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.	<ul style="list-style-type: none"> ● DBQ on acquiring western territory. ● CHIPPO the NWLO 1787 	2 blocks
6.1.12.EconEM.2 .a:	Explain how the United States economy emerged from British mercantilism.	<ul style="list-style-type: none"> ● Graphic organizer comparing mercantilism restrictions to the freedoms under capitalism. ● Quest Inquiry: British Tax Policy 	2 blocks

6.1.12.EconEM.2 .c:	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.	<ul style="list-style-type: none"> ● Compare and contrast views about how to best promote economic development (including issues of national and state debt, National Bank, trade and taxation) advanced by Hamilton and Jefferson, and Clay and Jackson in a graphic organizer. 	3 blocks
6.1.12.EconEM.2 .c:	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	<ul style="list-style-type: none"> ● Use quantitative analysis, maps, and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets. ● Create a pictorial timeline of new inventions, new modes of transportation, and the expanding market economy and explain how they affected the environment in New Jersey and the nation. ● CHIPPO the interactive cartoon analysis “America Throwing his Master” 	2 blocks
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.	<ul style="list-style-type: none"> ● Make a google slides timeline of American trade and the connected policies. 	2 blocks
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	<ul style="list-style-type: none"> ● CHIPPO primary sources from African Americans, Native Americans, LGBTQ, and women during the American Revolution. ● Baron Friedrich von Steuben, a Prussian military man hired by Washington to whip the Continental Army into shape during the darkest days of the Revolution, is known for his bravery and the discipline and grit he brought to the American troops. Historians also think he was homosexual—and served as an openly gay man in the military at a time when sex between men was punished as a crime. ● Deborah Sampson, disguised as "Robert Shurtleff," enlists in the Continental Army. ● Read Washington and Dyslexia article ● 1773 First Public Hospital for Persons of Insane and Disordered Minds in Williamsburg, Va. opened ● 1776: Stephen Hopkins, a man with cerebral palsy, is one of the signers of the Declaration of Independence. 	3 blocks

		<p>Hopkins is known for saying "my hands may tremble, my heart does not."</p> <ul style="list-style-type: none"> ● 1782: Edward Alanson, an English surgeon, suggests a change in the way limbs are amputated, resulting in faster healing and less infection. This change has a positive impact on the quality of life for people who are amputees. ● 1780-1800- John Brewster Jr. renowned American painter who was born deaf helped found the American art movement. ● 1784: After seeing a group of blind men being cruelly exhibited in a Paris sideshow, Valentin Huay, known as the "father and apostle of the blind," establishes the Institution for Blind Children to help make life for the blind more "tolerable." Huay also discovered that sightless persons could read texts printed with raised letters. ● 1793: Mentally Ill Unchained- Phillipe Pinel, a physician at La Bicetre, an asylum in Paris, removes the chains attached to people with mental illnesses. Some have been chained to walls for more than 30 years. ● 1798: First Military Disability Law- Detail from painting shows U.S. President John Adams signing the act for the relief of sick and disabled seamen, July 16, 1798 ● 1800: First Medical Classification of Mental Disorders- Phillipe Pinel writes Treatise on Insanity in which he develops a four-part medical classification for the major mental illnesses: melancholy, dementia, mania without delirium, and mania with delirium. 	
<p>6.1.12.HistoryUP. 2.c:</p>	<p>Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout</p>	<ul style="list-style-type: none"> ● Create a "Student's Bill of Rights" ● Bill of Rights poster for amendments ● Create a new Bill of Rights for those discriminated against. 	<p>3 blocks</p>

	time (i.e., due process, rule of law and individual rights).		
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.	<ul style="list-style-type: none"> ● Debate the argument for Republican Motherhood. ● CHIPPO Abigail Adams letter, “Don’t Forget the Ladies..” 	2 blocks
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.	<ul style="list-style-type: none"> ● Webquest on the contributions of African American leaders and institutions 	3 blocks

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts/Resources</i>	<i>Notes</i>
<p><i>US History Interactive</i></p> <ul style="list-style-type: none"> ● Chapter 3 The American Revolution <ul style="list-style-type: none"> ○ Section 1: The French and Indian War ○ Section 2: Causes of the Revolution ○ Section 3: The Colonists Declare Independence ○ Section 4: Americans Win the Revolution ● Chapter 4 Establishing the New Nation <ul style="list-style-type: none"> ○ Section 1: The Articles of Confederation ○ Section 2: The Constitutional Convention ○ Section 3: The Enduring Constitution ● Chapter 5 The Early Republic <ul style="list-style-type: none"> ○ Section 1: The New Government Finds Its Way ○ Section 2: Jefferson as President ○ Section 3: War of 1812 ○ Section 4; Beginning of Industrial Revolution ○ Section 5: Differences Between North and South Grow ○ Section 6: Nationalism Influences Policies 	<p>Scaffolded texts and ELL texts online</p> <p>Scaffolded online texts with text tools and features.</p>

CHIPPO Graphic Organizer

PECS Graphic Organizer

Primary Source p. 113-14 Declaration of Independence

DBQ p. 161 Ratification

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- *Use of assisted technology*
- Use of prompts
 - *Compare and contrast Mercantilism and Capitalism*
 - *DBQs*
- Modification of content and student products
 - *Revolution Common Assessment*
 - *Constitution Project*
 - *Early Presidencies Common Assessment*
- Testing accommodations
 - *Revolution Common Assessment*
 - *Constitution Project*
 - *Early Presidencies Common Assessment*
- Authentic assessments
 - *Constitution Project*

- *Preferential seating (seating is arranged to maximize student /teacher interaction.*
- *Review sheets and study guides with breakdown of notes needed to study for assessment.*
- *Additional time for tests/quizzes.*
- *Supplemental Graphic Organizers to facilitate organization*
- *Multi -sensory resources (auditory, visual, hands -on, and small group work)*
- *Consistent proximal monitoring to ensure success and intervene as needed/required.*
- *One on One conferencing to assess frustration/difficulty levels.*
- *Broken down assignments and projects into smaller units to facilitate comprehension*
- *Daily Agenda tracking log to assist in organization.*
- *Writing down ALL assignments, quizzes, projects and tests to assist in successful completion of class tasks and assessments.*
- *Pairing with “Peer Buddy” when appropriate and as required.*

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Inquiry-based instruction
 - *CHIPPO & PECS in Era 2*
- Independent study
- Higher-order thinking skills
 - *Compare and Contrast Mercantilism & Capitalism*
 - *Analyzing primary sources*
- Interest-based content

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Visual learning, including graphic organizers
 - *Tory Chart*
 - *PECS Chart*
- Teacher modeling
 - *Writing DBQ's*
- Pairing students with beginning English language skills with students who have more advanced English language skills
 - *Google Translate*
- Scaffolding
- Sentence frames
 - Sentence starters for document based writing (when needed)
- Think-pair-share

- *Turn and Talk in class*
- Cooperative learning groups
 - Constitution Project

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Era 3. Expansion and Reform (1801–1861)

Unit Summary: 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.

Unit Learning Targets

NJSLS Standards:

- 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.
- 6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 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).
- 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.
- 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.
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 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.
- 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.
- 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.
- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influence party politics and shape national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- 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).

Interdisciplinary Connections**Career Readiness, Life Literacies, & Key Skills (CLKS)**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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	
Computer Science & Design Thinking (CS & DT): 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.	
Interdisciplinary Connections ELA, Math, VPA, tc. RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. WHST.9-10.1 a-e Write arguments focused on discipline-specific content. WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.	
Climate Change: 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.	
Holocaust & Amistad: 6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. 6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. 6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	
Unit Essential Questions: 1. What characteristics define the American identity? 2. How do new technologies impact society?	Unit Enduring Understandings: 1. The North and South developed different economic systems that led to political differences between the regions.

<ol style="list-style-type: none"> 3. Why is Jackson the only president to have an era named for him? 4. How can acquiring new territories affect societies? 5. What are acceptable means for nations to acquire territory? 6. What are the challenges and opportunities related to migration? 7. What did “opening the frontier” mean for different groups in North America? 8. How successful were the reform movements? 	<ol style="list-style-type: none"> 2. New technologies created a greater rift between the sections of the new nation. 3. Andrew Jackson served as a President for the “Common Man” while extending the powers of the President beyond that of any of his predecessors. 4. Americans moved west energized by their belief in the rightful expansion of the US from the Atlantic to the Pacific. 5. Americans used varying means of acquiring land from war to diplomatic negotiations. 6. Mexico offered land grants to American settlers, but conflict developed over religion and other cultural differences, and the issue of slavery. 7. Tensions over the annexation of Texas led to war with Mexico resulting in significant territorial gains for the US and different experiences for various groups. 8. Though they did not meet with success, the reform movements set the stage for real change by the turn of the century.
<p>Students will know: <i>(Content, Noun)</i></p> <p>The reasons American settlers headed west during the mid-1800s.</p> <p>The impact of westward expansion on Native Americans.</p> <p>The westward trails and some of the people who used them.</p> <p>Why Mexico encouraged settlement in Texas.</p> <p>How Texas gained its independence.</p> <p>The conflicting attitudes on waging war with Mexico.</p>	<p>Students will be able to: <i>(Verb Bloom’s Taxonomy)</i></p> <p>Summarize the reasons American settlers headed west during the mid-1800s.</p> <p>Describe the impact of westward expansion on Native Americans.</p> <p>Identify the westward trails and some of the people who used them.</p> <p>Explain why Mexico encouraged settlement in Texas.</p> <p>Describe how Texas gained its independence.</p> <p>Summarize the conflicting attitudes on waging war with Mexico.</p>

<p>The key battles that helped the United States win the war with Mexico.</p> <p>The U.S. territories gained from Mexico.</p> <p>The impact of the discovery of gold in California on the development of the West.</p> <p>The new religious movements that swept the United States after 1790.</p> <p>The new philosophy that offered an alternative to traditional religion.</p> <p>The nature of utopian communities</p> <p>The reforms demanded in schools, mental hospitals, and prisons.</p> <p>The key abolitionists.</p> <p>The experiences of free African Americans in the United States.</p> <p>The experiences of slaves in rural and urban areas.</p> <p>The slavery debate in the South.</p> <p>Why women's opportunities were limited in the mid-1800s.</p> <p>The reform movements in which women participated and which parts were successful.</p>	<p>Describe key battles that helped the United States win the war with Mexico.</p> <p>Identify U.S. territories gained from Mexico.</p> <p>Explain the impact of the discovery of gold in California on the development of the West.</p> <p>Describe the new religious movements that swept the United States after 1790.</p> <p>Explain the new philosophy that offered an alternative to traditional religion.</p> <p>Characterize the nature of utopian communities</p> <p>Describe the reforms demanded in schools, mental hospitals, and prisons.</p> <p>Identify key abolitionists.</p> <p>Describe the experiences of free African Americans in the United States.</p> <p>Describe the experiences of slaves in rural and urban areas.</p> <p>Summarize the slavery debate in the South.</p> <p>Explain why women's opportunities were limited in the mid-1800s.</p> <p>Identify the reform movements in which women participated and which parts were successful.</p>
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<p>The progress of the expanding women’s rights movements.</p> <p>The conditions female employees endured in factories.</p> <p>The attempts of factory workers to organize unions,</p> <p>The experiences of European immigrants in the United States.</p>	<p>Describe the progress of the expanding women’s rights movements.</p> <p>Demonstrate how new manufacturing techniques shifted the production of goods from home to factory.</p> <p>Describe the conditions female employees endured in factories.</p> <p>Summarize the attempts of factory workers to organize unions,</p> <p>Compare and contrast the experiences of European immigrants in the United States.</p>
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Stage 2 Assessment Evidence
<p>Summative Assessment: Jackson Common Assessment Manifest Destiny Common Assessment Reformers Common Project</p>
<p>Formative Assessments: Jackson Reading Quiz Jackson Vocabulary Quiz Jackson Notebook Check Manifest Destiny Reading Quiz Manifest Destiny Vocabulary Quiz Manifest Destiny Notebook Check Reformers Reading Quiz Reformers Vocabulary Quiz</p>

Reformers Notebook Check Informal questioning Homework responses Small group/whole class discussions Exit tickets Polls In class projects Digital quizzes though textbook
Common Benchmark Assessments: Jackson Common Assessment Manifest Destiny Common Assessment Reformers Common Project
Alternative Assessments: Research Project on one of the Reformer groups connected to Progressives Multimedia presentation showing PECS of several artifact from Manifest Destiny

Stage 3 Learning Plan			
<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
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	<ul style="list-style-type: none"> Draw evidence from informational texts to support analysis of 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. 	½ block

		<ul style="list-style-type: none"> ● Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. ● Compare and contrast the following documents specifically noting the changes to the American landscape during this era. <ul style="list-style-type: none"> ○ American Progress - John Gast ○ California Its Gold and Inhabitants - Henry Huntley ○ The Great Nation of Futurity - John O’Sullivan ○ Annexation - John O’Sullivan 	
6.1.12.Civics.PI.3.b:	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.	<ul style="list-style-type: none"> ● Write a narrative explaining how one of the Marshall cases established judicial review and why this concept made the Supreme Court an influential branch of government . ● Conduct short research to identify a recent decision where the Supreme Court used judicial review and explain the impact. ● Draw evidence from landmark cases (e.g., McCulloch v. Maryland, Gibbons v. Ogden) to show how the Supreme Court expanded the power of the national government and promoted national economic growth during this era. 	1 block
6.1.12.CivicsDP.3.b:	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	<ul style="list-style-type: none"> ● Compare and contrast the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. ● CHIPPO Native American treaties from Black Hawk War and Techumseh. 	1 block

		<ul style="list-style-type: none"> ● Watch short bio on WH Harrison and Indian policies and answer guided questions. 	
6.1.12.Civics DP.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).	<ul style="list-style-type: none"> ● Draw evidence from informational texts to illustrate the connections among the leadership (e.g., Grimke Sisters, Mott, Stanton, Sojourner Truth, Douglass, Garrison) and ideas of the social reform movements (i.e. abolition, women's rights, and temperance) and their impact in New Jersey and the nation during the Antebellum period. ● Draw evidence from the 1844 New Jersey Constitution to identify the successes and failures of political reform regarding the expansion of civil and individual rights. ● Complete a reform movements web quest ● Create a timeline of the women's rights movement 	1 block
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.	<ul style="list-style-type: none"> ● CHIPPO and compare slave narratives . ● Research abolitionist leaders and create presentations highlighting their key characteristics and contributions to the movement. ● CHIPPO Fugitive Slave Law and debate the legality of the rules. 	½ block
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.	<ul style="list-style-type: none"> ● Watch scenes from Amistad and write a narrative account of the Amistad case and describe the impact of the Supreme Court decision on the antislavery movement. ● Compare and contrast the treatment of the institution of slavery in several primary and secondary sources. ● Watch scenes from Amistad and answer guided questions. 	1 block
6.1.12.GeoSV.3.a :	Evaluate the impact of Western settlement on the expansion of United States political boundaries.	<ul style="list-style-type: none"> ● Use quantitative analysis, maps, and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets. ● Conduct short research to determine the extent to which America's foreign policy (i.e., Tripoli pirates, Louisiana Purchase, War of 1812, and Monroe 	2 blocks

		<p>Doctrine) was influenced by geopolitics and areas of interest.</p> <ul style="list-style-type: none"> ● Debate the long term effects of the Mexican-American War and the implications it had on foreign relations and slavery. <ul style="list-style-type: none"> ○ Take notes on teacher guided lectures ● Analyze an Interactive map – Westward trails Oregon, Sante Fe, Mormon ● Analyze an Interactive map – Growth of the U.S. 1783-1853 ● In a Graphic Organizer compare & contrast the conflicting viewpoints of James K. Polk and Henry Clay on the annexation of Texas ● Cause & effect chart of the Mexican-American War 	
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.	<ul style="list-style-type: none"> ● Create a graphic organizer to determine how new inventions, new modes of transportation, and the expanding market economy affected the environment in New Jersey and the nation. ● Compare and contrast experiences of Irish and Chinese immigrants while working on the transcontinental railroad using primary sources. 	½ block
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.	<ul style="list-style-type: none"> ● Write a narrative account to explain how the wealth of natural resources (e.g., water, coal, gold, silver) in the United States (e.g., Paterson, Lowell, Charleston) affected economic development and the quality of life of individuals from multiple perspectives (e.g., mill worker, factory owner, miner). ● CHIPPO primary sources on the Oregon Trail 	½ block
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.	<ul style="list-style-type: none"> ● Trace and relate the changing immigration patterns (1800-1850) to ethnic and cultural conflicts and the forging of a national identity on a map or graphic organizer. ● CHIPPO primary sources from Chinese immigrants building the transcontinental railroad. ● Research the role of the Irish and Chinese in building the transcontinental railroad and present as an advertisement or infomercial. 	1 block

6.1.12.HistoryCA .3.a:	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influence party politics and shape national policies (i.e., the Missouri Compromise and the Compromise of 1850).	<ul style="list-style-type: none"> ● Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shape national policies (i.e., the Missouri Compromise and the Compromise of 1850) in a T chart. ● CHIPPO the KY and VA Resolutions and trace to the Impending Crisis in the South or Nullification Crisis. ● Research and categorize the causes of the Civil War into: summary, pro-North or South, Long/Short term, and as an Abolition, Failure of the Politicians, or Slavery Expansion issue with justification. 	2 blocks
6.1.12.EconNE.3. a:	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.	<ul style="list-style-type: none"> ● Analyze the role of public education in the development of responsible citizens for a democratic society. ● Recreate a 19th century classroom from early America. ● CHIPPO Horace Mann on public education. 	½ block
6.1.12.HistoryCC .3.a:	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.	<ul style="list-style-type: none"> ● Determine the impact of religious and social movements (e.g., Second Great Awakening, Transcendentalist Movement) on the development of American culture by examining literature (e.g., Thoreau, Emerson, Whitman, and Dickinson), artwork (e.g., Hudson River School) and popular music (e.g., Stephen Foster, hymns, spirituals) of the time period. 	1 block
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).	<ul style="list-style-type: none"> ● Compare and contrast the experiences of 49ers, Oregon families, Chinese, and Irish immigrants. ● Jigsaw the Native American tribe experiences during the age of expansion. ● Write a letter to Santa Anna as a Texan asking for independence after the Alamo. ● Webquest C3 IDM: Was it Destiny to Move West? - ● Webquest SHEG: Reading Like a Historian - Texas Revolution 	2 blocks

(including various levels of texts)	
<i>Texts/Resources</i>	<i>Notes</i>
<p><i>US History Interactive</i></p> <ul style="list-style-type: none"> ● Chapter 5 <ul style="list-style-type: none"> ○ Section 7: Jacksonian Democracy ● Chapter 6 Reshaping America in the Early 1800's <ul style="list-style-type: none"> ○ Section 1: Moving West ○ Section 2: Texas and Mexican-American War ○ Section 3: The Nation Expands to the Pacific ○ Section 4: A Religious Awakening Sparks Reform ○ Section 5: The Abolition Movement ○ Section 6: Women Work for Change 	<p>Scaffolded texts and ELL texts online</p>
<p><i>CHIPPO Graphic Organizer</i></p>	<p>Scaffolded online texts with text tools and features.</p>
<p><i>PECS Graphic Organizer</i></p>	
<p><i>Primary Source Moving West</i></p>	
<p><i>DBQ Quest Inquiry: Westward Movement and the Issue of Slavery</i></p>	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
<p>Specific Strategies and Practices that Support Students with Disabilities:</p> <p><i>Specific examples applied to the unit</i></p> <ul style="list-style-type: none"> ● Use of visual and multisensory <i>formats</i> ● Use of <i>assisted technology</i>

- Use of prompts
 - *Compare and contrast successes and failures of political and social reform movements.*
 - *DBQs*
- Modification of content and student products
 - *Era 3 Common Assessments*
- Testing accommodations
 - *ERA 3 Common Assessment*
- Authentic assessments
 - *Reformers Project*

- *Preferential seating (seating is arranged to maximize student /teacher interaction.*
- *Review sheets and study guides with breakdown of notes needed to study for assessment.*
- *Additional time for tests/quizzes.*
- *Supplemental Graphic Organizers to facilitate organization*
- *Multi -sensory resources (auditory, visual, hands -on, and small group work)*
- *Consistent proximal monitoring to ensure success and intervene as needed/required. One on One conferencing to assess frustration/difficulty levels.*
- *Broken down assignments and projects into smaller units to facilitate comprehension.*
- *Daily Agenda tracking log to assist in organization.*
- *Writing down ALL assignments, quizzes, projects and tests to assist in successful completion of class tasks and assessments.*
- *Pairing with “Peer Buddy” when appropriate and as required.*

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Inquiry-based instruction
 - *CHIPPO & PECS in Era 3*
- Independent study
- Higher-order thinking skills
 - *Compare and Contrast successes and failures of political and social reform movements.*
 - *Analyzing primary sources*
- Interest-based content

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Visual learning, including graphic organizers
 - *PECS Chart*

- Teacher modeling
 - *Writing DBQ's*
- Pairing students with beginning English language skills with students who have more advanced English language skills
 - *Google Translate*
- Scaffolding
- Sentence frames
 - Sentence starters for document based writing (when needed)
- Think-pair-share
 - *Turn and Talk in class*
- Cooperative learning groups
 - Reformers Common Project

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Era 4. Civil War and Reconstruction (1850–1877)

Unit Summary: 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.

Unit Learning Targets

NJSLS Standards:

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.

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies.

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).

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.

6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.

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.

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.

6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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.

Computer Science & Design Thinking (CS & DT):

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.

Interdisciplinary Connections

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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

RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

WHST.9-10.1 a-e Write arguments focused on discipline-specific content.

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

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

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

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

Climate Change: (*Science, CS, CLKS, VPA, SS, WL*)

N/A

Holocaust & Amistad: (*ELA & SS ONLY*)

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

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans

Unit Essential Questions:

1. Was slavery the primary cause of the Civil War?

Unit Enduring Understandings:

1. Slavery, along with many other issues led to the Civil War.

<ol style="list-style-type: none"> 2. Did the various compromises over slavery delay the inevitable? 3. What are the regional differences and events that led to the Civil War? 4. Can legislative compromises solve moral issues? 5. Was the Civil War inevitable? 6. How was propaganda used during the abolitionist Movement? 7. How did geography impact the Civil War? 8. How did the population shift in the US following the Civil War? 9. What impact did economics have on the Civil War? 10. What role did African Americans play in the Civil War? 11. How effective was Reconstruction? 12. What were the economic impacts of the Civil War on the North and the South? 13. How did the Civil War amendments affect the lives of Americans and the relationship between state and the nation governments? 	<ol style="list-style-type: none"> 2. Debates over slavery increased sectionalism and influenced politics. 3. Moral and political beliefs influence the actions of citizens which led to sectionalism and divisions that caused the Civil War. 4. Economic, social and political sectional differences in America interlaced with slavery escalated into a conflict between the states. 5. Legislation often only addresses moral issues through compromise. 6. Conflict can lead to both negative and positive changes. 7. Conflicts over States Rights culminated over the divisive issue of slavery leading to the Civil War. 8. Literature can be used as propaganda to impact public opinion. 9. Geography had a huge impact on the outcome of the Civil War. 10. There were huge population shifts based on race following the Civil War. 11. Wealth, industry and supplies gave the North a huge advantage over the South in the Civil War. 12. African Americans made huge contributions to both sides in the Civil War both in the military and on the homefront. 13. Reconstruction made great strides in providing for the newly freed slaves for a time, but failed in reforming the political divide and prejudice in the South. 14. The South suffered tremendous economic effects from the Civil War while the North fared far better. 15. The new amendments tried to create more equality in the lives of Americans and tested the Federation in the national government's ability to implement them to the full extent.
<p>Students will know:</p> <ul style="list-style-type: none"> ● The ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act 	<p>Students will be able to: (<i>Verb Bloom's Taxonomy</i>)</p> <ul style="list-style-type: none"> ● Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government

and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

- Historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies.
- Those 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).
- How to use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
- The impact of population shifts and migration patterns during the Reconstruction period.
- The role that economics played in enabling the North and South to wage war.
- The experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- The impact of the American Civil War and comparison 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.
- The debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
- Conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 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.

actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

- Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies.
- 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).
- Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
- Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- Assess the role that economics played in enabling the North and South to wage war.
- 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.
- 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.
- Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War

- The immediate and long-term effects of the Civil War on the economies of the North and South

Vocabulary:

secession, abolitionists, fire-eaters, gag rule, popular sovereignty, Union, Confederate, Missouri Compromise; Compromise of 1850; Kansas Nebraska Act; Uncle Tom’s Cabin, John Brown, Harpers Ferry; Lincoln-Douglass Debates, Wilmot Proviso, Fugitive Slave Act, Harriet Beecher Stowe, Lecompton Constitution, Republican Party, Pottawatomie Massacre, Freeport Doctrine, Confederate States of America, Total War, King Cotton, Copperheads, Union, Confederacy, Border States, Yankee, Rebel, Clara Barton, William Seward, Edwin Stanton, Trent Affair, Draft Riots, John Wilkes Booth, Robert E Lee, Thomas Jackson, Ulysses Grant, George McClellan, William Sherman, George Meade, Salmon Chase, *Merrimac*, *Monitor*, *Virginia*, Emancipation Proclamation, 1st Bull Run, 7 Day Campaign, Antietam, Bull Run, Fredericksburg, Chancellorsville. Reconstruction, 13th Amendment, Black Codes, Fourteenth Amendment, Fifteenth Amendment, Reconstruction Acts, Freedmen’s Bureau, Enforcement Acts, redeemers, Panic of 1873, Jim Crow Laws, Lincoln’s 2nd Inaugural speech, Wade-Davis Bill, Andrew Johnson, Radical Republicans, Thaddeus Stevens, Frederick Douglass, Civil Rights Act of 1866, Ulysses S Grant, William Lloyd Garrison Ku Klux Klan, Panic of 1873, Civil Rights Act of 1875, Samuel J Tilden, Rutherford B Hayes, Compromise of 1877, Plessy v. Ferguson, Madame CJ Walker, Booker T Washington, Ida B Wells

and the 13th, 14th, and 15th Amendments during the 19th century.

- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South

Stage 2 Assessment Evidence

Summative Assessment:

Causes of Civil War Common Project
Civil War Common Assessment

Reconstruction Common Assessment

Formative Assessments:

Causes of Civil War Reading Quiz
Causes of Civil War Vocabulary Quiz
Causes of Civil War Notebook Check
Civil War Reading Quiz
Civil War Vocabulary Quiz
Civil War Notebook Check
Reconstruction Reading Quiz
Reconstruction Vocabulary Quiz
Reconstruction Notebook Check
Informal questioning
Homework responses
Small group/whole class discussions
Exit tickets
Polls
In class projects
Digital quizzes though textbook

Common Benchmark Assessments:

Causes of Civil War Common Assessment
Civil War Common Assessment
Reconstruction Common Project

Alternative Assessments:

Research Project on one of the successes and failures of Reconstruction
Multimedia presentation showing PECS on a Civil War battle(s)

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i>	<i>Timeframe</i>
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		<i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>(Days or Weeks)</i>
6.1.12.Civics OR.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.	<ul style="list-style-type: none"> ● CHIPPO the Fugitive Slave Law, Dred Scott Decision ● Categorize the causes of the Civil War into Abolition, Slavery Expansion, Failure of the Politicians and justify with evidence. ● Interactive Map: The Underground Railroad ● Hiphop History: The Union in Crisis 	6 Blocks
6.1.12.Civics DP.4.a:	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies.	<ul style="list-style-type: none"> ● Graphic organizer comparing the 13, 14, and 15 amendments and their impact on African Americans 	2 blocks
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).	<ul style="list-style-type: none"> ● DBQ on Causes of the Civil War and Lack of Equality ● Comparison chart of experience of soldiers who Cross-dressed or "passed women" in the Civil War <ul style="list-style-type: none"> ○ Jennie Hodgers – Albert Cashier ○ Lereta Velazquez – Harry Buford ○ Sarah Emma Edmonds – Frank Thompson ● CHIPPO “Photos: Civil War LGBT and Feminist Heroes.” ● Read and answer questions on Comstock Laws 1873 ● CHIPPO a passage of the 14th amendment provides equal protection of the full rights of citizenship to ALL Americans, including the LGBTQ community. ● 1861-1865 American Civil War- The American Civil War results in 30,000 amputations in the Union Army 	5 blocks

		<p>alone. This event brings disability issues to the American consciousness.</p> <ul style="list-style-type: none"> • 1862: Birth of "The Elephant Man"- Joseph Carey Merrick, better known in later years as "The Elephant Man," is born in Leicester, England. Merrick's head and body become covered in large tumors as a result of a rare nervous-system disorder, which is now known as neurofibromatosis and was diagnosed years after his death. He earns money by appearing in sideshows throughout England and is experimented on and tested on by a lot of doctors and scientists. • Analyze the Declaration, Emancipation and Gettysburg Address and define the changing definitions of equality. 	
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.	<ul style="list-style-type: none"> • Fill out maps and research the geography where key battles were fought in the Eastern and Western Theaters. • Utilize maps to determine the most effective battle strategies and how geography can be used to win a battle. • Battle chart comparing geography, technology and strategy for key battles 	2 blocks
6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.	<ul style="list-style-type: none"> • Comparison maps on the routes of the Underground RR and migration during Reconstruction. • Trace the population patterns and push pull factors that occurred after the war on a map of the US. 	2 blocks
6.1.12.EconET.4.a:	Assess the role that economics played in enabling the North and South to wage war.	<ul style="list-style-type: none"> • Compare and contrast the military and political leadership of the Union and Confederacy during the Civil War, then determine the qualities necessary to win in each category and explain how each side funded the war. • Economic chart to compare economic advantages and results of various civil wars. 	1 block
6.1.12.HistoryUP.4.b:	Use primary sources to compare and contrast the experiences of African	<ul style="list-style-type: none"> • DBQ on the Experiences of African Americans during the Civil War, 	3 blocks

	Americans who lived in Union and Confederate states before and during the Civil War.	<ul style="list-style-type: none"> View Glory and analyze the significance of African American contributions. 	
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.	<ul style="list-style-type: none"> Read articles on the Civil Wars in Rwanda and Sudan and find similarities and differences to the American Civil War. 	1 block
6.1.12.HistoryCA .4.c	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals	<ul style="list-style-type: none"> Research and debate how to best reunite the nation following the war- one side from Lincoln's Plan and the other from the Radicals. 	1 block
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.	<ul style="list-style-type: none"> Essay on successes and failures of Reconstruction 	1 block
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.	<ul style="list-style-type: none"> Define Federation v. Confederation on the board and discuss the merits of both. Debate why the nation ultimately ended in a Federation and how this changed the relationship between the state and national governments. 	2 blocks
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.	<ul style="list-style-type: none"> Graphic organizer for the long and short term effects of the Civil War on both the North and the South. 	2 blocks

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts/Resources</i>	<i>Notes</i>
<i>US History Interactive</i> <ul style="list-style-type: none"> Chapter 7 	Scaffolded texts and ELL texts online

- Section 1: Slavery Divides the Nation
- Section 2: Violence Escalates
- Section 3: The Civil War Begins
- Section 4: African Americans and the War
- Section 5: Everyday Life during the War
- Section 6: Key Civil War Battles
- Section 7: Impact of the Civil War
- Chapter 8 Reconstruction
 - Section 1: Plans for Reconstruction Clash
 - Section 2: Reconstruction Changes the South
 - Section 3: Reconstruction's Impact

CHIPPO Graphic Organizer

PECS Graphic Organizer

Primary Source "A House Divided" Abraham Lincoln

PBL Quest Inquiry: Create a Civil War Documentary

Scaffolded online texts with text tools and features.

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
 - Compare and contrast successes and failures of Reconstruction..
 - DBQs

- Modification of content and student products
 - *Era 4 Common Assessments*
- Testing accommodations
 - *ERA 4 Common Assessment*
- Authentic assessments
 - *Reconstruction Project*

- *Preferential seating (seating is arranged to maximize student /teacher interaction.*
- *Review sheets and study guides with breakdown of notes needed to study for assessment.*
- *Additional time for tests/quizzes.*
- *Supplemental Graphic Organizers to facilitate organization*
- *Multi -sensory resources (auditory, visual, hands -on, and small group work)*
- *Consistent proximal monitoring to ensure success and intervene as needed/required. One on One conferencing to assess frustration/difficulty levels.*
- *Broken down assignments and projects into smaller units to facilitate comprehension.*
- *Daily Agenda tracking log to assist in organization.*
- *Writing down ALL assignments, quizzes, projects and tests to assist in successful completion of class tasks and assessments.*
- *Pairing with “Peer Buddy” when appropriate and as required.*

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Inquiry-based instruction
 - *CHIPPO & PECS in Era 4*
- Independent study
- Higher-order thinking skills
 - *Compare and Contrast successes and failures of Reconstruction.*
 - *Analyzing primary sources*
- Interest-based content

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Visual learning, including graphic organizers
 - *PECS Chart*
- Teacher modeling
 - *Writing DBQ's*
- Pairing students with beginning English language skills with students who have more advanced English language skills

- *Google Translate*
- Scaffolding
- Sentence frames
 - Sentence starters for document based writing (when needed)
- Think-pair-share
 - *Turn and Talk in class*
- Cooperative learning groups
 - Reconstruction Common Project

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Era 5. The Development of the Industrial United States (1870–1900)

Unit Summary: 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, cultural values, and created tensions between ethnic and social groups.

Unit Learning Targets

NJSLS Standards:

- 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 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.
- 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.
- 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.
- 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.
- 6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- 6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 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.
- 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.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

<p>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.</p>	
<p>Computer Science & Design Thinking (CS & DT): 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.</p>	
<p>Interdisciplinary Connections RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. WHST.9-10.1 a-e Write arguments focused on discipline-specific content. WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	
<p>Climate Change: (Science, CS, CLKS, VPA, SS, WL) 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.</p>	
<p>Holocaust & Amistad: (ELA & SS ONLY) 6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. 6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. 6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p>	
<p>Unit Essential Questions:</p> <p>1. How did the government try to provide economic stability?</p>	<p>Unit Enduring Understandings:</p> <p>1. The government tried to provide economic stability through regulation of industrial and financial systems.</p>

<ol style="list-style-type: none"> 2. How effective were the attempts to address discrimination? 3. How were the transportation revolution, an improved national economy, and immigration connected? 4. How did urbanization affect the environment and living conditions in the cities? 5. How did the business practices of corporations impact the workers and society? 6. What were the long term economic effects of the Civil War on the economy? 7. What is the cyclical nature of the economy? 8. How did agricultural and labor organizations come about? 9. How did education try to foster national unity and help people reach their goals? 10. What was the experience of the immigrant? 11. Where and how do slavery, child labor, and unfair labor practices still exist? 	<ol style="list-style-type: none"> 2. The government, individuals, and groups all made attempts to address discrimination with varying degrees of success. 3. The improvements in transportation led to a new thriving national economy and increased immigration. 4. Rapid urbanization led to increased pollution and deplorable living conditions for the working class. 5. The business practices of corporations led to government regulations, the growth of labor unions, and formation of new isms to address the issues. 6. The Civil War led to an era of economic growth and the evolution of Big Business that needed to be regulated by the government, mass immigration, and urbanization. 7. The economy exists in a cycle of growth and expansion and decline and recession and is based on the law of supply and demand. 8. Labor and agricultural organizations came about through the ideas of socialism and the need created by abuses implemented on workers and farmers by industrial capitalists. 9. The education system fostered national unity and economic self sufficiency by providing free public education for all children. 10. Depending on the nation of origin, the experience of the immigrant varied which can be experienced through primary sources. 11. Slavery, child labor, and unfair labor practices still exist throughout the world and civil rights are being violated despite organizations that try to end these practices.
<p>Students will know:</p> <ul style="list-style-type: none"> ● The impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. ● The effectiveness of governmental policies and of actions by groups and individuals to address discrimination against 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. ● Analyze the effectiveness of governmental policies and of

new immigrants, Native Americans, and African Americans.

- 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.
- The impact of rapid urbanization on the environment and on the quality of life in cities.
- The economic practices of corporations and monopolies regarding the production and marketing of goods determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- The economic developments and long-term effects of the Civil War on the economics of the North and the South.
- The cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 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.
- The effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 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.

Vocabulary:

Bessemer Process, Transcontinental Railroad, Interstate Commerce Act (1877), Vertical and Horizontal Integration, Social Darwinism, Sherman Antitrust Act (1890), American Federation of Labor, 1886 Samuel Gompers, Industrial Workers of the World (IWW, 1905),

actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

- 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.
- Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- 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.
- Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 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.
- Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- Use primary sources to relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 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.

Ellis Island, Angel Island, e Chinese Exclusion Act (1882), Urbanization, Political Machine, Patronage, Gilded Age, Laissez-Faire, Monopoly, Trust, . Knights of Labor, . Anarchist, Suburb, Graft, Pendleton Act, Gold standard, . Merger, . Populist party, William Jennings Bryant. Strike, Injunction, Tenement, J.D. Rockefeller, Andrew Carnegie, Gospel of Wealth, J. P. Morgan, . Jacob Riis, Melting Pot, Capitalism, Nativism, Thomas Nast, . William Tweed, Tammany Hall, Cornelius Vanderbilt:

Stage 2 Assessment Evidence

Summative Assessment:

Industrialization and Immigration Common Project
Death of the West and Agriculture Common Project

Formative Assessments:

Industrialization and Immigration Reading Quiz
Industrialization and Immigration Vocabulary Quiz
Industrialization and Immigration Notebook Check
Death of the West and Agriculture Reading Quiz
Death of the West and Agriculture Vocabulary Quiz
Death of the West and Agriculture Notebook Check
Informal questioning
Do Nows
Homework responses
Small group/whole class discussions
Exit tickets
Polls

In class projects Digital quizzes through textbook
Common Benchmark Assessments: Industrialization and Immigration Common Project Death of the West and Agriculture Common Project
Alternative Assessments: Research Project on one of the Native American tribes Multimedia presentation showing Grangers, AFofL, or one of the Robber Barons

Stage 3 Learning Plan			
<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation (Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe (Days or Weeks)</i>
6.1.12.EconEM.5.a :	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	<ul style="list-style-type: none"> ● PECS chart for the Gilded Age ● T Chart of the Gilded Age Presidents ● Flipped Video: Corruption and Reform ● Interactive Chart: Gridlock in Congress in Late 1800s ● Interactive Gallery: Thomas Nast ● Economic Core Concepts: Trade and Regulation ● CHIPPO Sherman Antitrust Act ● Hip Hop history: Issues of the Gilded Age 	1 block
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	<ul style="list-style-type: none"> ● Quest Inquiry PBL Create a Layered Map of the American West ● Flipped Video: The Indian Wars ● Interactive Map: The Indian Wars (1861-86) 	1 block

	African Americans.	<ul style="list-style-type: none"> ● Interactive Timeline: Legislative Acts that Affected Native American Tribes ● CHIPPO Red Cloud's Speech at Cooper Union ● DBQ Impact of Westward Movement and Settlement on Native Americans 	
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.	<ul style="list-style-type: none"> ● Interactive Map Railroads Spur Economic Development in Cities ● Interactive Gallery Major Inventions of the 1800's ● Primary Source: The Consequence of Industrialization 	½ block
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.	<ul style="list-style-type: none"> ● Project Imagine: Give your son a better life. ● Hip Hop History: Immigration and Urbanization ● PECS Life in the New Cities: New York, Chicago, and San Francisco ● CHIPPO Jacob Riis <i>How the Other Half Lives</i> ● Interactive Illustration: Inside a Department Store ● 3D Model: Living in a Tenement 	½ block
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.	<ul style="list-style-type: none"> ● Interactive Gallery: Captains of Industry ● Interactive Chart: The Courts, Business and Labor Regulations ● Quest Inquiry: Civic Discussion: Andrew Carnegie ● Economic Core Concepts: Economic Process ● Lesson Synthesizer: Rise of Big Business 	1 block
6.1.12.HistoryNM.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economies of the North and the South.	<ul style="list-style-type: none"> ● Graphic organizer on the long term effects of the Civil War. ● Venn diagram of the long term effects of the Civil War on the economies of North and South. 	½ block
6.1.12.HistoryNM.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	<ul style="list-style-type: none"> ● Economic Core Concepts: Economic Basics ● Economic Core Concepts: Economic Systems ● Hiphop History: The Triumph of Industry 	½ block
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	<ul style="list-style-type: none"> ● Interactive Cartoon: A Different Kind of Knight ● Interactive Chart: Major Strikes of the 1800s ● Flipped Video: Farmer's Grievances ● Interactive Chart: The Populist Movement ● Interactive Gallery: The Legacy of Populism 	1 block

CHIPPO Graphic Organizer

PECS Graphic Organizer

Primary Source "The Promised Land" Mary Antin

Quest Inquiry: Civic Discussion: Andrew Carnegie

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- *Use of assisted technology*
- Use of prompts
 - *Compare and contrast successes and failures of Labor Unions and government regulations.*
 - *DBQs*
- Modification of content and student products
 - *Era 5 Common Assessments*
- Testing accommodations
 - *ERA 5 Common Assessment*
- Authentic assessments
 - *Industrialization and Immigration Project*

- *Preferential seating (seating is arranged to maximize student /teacher interaction.*
- *Review sheets and study guides with breakdown of notes needed to study for assessment.*
- *Additional time for tests/quizzes.*
- *Supplemental Graphic Organizers to facilitate organization*
- *Multi -sensory resources (auditory, visual, hands -on, and small group work)*
- *Consistent proximal monitoring to ensure success and intervene as needed/required. One on One conferencing to assess frustration/difficulty levels.*
- *Broken down assignments and projects into smaller units to facilitate comprehension.*
- *Daily Agenda tracking log to assist in organization.*

- *Writing down ALL assignments, quizzes, projects and tests to assist in successful completion of class tasks and assessments.*
- *Pairing with “Peer Buddy” when appropriate and as required.*

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Inquiry-based instruction
 - *CHIPPO & PECS in Era 5*
- Independent study
- Higher-order thinking skills
 - *Compare and Contrast successes and failures of Labor Unions and government regulations.*
 - *Analyzing primary sources*
- Interest-based content

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Visual learning, including graphic organizers
 - *PECS Chart*
- Teacher modeling
 - *Writing DBQ’s*
- Pairing students with beginning English language skills with students who have more advanced English language skills
 - *Google Translate*
- Scaffolding
- Sentence frames
 - Sentence starters for document based writing (when needed)
- Think-pair-share
 - *Turn and Talk in class*
- Cooperative learning groups
 - *Industrialization and Immigration Common Project*

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts

- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns