

Sayreville Public Schools
Advanced Placement – U.S. History I

UNIT I – Exploration and Discovery (1492-1754)
Suggested Time: 2 weeks

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme A New World Beginnings	4 days			6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.ab 6.1.12.D.1.a
“Discoverers of the New World”	2 days	<ol style="list-style-type: none"> Analyze the European developments that led to Columbus voyage to America Compare and contrast the cultures of the earliest Native Americans 	<ul style="list-style-type: none"> Create a time line of early European explorations Work in groups to design a chart listing significant accomplishments of Native Americans 	
“England’s Imperial Stirrings”	2 days	<ol style="list-style-type: none"> Examine how Great Britain established colonies in the 17th century 	<ul style="list-style-type: none"> Write an essay on the influence of Elizabeth I on colonization 	
Theme B Completing the Thirteen Colonies	4 days			
“The Pilgrims end their pilgrimage”	2 days	<ol style="list-style-type: none"> Analyze Puritan beliefs and motives for leaving England Assess the significance of the “Mayflower Compact” 	<ul style="list-style-type: none"> Write journal entries that might have appeared in a Puritan journal Debate the “Mayflower Compact” as an invaluable precedent 	
The Protestant Reformation produces Puritanism	2 days	<ol style="list-style-type: none"> Evaluate the impact of the Protestant Reformation on colonization 	<ul style="list-style-type: none"> Write an essay on the long term effects of the Protestant Reformation 	

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UNIT I – Exploration and Discovery (1492 – 1754)
Suggested Time: 2 Weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme C American Life in the 17 th Century	1 week			6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.ab 6.1.12.D.1.a
“Colonial Slavery”	2 days	1. Examine slave trade and character of early Afro-American slavery	<ul style="list-style-type: none"> ▪ Create a table showing similarities and differences between indentured servants and slavery 	
“Colonial Society”	3 days	1. Analyze the structure and social life of the 17 th century colonies	<ul style="list-style-type: none"> ▪ Work in groups to create a “Colonial Lifestyles” presentation ▪ Use the internet to research social stratification during the 17th century 	

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UNIT II – Conflict and Resistance (1754-1774)
Suggested Time: 4 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
Theme A Colonial Society on the Eve of Revolution	2 weeks			6.1.12.A.4abc 6.1.12.B.4ab 6.1.12.c.4abc
“Workaday America”	2 days	1. Analyze the economic life in the colonies in relation to the social hierarchy	<ul style="list-style-type: none"> ▪ Write an essay on the following: Mercantilism was more favorable to the colonies than to Great Britain 	
“The Great Awakening”	4 days	1. Examine the causes and effects of religious changes in the colonies	<ul style="list-style-type: none"> ▪ Write a critique of Jonathan Edwards speech <i>Sinners in the hands of an angry God</i> 	
“The Great Game of Politics”	4 days	1. Examine the basic features of colonial politics 2. Evaluate the sources of democratic government and individual rights in the colonies	<ul style="list-style-type: none"> ▪ Debate the influence of <i>The Second Treatise on Civil Government</i> ▪ Work in pairs to produce biographies of Jonathan Edwards, John Locke and Peter Zenger 	

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UNIT II – Conflict and Resistance (1754-1774)
Suggested Time: 4 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme B The Duel for North America	2 weeks			6.1.12.A.4abc 6.1.12.B.4ab 6.1.12.c.4abc
“The Clash of Empires”	5 days	1. Analyze the causes and stages of the French and Indian War	<ul style="list-style-type: none"> ▪ Locate British and French victories on a map and evaluate the significance of each 	
“New France Fans Out”	3 days	1. Examine France’s North American empire and compare it with Britain’s colonies 2. Assess the role of Native Americans in the French and Indian War	<ul style="list-style-type: none"> ▪ Form discussion groups to compare and contrast the North American empires of Britain and France ▪ Create a flow chart showing the contributions of the Native Americans 	
“Americans: A people of destiny”	2 days	1. Analyze how North American political and military events were affected by developments in Europe	<ul style="list-style-type: none"> ▪ Debate the significance of The Albany Plan of Union and the Proclamation of 1763 	

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UNIT III – The American Revolutionary Period (1774-1783)
Suggested Time: 4 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme A The Road to Revolution	2 weeks			6.1.12.A.5.ab 6.1.12.B.5ab
“The Deep Roots of Revolution”	2 days	1. Analyze the historical factors that moved America toward independence	<ul style="list-style-type: none"> ▪ Role play key aspects of pre-Revolutionary events 	
“The Stamp Tax Uproar”	2 days	1. Assess the tighter control and taxation on Americans after 1763	<ul style="list-style-type: none"> ▪ Write an editorial condemning British policy after 1763 ▪ Simulate a session of the Stamp Act Congress 	
“The Seditious Committees of Correspondence”	3 days	1. Examine the methods of colonial resistance	<ul style="list-style-type: none"> ▪ Debate the significance of The Declaration and Resolves of the First Continental Congress 	
“Imperial Strengths and Weaknesses”	3 days	1. Assess the balance of forces between the British and the Americans	<ul style="list-style-type: none"> ▪ Create a Colonial newspaper with “hard news” and typical news features 	

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UNIT III – The American Revolutionary Period (1774-1783)
Suggested Time: 4 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme B America Seceded from the Empire	2 weeks			6.1.12.A.2abcde 6.1.12.B.2.a 6.1.12.B.2.b
“Jefferson’s explanation of Independence”	4 days	<ol style="list-style-type: none"> 1. Analyze how America passed from military hostilities with Britain to declaring independence 2. Evaluate the impact of <i>Common Sense</i> on the independence movement 	<ul style="list-style-type: none"> ▪ Present a brief contrasting differing views of the struggle for independence ▪ Debate <i>Common Sense</i> from the perspective of a Patriot and Loyalist 	
“George Washington at bay”	2 days	<ol style="list-style-type: none"> 1. Analyze the military strategy of the Americans and British 	<ul style="list-style-type: none"> ▪ Create a military map of the Revolutionary War in the north and south 	
“Strange French Bedfellows”	2 days	<ol style="list-style-type: none"> 1. Assess the significance of the French Alliance 	<ul style="list-style-type: none"> ▪ Write a newspaper editorial defending/opposing French involvement 	
“A new nation legitimized”	2 days	<ol style="list-style-type: none"> 1. Evaluate the terms of the peace of Paris 	<ul style="list-style-type: none"> ▪ Design a chart listing the terms of the Treaty of Paris-with significance of each 	

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UNIT IV – Establishing a New Nation (1784-1800)
Suggested Time: 4 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme A The Confederation and the Constitution	2 weeks			6.1.12.D.2.abcde
“Creating a Confederation”	3 days	1. Analyze how and why the United States replaced the Articles of Confederation with the Constitution	<ul style="list-style-type: none"> ▪ Create a chart of basic weaknesses of the Articles and propose solutions for each 	
“A Convention of Demi Gods”-	1 day	1. Examine the process of ratification of the Constitution	<ul style="list-style-type: none"> ▪ Role play a session of the Constitutional Convention ▪ Write an essay evaluating the contributions of a delegate to the convention 	
“A shaky start toward union”	1 day	1. Analyze the effects of the Revolution on American Society	<ul style="list-style-type: none"> ▪ Write a newspaper article describing the changing structure of American society 	

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme A (continued)				6.1.12.D.2.abcde
“The clash of Federalists and anti Federalists”	2 days	<ol style="list-style-type: none"> 1. Assess the role of the Federalists and Anti Federalists in the ratification process 2. Evaluate the advantages of the Federalists in the campaign for ratification 	<ul style="list-style-type: none"> ▪ Form discussion groups to analyze key ideas in the <i>Federalist Papers</i> ▪ Create a simulation of the ratification process 	

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"A Conservative Triumph"	3 days	1. Analyze the organization of the Federal Government under the Constitution	<ul style="list-style-type: none">▪ Create an organizational chart of the three branches of the Federal Government with the powers and duties of each▪ Write an essay analyzing the fundamental principles safeguarded by the constitution▪ Divide the class into three groups – each group is to research and analyze the freedoms and rights of an assigned group of amendments	
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Unit IV – Establishing a New Nation (1784-1800)
Suggested Time: 4 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme B Launching the New Ship of State	1 week			6.1.12.A.1.ab
“Washington’s pro-Federalist regime”	2 days	1. Analyze the manner in which the new government was put into place and began to function	<ul style="list-style-type: none"> ▪ Form discussion groups to determine how Washington’s style of leadership was appropriate for the times ▪ Write a speech to be given by President Washington outlining his domestic policy ▪ Write an essay evaluating the precedents set by Washington 	
“Hamilton battles Jefferson’s bank”	3 days	1. Examine the contrasting principles of the Hamiltonian Federalists and Jeffersonian Republicans	<ul style="list-style-type: none"> ▪ Divide the class in half – one half will present Hamilton’s financial program – ▪ Write an editorial defending/opposing the formation of political parties the other half Jefferson’s program 	

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Unit IV – Establishing a New Nation (1784 – 1800)
Suggested Time: 4 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme C Federalists and Federalist Friction	1 week			6.1.12.A.2abcde
“Unofficial fighting with France”	3 days	1. Analyze the causes of the undeclared war with France	<ul style="list-style-type: none"> ▪ Work in pairs to design a political cartoon concerning Citizen Genet ▪ Role play the XYZ Affair 	
“The Federalist Witch Hunt”	2 days	1. Examine the political atmosphere that produced the Alien and Sedition Acts 2. Examine the issues in the campaign of 1800	<ul style="list-style-type: none"> ▪ Present a “Capital Soap Opera” surrounding the events in the campaign of 1800 ▪ Write an editorial on the violation of freedom of speech in the Sedition Act ▪ Analyze the constitutional interpretation in the Kentucky and Virginia Resolutions ▪ Present a “Capital Soap Opera” surrounding the events in the campaign of 1800 	

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UNIT V – The Virginia Dynasty and the Era of Good Feelings (1800-1828)
Suggested Time: 5 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme A Triumph of Jeffersonian Democracy	2 weeks			6.1.12.A.3abcdefg
“Jeffersonian Revolution of 1800”	3 days	1. Examine how compromises turned the “Revolution of 1800” into a smooth transition of power	<ul style="list-style-type: none"> ▪ Create a chart comparing the campaign methods of 1800 with those of today ▪ Use the internet to research the decisions of the Marshall Court 	
“Pacifist Jefferson Turns Warrior”	2 days	1. Analyze Jefferson’s foreign policy	<ul style="list-style-type: none"> ▪ Write a speech to be presented to Congress by Jefferson outlining his foreign policy goals ▪ 	
“The Louisiana Godsend”	2 days	1. Examine the causes and effects of the Louisiana Purchase	<ul style="list-style-type: none"> ▪ Work in pairs to present a plan for exploring the Louisiana Territory 	
“Jefferson’s Backfiring Embargo”	3 days	1. Assess the intentions and results of Jefferson’s embargo 2. Compare and Contrast the effectiveness of the embargo with present day sanctions	<ul style="list-style-type: none"> ▪ Create a chart comparing foreign policy actions with Barbary Pirates, France and Great Britain ▪ Use the internet to research present day use of sanctions 	

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UNIT V – The Virginia Dynasty and the Era of Good Feelings (1800-1828)
Suggested Time: 5 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme B James Madison and the Second War for Independence	2 weeks			6.1.12.A.3abcdefghi
“Mr. Madison’s War”	4 days	<ol style="list-style-type: none"> 1. Examine the causes of the War of 1812 2. Analyze the major battles of the War of 1812 	<ul style="list-style-type: none"> ▪ Design a flow chart of the events leading to the War of 1812 ▪ Hold a press conference questioning Madison’s decision to seek a declaration of war ▪ Work in pairs to determine the advantages and disadvantages of each side in the War of 1812 ▪ Construct a battle map of the major encounters of the War of 1812 	
“Flight over Canada on land and the Great Lakes”	2 day	<ol style="list-style-type: none"> 1. Assess the success of the American military on land and sea 	<ul style="list-style-type: none"> ▪ Compare the military strength of the U.S. and Great Britain by researching specific battles 	

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme B (continued)				6.1.12.A.3abcdefghi
“The Treaty of Ghent”	2 days	1. Analyze the results of the War of 1812 and the Treaty of Ghent	<ul style="list-style-type: none"> ▪ Form discussion groups to analyze the gains made by the U.S. in the War of 1812 	
“Federalist Grievances”	1 day	1. Examine the purpose and outcome of the Hartford Convention	<ul style="list-style-type: none"> ▪ Role play a session of the Hartford Convention ▪ Use the internet to research the Post War of 1812 agreements 	

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UNIT V – The Virginia Dynasty and the Era of Good Feelings (1800-1828)
Suggested Time: 5 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme C Postwar Upsurge of Nationalism	2 weeks			6.1.12.C.3ab 6.1.12.C4.ab
“Nascent Nationalism”	1 day	1. Analyze the increase in nationalism after the War of 1812	<ul style="list-style-type: none"> ▪ Create a chart showing the areas of increased nationalism ▪ Research Henry Clay’s American system and write a critique of its effectiveness ▪ Design a concept map showing the parts of the American System 	
“The American System”	3 days	1. Examine the economic developments of the post War of 1812 era	<ul style="list-style-type: none"> ▪ Debate the effectiveness of the protective tariff ▪ Use the internet to research current tariff disagreements between the U.S. and foreign nations 	
“Slavery and the Sectional Balance”	2 days	1. Analyze the conflict over slavery that began in 1819	<ul style="list-style-type: none"> ▪ Write an essay explaining how the Missouri Compromise temporarily held the nation together 	

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme C (continued)				6.1.12.C.3ab 6.1.12.C4.ab
“Monroe’s Dictum Abroad”	2 days	1. Analyze the nationalistic principles of President Monroe’s foreign policy	<ul style="list-style-type: none"> ▪ Chart the chain of events in Europe and Latin America which led to the Monroe Doctrine ▪ Debate the impact of the Monroe Doctrine on the growing powers of the U.S. 	
“Judicial Nationalism”	2 days	1. Examine how the Marshall court promoted the spirit of nationalism	<ul style="list-style-type: none"> ▪ Work in pairs to compare specific cases of the Marshall court with specific cases of today’s Supreme Court 	

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UNIT VI – Jacksonian Democracy and Manifest Destiny (1828-1850)
Suggested Time: 5 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme A Jacksonian Democracy at Flood Tide	2 weeks			6.1.12.A.2.a 6.1.12.A.2.c
“Politics for the People”	4 days	<ol style="list-style-type: none"> 1. Examine campaign methods used by both parties in the election of 1828 2. Assess the significance of Jackson’s victory in 1828 	<ul style="list-style-type: none"> ▪ Role play a debate between Adams and Jackson ▪ Create a political cartoon depicting the negative campaigning in the election of 1828 ▪ Write an essay on the following: Jackson’s victory became a symbol for the growing power of democracy 	
“The Jacksonian Revolution of 1828”	3 days	<ol style="list-style-type: none"> 1. Analyze the Spoils System and its consequences for American politics 	<ul style="list-style-type: none"> ▪ Work in pairs to compare and contrast Jacksonian and Jefferson Democracy 	

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UNIT VI – Jacksonian Democracy and Manifest Destiny (1828-1850)
Suggested Time: 5 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLs
Theme A (Continued)				6.1.12.A.2.a 6.1.12.A.2.c
"Websterian Cement for the Union"	3 days	1. Assess the increasing sectionalism that appeared in the 1820's	<ul style="list-style-type: none"> ▪ Complete a decision making chart highlighting specific sectional issues ▪ Write a point/counterpoint article on the issue of nullification ▪ Work in groups to simulate the Webster Hayne Debate 	

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UNIT VI – Jacksonian Democracy and Manifest Destiny (1828-1850)
Suggested Time: 5 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme B Jacksonian Democracy at Flood Tide	1 week			6.1.12.B.3ab 6.1.12.D.3.a
“The Bank as a political football”	2 days	1. Analyze why and how Jackson destroyed the Bank of the U.S.	<ul style="list-style-type: none"> ▪ Divide the class into three – have each group represent the view of an opposition group to the Bank of the U.S. ▪ Write a speech to be given by Jackson explaining his position on the Bank of the U.S. 	
“Transplanting the Tribes”	3 days	1. Assess Jackson’s policies toward Native Americans	<ul style="list-style-type: none"> ▪ Write a dialogue between a Jackson supporter and a Cherokee leader ▪ Design a map showing the pattern of Indian Removal between 1820-1840 	

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UNIT VI – Jacksonian Democracy and Manifest Destiny (1828-1850)
Suggested Time: 5 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme C (continued)				6.1.12.B.4ab 6.1.12.D4.b
“A Mandate for Manifest Destiny”	2 days	<ol style="list-style-type: none"> 1. Examine the spirit of Manifest Destiny that inspired expansionism in the 1840’s 2. Analyze the election of 1844 	<ul style="list-style-type: none"> ▪ Write a newspaper editorial defending/opposing the goal of Manifest Destiny ▪ Complete a concept map activity showing the goals of expansionists in the 1840’s ▪ Create an election chart for the election of 1844 showing candidates, issues and positions ▪ Write an essay on the following: Polk’s victory was a mandate for Manifest Destiny 	
“The Mastering of Mexico”	4 days	<ol style="list-style-type: none"> 1. Examine how the issues of California and the Texas boundary led to war with Mexico 	<ul style="list-style-type: none"> ▪ Debate the significance of the Spot Resolutions ▪ Create a map of the Mexican War showing American and Mexican victories 	

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UNIT VI - Jacksonian Democracy and Manifest Destiny (1828-1850)
Suggested Time: 5 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme C (continued)				6.1.12.B.4ab 6.1.12.D4.b
			<ul style="list-style-type: none"> ▪ Write a position paper explaining why you would or would not have supported a war with Mexico 	
"Profit and loss in Mexico"	1 day	1. Analyze the results of the Mexican War	<ul style="list-style-type: none"> ▪ Divide students into groups of four – each group is to negotiate the terms of the Treaty of Guadalupe Hidalgo ▪ Write an essay evaluating the long term effects of the Treaty of Guadalupe Hidalgo 	

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UNIT VII – Pre Civil War American Society (1850-1860)
Suggested Time: 2 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme A Shaping the National Economy	1 day			6.1.12.A.4ac 6.1.12.B.4.a 6.1.12.C.4.ab 6.1.12.D.4b
“Triumph for American Toilers”	1 day	1. Analyze the impact of the Industrial Revolution on the American way of life	<ul style="list-style-type: none"> ▪ Create a flow chart showing the innovations of the period and their affect on society 	
Theme B Creating an American Character	2 days			
“Free Schools for Free People”	1 day	1. Analyze the developments in early American education	<ul style="list-style-type: none"> ▪ Use the internet to research contributions of specific educators of this period ▪ Create a chart analyzing U.S. student enrollment, 1840-1860 	
“Reviving Religion”	1 day	1. Examine the goals of the mid 19 th century religious movements	<ul style="list-style-type: none"> ▪ Write an essay on the significance of the Second Great Awakening 	

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UNIT VII – Pre Civil War American Society (1850-1860)
Suggested Time: 2 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme C The Ferment of Reform and Culture	3 days			6.1.12.A.4ac 6.1.12.B.4.a 6.1.12.C.4.ab 6.1.12.D.4b
“Women in Revolt”	2 day	1. Analyze the origins of American feminism	<ul style="list-style-type: none"> ▪ Use the internet to research the contributions of specific leaders of the early women’s movement ▪ Work in groups to compare the success of the early women’s movement with the movement of the 1970’s ▪ Role play a session of the Seneca Falls Convention 	
“Artistic Achievements”	1 day	1. Examine early American achievements in the arts	<ul style="list-style-type: none"> ▪ Research the architectural styles of the period 	

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UNIT VII – Pre Civil War American Society (1850-1860)
Suggested Time: 2 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme D The South and the Slavery Controversy	4 days			6.1.12.D.4ad
“Slaves of the Slave System”	2 days	1. Analyze the effects of slavery on both blacks and whites	<ul style="list-style-type: none"> ▪ Write a journal entry of a slave describing a typical day ▪ Form two groups – one representing abolitionists and one pro slavery-debate the institution of slavery 	

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UNIT VIII – The Growth of Sectionalism (1850-1860)
Suggested Time: 4 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme A Renewing the Sectional Struggle	2 weeks			6.1.12.D.4.cde
“Sectional Balance”	4 days	<ol style="list-style-type: none"> 1. Examine how the issue of slavery in the territories acquired from Mexico disrupted American politics from 1848 to 1850 2. Analyze the concept of popular sovereignty 	<ul style="list-style-type: none"> ▪ Create an events chain concept map of events that brought the slavery question out into the open ▪ Write an editorial on the issues threatening the union in 1848 ▪ Form discussion groups to debate popular sovereignty 	
“Balancing the Compromise Scales”	3 days	<ol style="list-style-type: none"> 1. Analyze how the Compromise of 1850 temporarily reunited the nation 	<ul style="list-style-type: none"> ▪ Role play the Great Debate of 1850 ▪ Write an essay on Henry Clay as the Great Compromiser 	
“Deadlock and Danger on Capitol Hill”	3 days	<ol style="list-style-type: none"> 1. Analyze the Kansas Nebraska Act and why it stirred sectionalism controversy 	<ul style="list-style-type: none"> ▪ Create a map showing the affected areas of the Kansas Nebraska Act ▪ Critical Thinking Essay: Passage of the Kansas Nebraska Act had important consequences for the history of American political parties ▪ Chart northern and southern reactions to the Kansas Nebraska Act 	

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UNIT VIII – The Growth of Sectionalism (1850-1860)
Suggested Time: 4 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme B Drifting Toward Disunion	2 weeks			6.1.12.A.4abc
“Kansas in Convulsion”	3 days	1. Analyze the events which led from the Kansas Nebraska Act to secession	<ul style="list-style-type: none"> ▪ Write an editorial denouncing the outbreak of violence in the Kansas territory ▪ Hold a press conference announcing the formation of the Republican Party ▪ Illustrate the phrase “Bleeding Kansas” in an editorial cartoon 	
“The Dred Scott Bombshell”	2 days	1. Examine how the Dred Scott Decision deepened sectional antagonism	<ul style="list-style-type: none"> ▪ Present a legal argument supporting or opposing Chief Justice Taney’s Supreme Court decision ▪ Write an essay summarizing reactions to the Dred Scott Decision 	

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UNIT VIII – The Growth of Sectionalism (1850-1860)
Suggested Time: 4 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme B (continued)				6.1.12.A.4abc 6.1.12.B.4abc
“The Great Debate: Lincoln v Douglas”	2 days	1. Examine the events surrounding the Senate election of 1858	<ul style="list-style-type: none"> ▪ Work in groups to research each of the Lincoln Douglas debates ▪ Simulate segments of the Lincoln Douglas Debates ▪ Illustrate John Brown's raid in a political cartoon 	
“The Electoral Upheaval of 1860”	2 days	1. Analyze the complex election of 1860 in relation to the sectional crisis	<ul style="list-style-type: none"> ▪ Create an election map for the election of 1860 ▪ Work in pairs to trace the effects of the growth of slavery 	
“The Collapse of Compromise”	1 day	1. Evaluate the movement toward secession and the failure of the last compromise effort	<ul style="list-style-type: none"> ▪ Create a concept map showing the events leading to the formation of the Confederate States of America 	

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UNIT IX – The Civil War and Reconstruction (1860-1877)
Suggested Time: 5 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLs
Theme A: The War for Southern Independence	3 weeks			6.1.12.B.4.ab 6.a.12.C.4ab
“Confederate chances, Yankee advantages”	4 days	<ol style="list-style-type: none"> 1. Examine the strengths and weaknesses of each side as they entered the war 2. Examine the strategy of the north and south 3. Assess the role of wartime diplomacy 	<ul style="list-style-type: none"> ▪ Work in groups to hold a roundtable discussion on the strengths and weaknesses of the north and south ▪ Create a map designating strategic geographic elements that each side used to their advantage ▪ Prepare a diplomatic petition to Great Britain and France from the north and south 	
“The War on the Battlefield”	4 days	<ol style="list-style-type: none"> 1. Analyze the major battles of the War 	<ul style="list-style-type: none"> ▪ Create a map showing the location and dates of major Civil War battles ▪ Write a personal account of a selected battle from the point of view of a young soldier ▪ Write a day by day news account of the Battle of Gettysburg 	

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UNIT IX – The Civil War and Reconstruction (1860-1877)
Suggested Time: 5 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme A (continued)				6.1.12.C.4ab 6.1.12.A.4.ab
“Blacks Battle Bondage”	3 days	1. Analyze the role of blacks in the Civil War	<ul style="list-style-type: none"> ▪ Use the internet to research wartime contributions made by blacks ▪ Create a political cartoon titles “Rich man’s war, poor man’s fight” 	
“A Proclamation without Emancipation”	3 days	1. Analyze the Emancipation Proclamation and assess its political impact	<ul style="list-style-type: none"> ▪ Write an essay giving arguments for and against the Emancipation Proclamation ▪ Write a newspaper editorial defending/opposing the Emancipation Proclamation 	
“Grant outlasts Lee”	1 day	1. Examine the changes in strategy toward the end of the war	<ul style="list-style-type: none"> ▪ Complete an event chain concept map showing key events at the end of the war 	

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UNIT IX – The Civil War and Reconstruction (1860-1877)
Suggested Time: 5 weeks

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme B Behind the Lines	1 week			6.1.12.C.4.abc 6.1.12.D.4.bcde
“The Dollar Goes to War”	1 day	1. Examine the financing of the Civil War	<ul style="list-style-type: none"> ▪ Create a chart showing how the north and south financed the war ▪ Write an editorial supporting or criticizing the manner in which the war was financed by both sides 	
“Limitations on Wartime Liberties”	2 days	1. Analyze how Lincoln dealt with dissent during the war	<ul style="list-style-type: none"> ▪ Write a position paper defending/opposing Lincoln’s suspension of the right of habeas corpus 	
“Foreign Flare-Ups”	1 day	1. Evaluate the diplomatic crisis with Great Britain during the Civil War	<ul style="list-style-type: none"> ▪ Research events in Great Britain during the Civil War and explain how those events affected Civil War strategy 	

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Theme C The Ordeal of Reconstruction	1 week			6.1.12.A.4abc 6.1.12.C.4.abc 6.1.12.D.4.bcde
“Johnson Clashes with Congress”	2 days	1. Analyze the differences between the Presidential and Congressional approaches to Reconstruction	<ul style="list-style-type: none"> ▪ Work in pairs to compare Reconstruction Plans- then hold a discussion on the details of each plan 	
“Unfettered Freedom”	2 days	1. Examine the changes in southern society and freed blacks after the Civil War	<ul style="list-style-type: none"> ▪ Role play the changing social status of white planters, merchants and poor whites ▪ Create a comparison chart of the life of black Americans before and after the Civil War 	
“The Heritage of Reconstruction”	1 day	1. Assess the political and economic changes in the south after Reconstruction	<ul style="list-style-type: none"> ▪ Create a graph showing the agricultural production in the south from before and after the Civil War ▪ Write a position paper on the failure/success of Reconstruction 	

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