

Sayreville Public Schools
 U.S. History I – 10th Grade
UNIT ONE – CREATING A NATION: Beginnings to 1789

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK ASSESSMENT	NJSLS
Colonizing America, Prehistory to 1754	2-3 week(s)				6.1.12.A.1ab 6.1.12.A.1.b 6.1.12.B.1.a
Geography	2 day(s)	<ol style="list-style-type: none"> 1. Define and analyze geography and its important aspects. (i.e. themes, elements, and standards 2. Interpret maps and apply learned vocabulary when discussing geography 3. Summarize and relate the importance of geography in history 	<ul style="list-style-type: none"> • Define geography and other major geographical terms that will need to be utilized throughout the year • Activity: geography graphic organizer of important terms and ideas • Map reading activity: complete the blanks provided on the map handouts • Identify and label important maps that will be used throughout the year • Class discussion on the geography/history relationship 	<ul style="list-style-type: none"> • Discuss with students what geography is and why its important for the study of history • Guide and monitor class discussion • Review and collect graphic organizer 	
North America Before Columbus	2 day(s)	<ol style="list-style-type: none"> 1. Identify and describe the major civilizations of North America before the arrival of Europeans 2. Describe the cultures of the early peoples in North America 	<ul style="list-style-type: none"> • How do you think people got to this continent? Class Discussion • Geography & History Activity, URB 3-6 • Map activity: Label the important regions with important civilizations • Picture prompts and each culture's claim to fame • Have students select a culture and design a religious or war mask representing their selected culture 	<ul style="list-style-type: none"> • Guide and monitor class discussion • Collect map activity • Collect handout • Collect Native American mask 	
Europe Begins to Explore	2 day(s)	<ol style="list-style-type: none"> 1. Identify the main countries involved with exploration & explain the reasons for their expansion 2. Identify and analyze the major European explorers 	<ul style="list-style-type: none"> • Why do people migrate to new lands? Class discussion/list on board • Possible map activity of each country's route to the New World • Chart each country with their reason for exploration. Also include years in 	<ul style="list-style-type: none"> • Guide and monitor class discussion • Collect/Assess maps • Collect charts • Collect the headshots 	

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		3. Infer how the explorer's country of origin dictated how they would settle discovered lands	<p>which each country sent out its explorers to make inferences about (could also use graphic organizer)</p> <ul style="list-style-type: none"> • Explorer headshots (Think-Pair-Share): Each student will get a European explorer's image and will have to provide required material on the back of the image. Students will then share with the class what they discovered. Students will be provided a small chart to fill in information about the other explorers during their peers' discussion. 		
Founding the Thirteen Colonies	5 day(s)	<p>1. Describe and analyze the factors given for the settlement of North America by the English</p> <p>2. Identify and explain the first English settlements of Roanoke and Jamestown</p> <p>3. Identify and describe the founding of the Northern colonies</p> <p>4. Identify and describe the founding of the Middle colonies</p> <p>5. Identify and describe the founding of the Southern colonies</p>	<ul style="list-style-type: none"> • List and explain the 3 major factors for the English to want to settle in America • Design a poster that advertises the New World as a place of refuge from problems in England/Europe • Read students the mystery of the Roanoke colony • Show "Jamestown" video with guided questions • Create colony chart for the original 13 • Possible Webquest: http://coe.west.asu.edu/students/tbeckner/WebQuest/13colonies.html (cut & paste and leave no spaces) • Students will identify and locate the 13 colonies on a map and separate them into the 3 regions • Have students fill in a chart that outlines the important aspects of each colony (i.e. founding date, reason for settlement, who settled it, etc) 	<ul style="list-style-type: none"> • Collect poster • Webquest • Assess colony chart 	6.1.12.A.1ab 6.1.12.A.1.b 6.1.12.B.1.a
Economics,	2 day(s)	1. Analyze and discuss the	<ul style="list-style-type: none"> • Create a Southern Family Activity: 	<ul style="list-style-type: none"> • Southern family 	6.1.12.C.1.abc

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Trade, and Rebellion		rigid class structure of the English colonies in the South 2. Analyze and discuss the societies of the Northern colonies	<p>have students create a family that lived down in the South during colonial times; have students include important information regarding class, occupations, and home-life</p> <ul style="list-style-type: none"> • Create a Northern Family Activity: have students create a family that lived in the North during colonial times; have students include important information regarding class, occupations, and home-life. • Then compare the two families in class using a Venn Diagram 	<p>booklet</p> <ul style="list-style-type: none"> • Northern family booklet • Compare northern colonists with southern colonists with a brief writing assignment (3 paragraphs) 	
A Diverse Society	1 day(s)	<p>1. Describe the effects the following groups had on colonial society (women, Africans, and immigrants)</p> <p>2. Evaluate how new ideas and ways of thinking change the mindsets of colonists against Britain and towards independence</p>	<ul style="list-style-type: none"> • Create a chart that outlines the important information regarding each group (i.e. size, contribution, location) • Relate how American society is still dealing with these groups and how they coexist today • Have students select one of the great thinkers or new ideas and have them write a one page report discussing its importance to the colonist way of life 	<ul style="list-style-type: none"> • Collect chart • Write a 5 paragraph essay comparing and contrasting the 3 regions of the colonies 	
Hands On Chapter Project	5 day(s)	<p>1. Students will create their own colony for settlement in the New World</p> <p>2. Students will investigate and determine what is needed to start a successful colony</p> <p>3. Students will present their colony to the rest of the class</p>	<ul style="list-style-type: none"> • Students will be placed into small groups and will work on the assignment • They will produce a colony booklet and will have to give a brief presentation on their colony • 5 step process: Follow steps found on pages 5, 15, 25, 35, and 43 • Step 6 on page 48 will be the review or assessment activity 	<ul style="list-style-type: none"> • Students will hand in colony packet • Students will also present their colony to the class • Group grade/individual grade 	
The American Revolution	3 week(s)				6.1.12.A.2.abcde 6.1.12.b.2.ab

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1754-1783					
The Colonies Fight for Their Rights	2 day(s)	1. Identify and explain the major aspects and results of the French and Indian War 2. Define salutary neglect and describe how England started to get more involved with colonial life through acts of legislation	<ul style="list-style-type: none"> View segments of History Channel's "The American Revolution" Make a chart examining the new laws passed by Parliament and how these laws would raise money for Great Britain. (extend into next section) Have students write a letter to King George III explaining their grievances Analyzing Primary Sources (pg. 62-63) 	<ul style="list-style-type: none"> Collect Guided Questions Collect Letters to George III Guided Questions 	
The Revolution Begins	2 day(s)	1. Analyze and discuss how the colonies started to defy Great Britain 2. Identify and discuss the important events leading up to the first shots of the war	<ul style="list-style-type: none"> Mini-Debate: Loyalists v. Patriots Spilt up the class and have students debate whether independence or loyalty would be better for their region Using the timeline on pg. 66-67, have students select one event that they feel was the biggest cause to fight back 	<ul style="list-style-type: none"> Collect timeline activity 	
The Declaration of Independence	2 day(s)	1. Analyze the purposes and principals of the Declaration of Independence	<ul style="list-style-type: none"> In groups, develop and complete a graphic organizer that dissects and explains the important parts of the Declaration of Independence 	<ul style="list-style-type: none"> Collect student created graphic organizers 	
The War for Independence	4 day(s)	1. Identify and describe the major battles of the Revolution 2. Analyze each sides' strategies and advantages during the war	<ul style="list-style-type: none"> In groups, research each battle and complete a graphic organizer for each battle Also locate each battle on a map and draw conclusions about how the armies moved and fought Primary Source Activity (pg. 79) Have students rate thee advantages and disadvantages for each side from most to least important, then discuss their choices. 	<ul style="list-style-type: none"> Collect graphic organizers/map 	

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The War Changes American Society	2 day(s)	1. Evaluate how the war created new political ideals for America 2. Compare and contrast the changes in American culture/society after the war	<ul style="list-style-type: none"> • Primary Source Activity (pg. 87) • Have students chart the changes in American culture/society after the war. Sections should be politics, women, Africans, and culture • Then have them rate the changes into order of most importance and have them defend their choice of order. 	<ul style="list-style-type: none"> • Write a brief essay comparing life in the colonies before and after the war 	6.1.12.A.2.abcde 6.1.12.b.2.ab
Creating a Constitution 1781-1789	2 week(s)				6.1.12.A.2abc
The Confederation	2 day(s)	1. Describe and analyze the Articles of Confederation 2. Identify and describe the problems created by the Articles of Confederation	<ul style="list-style-type: none"> • Have students read segments of the Articles of Confederation and list things they agree or disagree with • Have students make their own revisions to the document 	<ul style="list-style-type: none"> • Collect revisions 	
A New Constitution	3 day(s)	1. Compare and contrast the Articles of Confederation and the Constitution 2. Introduce the framers of the Constitution and discuss how they decided to go about writing the document 3. Analyze the compromises used to build the Constitution 4. Identify and summarize the framework given to limit the government's powers	<ul style="list-style-type: none"> • Have students read segments of both the Articles of Confederation and the Constitution • Debate: have students debate which document is better for the nation and disregard that we currently use the Constitution • Have students dissect the Bill of Rights; discuss how they have changed over time • Bill of Rights Activity: using the website www.billofrightsinstitute.org , select lessons and activities to go along with your class discussions. Have students complete one for two assignments from the site. 	<ul style="list-style-type: none"> • Mini-Debate on the two documents • Collect Bill of Rights Activity 	

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Ratifying the Constitution	2 day(s)	1. Analyze the arguments of both the Federalists and Anti-Federalist 2. Discuss the great debates regarding ratification	<ul style="list-style-type: none"> • Have students read small passages from the Federalist and Anti-Federalist papers • Federalist v. Anti-federalist graphic organizer outlining important information 	<ul style="list-style-type: none"> • Collect graphic organizer 	6.1.12.A.2abc
Unit Closing Activity	1 day(s)	1. Generate a unit wide timeline with important events, people, etc. 2. Hypothesize and determine how historical events are all connected and related	<ul style="list-style-type: none"> • Timeline Activity: Students will select a event, person, etc from the previous unit. After selecting their topic, they will illustrate it on one side and describe it on the back. They will provide the date of their topic and we will create a large timeline from the student work. • Student discussions regarding timeline events • Have student write “What if” historical stories describing what could have happened if an event didn’t occur the way it did 	<ul style="list-style-type: none"> • Collect timeline activity • Collect “What if” statements/ paragraphs 	6.1.12.D.2.bcde

UNIT TWO – THE YOUNG REPUBLIC: 1789-1850

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TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK ASSESSMENT	NJSLS
Federalists & Republicans, 1789-1816	2 week(s)				6.1.12.A.2abcde
Washington and Congress	2 day(s)	<ol style="list-style-type: none"> 1. Examine and describe the problems facing the new national government 2. Analyze and describe the rise of political parties 3. Introduce the first two political parties in the U.S. 	<ul style="list-style-type: none"> • Show movie segment on Washington “The Presidents” • Infographic: Origins of the Bill of Rights • Write a response to the following question: Why do people form political parties? (relate to today; class discussion) • Have students pick which political party they would side with and briefly describe why they selected that party 	<ul style="list-style-type: none"> • Collect Guided Questions and Infograph activity • Assess student writing on political party 	
Partisan Politics	2 day(s)	<ol style="list-style-type: none"> 1. Describe the effect political parties had on the politics & U.S. expansion 2. Identify and describe the two major treaties of the time period (Jay and Pinckney) 3. Describe how partisan politics started to threaten social stability 4. Analyze and describe the 1800 election 	<ul style="list-style-type: none"> • Response Paragraph: Partisan politics: hamper or help a nation’s government? • Map Activity: Have students complete a map showing how the U.S. had expanded after the two treaties • Have students describe the effects of the XYZ Affair and the Alien & Sedition Acts had on international relations • Have students map out the election or design campaign posters for each candidate 	<ul style="list-style-type: none"> • Collect response paragraphs • Collect campaign posters • Quiz 	
Jefferson in Office	3 day(s)	<ol style="list-style-type: none"> 1. Identify and describe the important events during the Jefferson administration 2. Examine how rising international tensions soon created problems for a young America 	<ul style="list-style-type: none"> • Show movie segment on Jefferson “The Presidents” • Mini-play: have students act out a play on the Louisiana Purchase. • Analyzing Supreme Court Cases (pg 171) • Political Cartoons (pg 172) • Create your own political cartoon regarding the international tensions 	<ul style="list-style-type: none"> • Collect Guided Questions • Collect cartoons 	

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The War of 1812	5 day(s)	<p>1. Describe the events leading up to and the other causes for the War of 1812</p> <p>2. Identify and describe the major battles from the War of 1812</p> <p>3. Describe and analyze the events leading to the end of the war and the war's lasting effects</p>	<ul style="list-style-type: none"> Group project: In groups, students will create a posterboard that chronicles the events of the War of 1812. They should include important people, events, causes/effects, etc. They will then present the posterboard to the class Use a graphic organizer to display information about both sides and important battles 	<ul style="list-style-type: none"> Group project Group and individual grades 	
Growth and Division 1816-1832	3 week(s)				6.1.12.A.3abcde
American Nationalism	4 day(s)	<p>1. Describe and analyze how nationalism affected the nation after the War of 1812</p> <p>2. Identify and illustrate how nationalism affected the nation's judicial system</p> <p>3. Explain how nationalism affected expansion and diplomacy in the United States</p>	<ul style="list-style-type: none"> Have students create a collage that displays their nationalism Have students write court briefs regarding the important Supreme Court cases Have students map out the expansion of the U.S. from colonial times to about 1823 Primary Source: DBQ (pg. 192) Have students respond to the idea of the Monroe Doctrine. Pose the question: Do we even follow the Monroe Doctrine? 	<ul style="list-style-type: none"> Collect collage Collect court briefs Collect student response papers 	
Early Industry	4 day(s)	<p>1. Identify the new modes of transportation</p> <p>2. Analyze and describe how new modes of transportation unified the</p>	<ul style="list-style-type: none"> Have students create posters for each mode of transportation and include the advantages and disadvantages for each mode Primary Source (pg. 204-205) Have students write an essay describing 	<ul style="list-style-type: none"> Assess the posters Collect the articles Collect essays 	

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		<p>nation and strengthened the economy</p> <p>3. Identify and summarize the effects of the Industrial Revolution on America</p> <p>4. Infer how the Industrial Revolution led to changes in the lifestyle of Americans</p>	<p>how new modes of transportation helped unify the nation and increase the economy</p> <ul style="list-style-type: none"> • Have students write an article reporting on the Industrial Revolution or the transportation advances 		
The Land of Cotton	3 day(s)	<p>1. Explain how cotton became the driving force of the Southern economy</p> <p>2. Evaluate how cotton had positive and negative effects on the South</p> <p>3. Describe and analyze how slavery was an integral part in Southern life</p> <p>4. Explain what life was like for slaves living down in the South</p>	<ul style="list-style-type: none"> • Analyzing Primary Sources (pg 210-211) • Show clips from the movie “Amistad” to show the cruelty of the slave trade • Have students create a diary entry of a Southern slave describing an average day on a plantation • Have students chart the positive and negative effects of cotton production in the South • Using slave writing excerpts, have students report what life was like for the average slave and have them create an abolitionist newspaper 	<ul style="list-style-type: none"> • Collect Diary entries and create a completed book of entries • Collect newspaper articles 	
Growing Sectionalism	4 day(s)	<p>1. Define sectionalism and describe how the issue of slavery was beginning to split the nation</p> <p>2. Analyze and describe the important aspects of the 1824 and 1828 elections</p>	<ul style="list-style-type: none"> • Have students write a newspaper article covering any of the following: the election, the “corrupt bargain”, the candidates, the American system, etc. • Analyze the quote, “The Missouri Compromise was not so much a compromise as a temporary truce”. Then work in pairs to decide what the north and the south gained, and gave up with this truce. 	<ul style="list-style-type: none"> • Collect newspaper articles • Assess students responses 	

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The Spirit of Reform 1828-1845	2 week(s)				6.1.12.A.3.fghi
Jacksonian America	3 day(s)	<ol style="list-style-type: none"> 1. Assess three important democratic changes that developed during this period. 2. Describe the important aspects of Andrew Jackson's presidency 3. Explain what the nullification crisis was and determine what the effects will be for the country 4. Explain Jackson's stance on Native Americans and describe his actions against them 5. Describe Jackson's battle with the national bank and the effects it had on the country 	<ul style="list-style-type: none"> • Show movie segment on Jackson from "The Presidents" collection • Have students create a political cartoon either attacking or defending Andrew Jackson • Debate: Should states be able to decide whether or not to follow laws that do not benefit their best interests? Class discussion • Have students read accounts of the Trail of Tears and trace the route on a map. • Ask students to relate Jackson's abuse of Native Americans to anything similar today. Have them write a brief essay noting the similarities and differences. • Complete a chart entitled, "Opposing the Second Bank of the US". Complete the chart stating reasons why groups opposed the bank 	<ul style="list-style-type: none"> • Collect cartoons • Collect short essays • Assess the B.U.S. chart 	
A Changing Culture	2 day(s)	<ol style="list-style-type: none"> 1. Locate where the new wave of immigrants were coming from 2. Explain the reasons for the new wave of immigration 3. Identify and describe the other changes occurring in American society in the 	<ul style="list-style-type: none"> • Locate the countries involved in the new wave of immigration; have students draw any conclusions of why people migrated to America • Write a diary entry of a British, Irish, or German immigrant who comes to New York or Boston. • Have students write a letter back home as if they were new immigrants to America. Have them describe the journey and what they found when they arrived in the U.S. 	<ul style="list-style-type: none"> • Collect diary entries • Collect letters 	

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		early 1830's			
Reforming Society	2 day(s)	<p>1. Identify and describe the reform movements that occurred in the early 1800's</p> <p>2. Compare and contrast what life was like before and after these reforms</p>	<ul style="list-style-type: none"> Have students chart what American society was before and after the many reform movements in the early 1800's Have students write a newspaper article reporting on the social/religious movements in the early 1800's Have students create a poster advocating reform in one of the areas discussed within the chapter 	<ul style="list-style-type: none"> Collect charts Collect newspaper articles Collect posters 	
The Abolitionist Movement	4 day(s)	<p>1. Discuss the roots or causes of the Abolitionist Movement and the important people involved</p> <p>2. Describe and analyze the major aspects of the Abolitionist Movement</p> <p>3. Identify the response to and the results/effects of the Abolitionist Movement</p>	<ul style="list-style-type: none"> Possible webquest: http://www.albany.edu/~cm8121/abolitionists\abolitionists_webquest.html (cut & paste and leave no spaces) Historical Headshots: have students choose an abolitionist and illustrate the person's bust. On the back, have students provide a brief bio and contributions to the movement Primary Source Activity (pg. 244) Have students research and write a short biography of the important abolitionists 	<ul style="list-style-type: none"> Completion of the webquest Collect the headshots Collect biographies 	
Manifest Destiny 1820-1848	3 week(s)				
The Western Pioneers	3 day(s)	1. Describe and summarize the westward migration of Americans during the mid-1800's	<ul style="list-style-type: none"> Play the computer game "The Oregon Trail"; give students roles for the game and allow them to control the gameplay. Students will answer guided questions as we play the game Have students map out the route and include any problems they foresee with the journey 	<ul style="list-style-type: none"> Collect guided questions and map activity 	6.1.12.B.3.a 6.1.12.D.3.abcd
The Spanish	2 day(s)	1. Describe what the	<ul style="list-style-type: none"> Infographic (pg. 261) 	<ul style="list-style-type: none"> Collect response 	

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Southwest		<p>Hispanic Southwest was like before and after American encroachment</p> <p>2. Evaluate the growing tensions along the borders with Americans and Mexicans</p>	<ul style="list-style-type: none"> Response Paragraph: Ask – According to the information in this illustration, were the missions self-sufficient? Why would this be important? 	<p>paragraphs</p>	
Independence for Texas	3 day(s)	<p>1. Describe how the settlement of Texas by Americans created problems with Mexico</p> <p>2. Examine why Texas wanted independence from Mexico and how it became part of the US.</p> <p>3. Analyze the first violent conflicts between Texans and Mexicans</p>	<ul style="list-style-type: none"> Watch segments of the movie “The Alamo” with Guided Questions Brainstorm reasons why Texans wanted their independence from Mexico Have students analyze and compare the differing accounts of what happened at the Alamo; have them write a brief essay explaining which one they believe and why Have students outline or chart the first violent conflicts between Mexicans and Texans 	<ul style="list-style-type: none"> Collect essays and guided questions 	
The War with Mexico	3 day(s)	<p>1. Discuss how war with Mexico was inevitable after the U.S. annexed new territories</p> <p>2. Summarize the War with Mexico while including important battles, people, and events</p> <p>3. Compare and Contrast the terms of the Treaty of Guadalupe Hidalgo</p>	<ul style="list-style-type: none"> Debate: To annex or not to annex? Is it right to just take land from another country? Was this a valid action of the U.S.? Have students write down their responses in paragraph form Using a Venn Diagram, have students graph what each country received from the Treaty of Guadalupe Hidalgo 	<ul style="list-style-type: none"> Collect paragraphs Assess Venn Diagram 	
Unit Closing Activity	1 day(s)	<p>1. Generate a unit wide timeline with important</p>	<ul style="list-style-type: none"> Timeline Activity: Students will select a event, person, etc from the previous unit. 	<ul style="list-style-type: none"> Collect timeline activity 	

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		events, people, etc. 2. Hypothesize and determine how historical events are all connected and related	After selecting their topic, they will illustrate it on one side and describe it on the back. They will provide the date of their topic and we will create a large timeline from the student work. <ul style="list-style-type: none"> • Student discussions regarding timeline events • Have student write “What if” historical stories describing what could have happened if an event didn’t occur the way it did 	<ul style="list-style-type: none"> • Collect “What if” statements/ paragraphs 	

UNIT THREE – THE CRISIS OF UNION: 1848-1877

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK ASSESSMENT	NJSLS
Sectional Conflict Intensifies 1848-1860	2 week(s)				6.1.12.B.3.a 6.1.12.A..3.hi
Slavery and Western Expansion	4 day(s)	1. Explain how the westward expansion of the U.S. caused the issue of slavery to be fiercely debated 2. Identify and describe the ways the government attempted to address the slavery issue 3. Describe how laws regarding slavery were treated by the public 4. Identify and describe how the slavery debate turned violent and how the country dealt with the growing	<ul style="list-style-type: none"> • Watch segments of <i>Uncle Tom’s Cabin</i> and answer guided questions • Graphic Novel Activity: in groups, students will be given a scene from the book <i>Uncle Tom’s Cabin</i> and will be asked to illustrate their scene; after the scenes are complete, the students will put them together and form a graphic novel • Hands On Chapter Project: Step 1 Group Project • Ask students to evaluate how the Fugitive Slave Act and the Underground Railroad heightened sectional tensions • Have students locate the conflicts in “Bleeding Kansas” and describe why they occurred 	<ul style="list-style-type: none"> • Collect scenes to compose the graphic novel • Collect the Hands On project • Collect student evaluations 	

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		problem			
The Crisis Deepens	3 day(s)	1. Describe how the issue of slavery split some parties and caused other parties to form 2. Summarize the importance and effects of the Dred Scott decision 3. Describe how the slavery issue allowed for Abraham Lincoln to gain a national reputation 4. Identify John Brown and describe the effects his raid had on issue of slavery	<ul style="list-style-type: none"> • Analyze and chart the ideals of the newly formed Republican party • Have students write a court brief regarding the Dred Scott case • Analyzing Supreme Court Cases (pg. 297) • Hands On Chapter Project: Step 2 Group Project • Debates in History (pg. 298-299) • Have students write a newspaper article reporting on John Brown's raid; have them either pro- or anti- John Brown. 	<ul style="list-style-type: none"> • Collect court briefs • Collect Hands On project • Collect articles 	\
The Union Dissolves	3 day(s)	1. Analyze and describe the election of 1860 and its impact on the nation 2. Explain why secession began shortly after Lincoln's election to President 3. Identify and explain the formation of the Confederate States of America 4. Describe the beginning events of the Civil War 5. Identify the border states and discuss why they are so important to each side	<ul style="list-style-type: none"> • Have students chart each candidate and include their place of birth, political party, and stance on slavery; then have students draw conclusions • Hands On Chapter Project: Step 1 Group Project • Using the timeline of page 304-305, have students choose the one event they feel caused secession the most and write an essay explaining their choice • Have students map out the seceding states and explain any advantages those states might have forming their own country • Using a map, have students identify the border states and by using geography and previous knowledge, have them explain why they would be important to 	<ul style="list-style-type: none"> • Collect charts • Collect timeline activity • Assess the Hands On activity • Assess the map activities 	

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			have in the upcoming war		
The Civil War 1861-1865	4 week(s)				6.1.12.A.4.a 6.1.12.B.4.ab 6.1.12.C.4.ab 6.1.12.D.4ab
The Opposing Sides	3 day(s)	<ol style="list-style-type: none"> 1. Identify and describe the opposing sides of the Civil War 2. Explain the opposing economies and identify how each side will finance the war 3. Explain the political scenes in both the North and the South 4. Evaluate each sides strategies and advantages regarding the war 	<ul style="list-style-type: none"> • Create a graphic organizer that outlines and identifies the opposing sides during the Civil War • Using the Infograph on page 315, have students analyze each statistic and explain how each side gained an advantage from the numbers • View segments of the History Channel's series on the Civil War or the movie HC's "The Civil War" with guided questions • Have students write a paragraph describing which side they would be on if the war would break out today under similar circumstances • Have students write a short essay evaluating each sides strategies and advantages during the Civil War; have them compare and contrast the sides as well 	<ul style="list-style-type: none"> • Evaluate the graphic organizers • Collect paragraphs • Collect essays 	
The Early Stages	3 day(s)	<ol style="list-style-type: none"> 1. Analyze how each side went about waging war on the other 2. Describe the Eastern Theater of the Civil War 3. Describe the Western Theater of the Civil War 4. Evaluate the Emancipation Proclamation and its effects 	<ul style="list-style-type: none"> • Interpret the phrase, "A rich man's war and a poor man's fight". Demonstrate which men fought in the war. • Have students map out the eastern and western theaters and locate the major battles in each theater • Have students create and complete a graphic organizer for the major battles of each theater • Have students debate what the Emancipation Proclamation did and did 	<ul style="list-style-type: none"> • Collect student interpretations • Evaluate map activity • Evaluate debate arguments 	

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		on the nation	not do; have students record their arguments		
Life During the War	4 day(s)	1. Compare life in both the North and South during the Civil War 2. Evaluate the impact of African American soldiers for both sides of the Civil War 3. Analyze the propaganda created by both sides for the war effort	<ul style="list-style-type: none"> • Using a graphic organizer, highlight life on the front lines, the home-front, and in the camps (i.e. hospitals, prisons, and women in war) • Watch segments of the movie “Glory” • Create a personal account of a battle from the point of view of a young soldier. Explain how this battle played out, how it affected him and why it was important to the respective sides. • Analyzing Primary Sources (pg.334-35) • Chronicling the Lives of Southerners and Northerners: Step 3 War Societies (pg 329) 	<ul style="list-style-type: none"> • Collect personal accounts • Evaluate graphic organizer 	
The Turning Point	2 day(s)	1. Identify and describe the 3 events deemed to be the turning point of the Civil War 2. Analyze the impact of the Union’s victory at Vicksburg 3. Analyze the impact of the Union’s victory at Gettysburg	<ul style="list-style-type: none"> • In groups, have students create their own wartime newspaper with articles, pictures, stories, weather, etc • Watch segments from the movie “Gettysburg” • Geography and History Activity: URB pg. 3 	<ul style="list-style-type: none"> • Collect and assess the newspaper • Evaluate book activity 	
The War Ends	2 day(s)	1. Identify and describe the last battles of the war fought between Grant and Lee 2. Evaluate Grant’s Overland Campaign and the usage of the total war mentality 3. Outline the South’s surrender and the terms of the agreement	<ul style="list-style-type: none"> • Map out the last few battles of the Civil War and have students predict where the war is going to end • .Watch segments of History Channel’s “Sherman’s March to the Sea” • Watch segments of History Channel’s “Lincoln Conspiracies” with guided questions; have students write their opinions on the conspiracies • Civil War Quilt Activity: to summarize the Civil War, have students create a 	<ul style="list-style-type: none"> • Civil War Quilt Activity 	

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		4. Discuss Lincoln's assassination and its impact on the nation	quilt with important information; using construction paper and gallon ziplock bags, have students put important people, events, battles, etc on each piece of construction paper. Place the paper in the bags then tape together		
Reconstruction 1865-1877	2 week(s)				6.1.12.D.4cde 6.1.12.A.5.ab 6.1.12.B.5.a 6.1.12.C.5.abc
The Debate Over Reconstruction	4 day(s)	1. Examine what life was like for both sides after the Civil War, especially the South 2. Evaluate the Reconstruction plans of Lincoln and the Radical Republicans 3. Explain the purpose for the Freedman's Bureau and list its accomplishments 4. Evaluate the plans of Johnson when he takes office 5. Describe and explain how the Radical Republicans took control from Johnson and went ahead with their plans for Reconstruction	<ul style="list-style-type: none"> • Southern Family Booklet: have students create their own Southern families. Have them describe what life was like before and after the war, and what they were going to do to support their family • Write an essay examining the purpose of the black codes and their affect on reconstructing the south. • Create a chart comparing Lincoln's, Johnson's, and the Radical Republicans, views of the federal government and readmission to the Union. • Write an essay on the emergence of universities and the role of Freedman's Bureau. Explain how it affected the lives of freed slaves. • Have students identify and discuss the importance of the Civil War amendments; have them discuss the effects of the legislation 	<ul style="list-style-type: none"> • Southern family booklet • Evaluate essay or charts • Assess the amendment activity 	
Republican Rule	3 day(s)	1. Evaluate the roles of carpetbaggers and scalawags in reconstructing the South 2. Analyze the increase in	<ul style="list-style-type: none"> • Primary Source: African Americans Enter Politics (pg. 367) • Reconstruction Correspondence: Step 2 (pg. 367) • Watch segments of the History 	<ul style="list-style-type: none"> • Collect student work from activities)

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TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK ASSESSMENT	NJSLs
		<p>African American involvement in society and politics</p> <p>3. Describe the beginnings and rise of the KKK in the South</p>	<p>Channel's "History of the KKK"</p>		
Reconstruction Collapses	2 day(s)	<p>1. Discuss how political scandals and an economic depression tarnished Grant's presidency</p> <p>2. Analyze the splitting of the Republican party and how it led to the end of Reconstruction</p> <p>3. Explain the Compromise of 1877 and its effect on the nation</p> <p>4. Evaluate the practices of sharecropping and tenant farming in the South</p>	<ul style="list-style-type: none"> • Create a political cartoon illustrating a famous political scandal. It can be from the era being discussed or modern times. • Have students chart the Election of 1876 and decide whether the compromise was fair • Have the students decide whether they would want to be a sharecropper or a tenant farmer and write a brief essay supporting their decision • Political Cartoons: Primary Source (pg. 373) 	<ul style="list-style-type: none"> • Collect cartoon • Evaluate charts and/or essay 	
Unit Closing Activity	1 day(s)	<p>1. Generate a unit wide timeline with important events, people, etc.</p> <p>2. Hypothesize and determine how historical events are all connected and related</p>	<ul style="list-style-type: none"> • Timeline Activity: Students will select a event, person, etc from the previous unit. After selecting their topic, they will illustrate it on one side and describe it on the back. They will provide the date of their topic and we will create a large timeline from the student work. • Student discussions regarding timeline events • Have student write "What if" historical stories describing what could have happened if an event didn't occur the way it did 	<ul style="list-style-type: none"> • Collect timeline activity • Collect "What if" statements/ paragraphs)

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UNIT FOUR – THE BIRTH OF MODERN AMERICA: 1865-1901

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK ASSESSMENT	NJSLS
Settling the West, 1865-1890	2 week(s)				6.1.12..B.6.ab 6.1.12.D.6.a
Miners and Ranchers	4 day(s)	1. Analyze the occupations of ranching and mining 2. Evaluate the importance of mining in settling the West 3. Explain why the Great Plains region was perfect for ranching 4. Evaluate the importance of ranching to the U.S. and settling the West 5. Examine the role of the environment in the rise and fall of the long drive.	<ul style="list-style-type: none"> • Making the Move West (pg. 387) • Have students chart the positives and negatives for each profession • Have students research the geography and climate of the Great Plains and explain why ranching became so profitable • Economics – Formulate generalizations on the impact of supply and demand on the boom and bust of the Texas cattle industry. • Analyzing Geography (pg. 387) 	<ul style="list-style-type: none"> • Collect charts • Assess book activities 	
Farming the Plains	3 day(s)	1. Describe how settlers staked out homesteads and began farming the Great Plains region 2. Evaluate what life was like for Great Plains farmers 3. Identify the problems faced by Plains farmers and how they went about solving them	<ul style="list-style-type: none"> • Map Activity – Using a physical map of the US list the physical characteristics of the Great Plains. Evaluate which of these characteristics made farming possible in the area. • Make a chart showing the problems and solutions of the Plains Farmers. Problems to discuss: 1) Attract new settlers 2) Settling land 	<ul style="list-style-type: none"> • Assess charts and map activity 	
Native Americans	3 day(s)	1. Analyze the Plains	<ul style="list-style-type: none"> • Have students research a specific 	<ul style="list-style-type: none"> • Assess Indian 	

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TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK ASSESSMENT	NJSLs
		<p>Indians' way of life.</p> <p>2. Examine the reasons that the Plains Indians' way of life came to an end so quickly</p> <p>3. Identify and describe the clashes between white settlers and the Plains Indians</p> <p>4. Describe how the U.S. government's first steps in dealing with the Native American issue</p>	<p>Plains Indian tribe and report back to the class what they found</p> <ul style="list-style-type: none"> • View segments from the movie "Dances with Wolves" • Have students research the battles of Little Big Horn or Wounded Knee. Then have them write a one-page essay describing the battles from the viewpoint of either the Native Americans or the American cavalry • After just dealing with the slavery issue, have students stipulate what should be done to aide Native Americans and write a proposal to the U.S. government 	<p>tribe report</p> <ul style="list-style-type: none"> • Collect essay • Collect government proposals 	
Industrialization, 1865-1901	3 week(s)	.			6.1.12.c.6.abc 6.1.12.D.6.a
The Rise of Industry	5 day(s)	<p>1. Explain how American business and industry grew rapidly after the Civil War</p> <p>2. Evaluate the reasons how America was able to industrialize so rapidly</p> <p>3. Identify and describe the new inventions of the 1800's and their effects on America</p> <p>4. Examine how laissez-faire economics and tariffs promoted industrialization and protected American businesses</p>	<ul style="list-style-type: none"> • Analyzing Geography (pg. 411) • Entrepreneur Activity: have students create their own business or product and have them market it to the class. Include an advertisement and a name. They will also have to provide information on how they run their business and stay in business. • Have students pick any invention of the 1800's. Have them illustrate it and then explain what it is, what it does, and why it was important 	<ul style="list-style-type: none"> • Collect Invention activity • Entrepreneur Activity 	

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TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK ASSESSMENT	NJSLs
The Railroads	4 day(s)	1. Analyze how the rapid construction of railroads allowed for industrialization and linked the country together 2. Identify and describe the building and finishing of the first transcontinental railroad 3. Identify the major railroad scandals during this time of building and expansion	<ul style="list-style-type: none"> • Using a graphic organizer, give the main factors that encouraged industrial growth in the U.S. Also include important people and events • Have students compare the positives and negatives of the railroad boom • Have students research the groups who helped build the railroads. Have them report back on the working conditions and treatment of these workers. • Political Cartoons (pg. 420) 	<ul style="list-style-type: none"> • Assess the graphic organizer • Political Cartoon Activity 	
Big Business	4 day(s)	1. Analyze the methods big business used to become successful. 2. Compare the methods used by Carnegie and Rockefeller to achieve success. 3. Identify and describe the new types of business organizations 4. Describe and differentiate between the two types of intergration	<ul style="list-style-type: none"> • Debate: Are monopolies bad for consumers? Have students research and find a modern example of a monopoly. Split the class into small groups and have them brainstorm both sides; then have class discussion • Have students locate examples of the new types of businesses in everyday life and have them write a brief paragraph supporting their selection. • Have students research and find a company that practices horizontal integration and one that practices vertical integration. Have them write a brief report describing the company and how they practice the specific type of integration with its product or service • Infographic (pg. 423) 	<ul style="list-style-type: none"> • Monitor class discussion; debate • Assess company activity 	
Unions	3 day(s)	1. Define union and its primary purpose	<ul style="list-style-type: none"> • Create a chart using the K of L, 	<ul style="list-style-type: none"> • Collect bill of 	6.1.12.D.5.b

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TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK ASSESSMENT	NJSLS
		<p>2. Describe the major labor unions of the 1800s and describe the problems they faced</p> <p>3. Identify the important strikes of the period and their effects on the nation</p>	<p>AFL, and the ARU. Compare their leaders, membership, and the success of their union.</p> <ul style="list-style-type: none"> • In an essay examine the advantages and disadvantages of joining a union during this time period. Compare the unions of the 1800's to the unions of today. Infographic (pg. 433) • Have students create their own bill of rights for the workplace. Have them put it on a poster and present it to the class 	<p>rights activity</p> <ul style="list-style-type: none"> • Evaluate chart 	
<p>Urban America, 1865-1896</p>	<p>4 week(s)</p>				<p>6.1.12.D.5.c 6.1.12.D.5.d 6.1.12.A.6abc 61.1.12.c.6abc</p>
<p>Immigration</p>	<p>4 day(s)</p>	<p>1. Identify and describe the reasons Europeans flocked to the United States in large numbers</p> <p>2. Explain what the Atlantic voyage was like for the immigrants and what they encountered when they first got to America</p> <p>3. Identify and describe the other wave of immigration to the West Coast of the U.S.</p> <p>4. Evaluate how economic concerns and cultural prejudices led many Americans to push for immigration laws</p>	<ul style="list-style-type: none"> • View segments of History Channel's "Ellis Island" • Have students write a journal entry of an immigrant chronicling the journey over and their first encounters in America • Analyzing Primary Sources (pg. 448-449) • Activity: Collaborative Learning (pg. 449) • Map the countries where the immigrants came from and locate where they settled in America. • Develop a chart with using "Old" and "New" immigration as the headings. The chart should depict the difference between the two groups including why they came and where they settled. 	<ul style="list-style-type: none"> • Evaluate the map • Collect journal entry • Immigration debate: monitor discussion 	

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			<ul style="list-style-type: none"> • Have students debate and discuss whether there should be strict immigration laws today. Ask students to write a letter explaining their views, providing solutions, and identify any other important aspects of the topic 		
Urbanization	4 day(s)	1. Evaluate and examine the causes and reasons that people started to move towards urban centers and away from rural areas 2. Describe how class separation formed society in major urban centers 3. Identify the major urban problems in cities	<ul style="list-style-type: none"> • In small groups, research the steady growth in New York City, Chicago, Boston, etc... from 1850 to 1901. In your research judge which factors led to the growth of these cities. • Create a chart comparing the problems that were created by rapid growth in the cities. State what measures were taken to solve these problems. 	<ul style="list-style-type: none"> • Assess group activity • Collect chart 	
The Gilded Age	5 day(s)	1. Identify and describe what the Gilded Age was and how it got its title 2. Describe how individualism and Social Darwinism shaped attitudes towards industrial society 3. Evaluate the changes in culture, society, and politics during the Gilded Age 4. Identify and describe the major reform movements	<ul style="list-style-type: none"> • Possible webquest: http://oswego.org/staff/tcaswell/wq/gildedage /student.htm (cut & paste and leave no spaces) • In small groups, have students select one of the described reform movements from the Gilded Age. They must provide the problem, the proposed solution(s), changes it made/caused, important leaders and who benefitted from the movement. They will then present their movement to the class. • Have students design a chart that 	<ul style="list-style-type: none"> • Assess Webquest activity • Assess charts • Evaluate group projects 	

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TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK ASSESSMENT	NJSLs
		<p>during the Gilded Age</p> <p>5. Compare and contrast the positives and negatives of the Gilded Age</p>	<p>compares culture, politics, and society before and after the Gilded Age</p>		
Populism	4 day(s)	<p>1. Define populism and describe the reasons for the rise of the Populist Party</p> <p>2. Evaluate what the Populist Movement was</p> <p>3. Identify and analyze the three major groups involved with populism</p> <p>4. Assess why Populism rose to such great heights during the 1890's</p> <p>5. Describe the election of 1896 and its historical significance</p>	<ul style="list-style-type: none"> • Primary Source (pg. 471) • Chart the three important groups from the section. Then compare and contrast each group with the others. • Wizard of Oz Activity: take specific passages from the book the Wizard of Oz that show symbolism to populism • Activity: Economics Connection (pg. 473) 	<ul style="list-style-type: none"> • Evaluate charts • Assess the Economics Activity Connection 	
The Rise of Segregation	3 day(s)	<p>1. Evaluate the rise of segregation after the Reconstruction period</p> <p>2. Describe the ways the Southern states imposed segregation</p> <p>3. Analyze the African American response to segregation</p>	<ul style="list-style-type: none"> • Analyzing Supreme Court Cases (pg. 479) • Create a graphic organizer outlining the factors contributing to discrimination and segregation • Have students write a brief essay comparing the segregation of the 1800's with the segregation of the 1900's • Have students design anti-segregation propaganda posters <p>• Historical Headshots: have</p>	<ul style="list-style-type: none"> • Assess graphic organizer • Collect essay • Evaluate historical headshots 	

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			<p>students select a famous African American from the chapter and have them research and provide important information regarding their life and battle with segregation</p>		
Unit Closing Activity	1 day(s)	<p>1. Generate a unit wide timeline with important events, people, etc.</p> <p>2. Hypothesize and determine how historical events are all connected and related</p>	<ul style="list-style-type: none"> • Timeline Activity: Students will select a event, person, etc from the previous unit. After selecting their topic, they will illustrate it on one side and describe it on the back. They will provide the date of their topic and we will create a large timeline from the student work. • Student discussions regarding timeline events • Have student write “What if” historical stories describing what could have happened if an event didn’t occur the way it did 	<ul style="list-style-type: none"> • Collect timeline activity • Collect “What if” statements/ paragraphs)

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