Cover: U.S. History I CP/Core

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length: **Sample Length**
Status: **Not Published**

Course Overview

The purpose of this full-year U.S. History I course is to provide students with a foundational understanding of the major events, people, and ideas that shaped the United States from its earliest civilizations through World War I. Through critical analysis, historical inquiry, and interactive learning, students will explore the political, social, economic, and cultural forces that influenced the nation's development.

The course begins with the Historian's Toolkit, equipping students with essential skills in historical thinking, primary and secondary source analysis, and historical interpretation. From there, students will examine Native American Cultures and Colonial America, exploring the diverse societies that existed before European contact and the impact of European colonization on indigenous peoples. After establishing the foundation of survival and then successful settlement in the New World, the students will then focus on the American Revolution and the birth of the nation, analyzing the ideals and conflicts that led to independence and the formation of the U.S. Constitution and the Early Republic. As the nation expanded, students will investigate the challenges of Expanding Early America, including westward movement, economic development, and early sectional tensions. The course then requires students study, analyze, and develop an understanding of the deep divisions that led to the Civil War, examining the political, social, and economic causes of Sectionalism, as well as the war's impact on the country. Following this, the Reconstruction unit will analyze the struggles of rebuilding the nation, the successes and failures of post-war policies, and their lasting effects on American society. The course then shifts to the forces of change in the late 19th and early 20th centuries, with an emphasis on Migration, Industry, and Urban Society and the transformative effects of immigration, industrialization, and urbanization. Finally, students will explore American Expansion and World War I, focusing on U.S. foreign policy, the country's growing role on the world stage, and the impact of the First World War on both domestic and international affairs.

Through inquiry-based discussions, primary source evaluations, and research projects, students will develop historical literacy, analytical thinking, and a deeper appreciation for the complexity of American history. By the end of the course, students will not only gain a chronological understanding of U.S. history but also cultivate the skills necessary to engage with historical narratives and draw connections to contemporary issues.

Course Name, Length, Date of Revision and Curriculum Writer

U.S. History I CP/Core

Full-Year

December 2024

Mr. Timothy Ballard and Mr. Richard Moore

Table of Contents

Unit 1: Native American Cultures and the Colonial Period

Content Area: **Social Studies**
Course(s):
Time Period: **1st Marking Period**
Length:
Status: **Awaiting Review**

Summary of the Unit

As we begin the study of American history, all students should first begin to study the importance and role of history in their current, every-day lives. After students have a healthy respect for history, the study of American history can begin. The study of American history begins with the earliest natives of the North American continent. The native societies of the unexplored Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. Examining their way of life and their prominence in this part of the world will allow the student to understand why European exploration and settlement began in the 16th century. European exploration expanded global economic and cultural exchange into the Western Hemisphere and forever changed the course of human history.

After a few failed attempts to settle in the New World, a few fortunate groups of risk-takers created a small foothold in the New World for their native countries. The first few years of colonization were a defining period for the American colonies. During this early period of colonization, the American cultural landscape became one defined by distinct, and often separate, cultures and societies. This allowed the three colonial regions (New England, Middle, and South) to grow, prosper, and develop an identity that will define them for the next few decades. These new colonial societies adapted past European governmental, economic, and cultural institutions and ideologies to meet their new needs in the New World. After decades of struggle, the colonists built a foundation for surging population of peoples to inhabit the New World.

Enduring Understandings

Students will understand that:

- the study of history is an essential tool in understanding the current status of today's world.
- history is based on the interpretations of historians and historical figures with included biases and motives.
- the understanding of fundamental geography is crucial to understanding early American history.
- there were notable advanced societies that existed in the New World before European contact.
- expansion, internal conflict, innovation, and communication lead to profound social, economic, and political changes in Europe that led to New World exploration and expansion.
- economic, social and, political developments in Europe led to European settlement in North America.
- the American colonies divided geographically into three regions (New England, Middle, South), each having their own unique economic, social, and political characteristics.
- European colonization profoundly affected Native American culture/ways of life, more often than not, in negative ways.
- France, along with other European countries, established colonies in North America which propelled a bitter power struggle with European superpowers for control of North America.

- racial slavery emerged in the America colonies in the middle of the 17th century and all colonial regions profited from it.
- 18th-century colonial society became more complex, more culturally diverse, and more economically and politically developed.
- by the mid-1700s, the American colonies were only nominally English: they mixed diverse European, American and African traditions into a novel cultural blend

Essential Questions

1. What is history and why is it important to study our history as a species?
2. How can we use the study of history to assist us in facing challenges of the modern world?
3. What factors allow/cause countries to explore and expand?
4. What can happen when different people and cultures come into contact for the first time?
5. What are the positive and negative implications of global interaction?
6. How did the experiences of Colonial America set the foundation for the future United States?
7. What motives lead people to migrate far from home?
8. How can geography impact the development of a society?
9. How do regions and regional identities develop?
10. How do cultural differences between peoples influence their interaction and relationships?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
    1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
    2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
    1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
    2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
    1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
    2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
    1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical

information effectively.
   2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
   1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
   2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
   1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
   2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
7. Short-Answer Questions
   1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
   2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
8. Research Projects
   1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
   2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
9. Peer Reviews
   1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
   2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
10. Group Projects
    1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
    2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
11. Quizzes
    1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
    2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
12. Final Summative Test
    1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
    2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources
McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources
TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources
Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources

Teacher Selected or Teacher Made Resources
Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources
America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Geography/ Study of History 2 days	Define and analyze geography and its important aspects. (i.e. themes, elements, and standards) Interpret maps and apply learned vocabulary when discussing geography Summarize and relate the importance of geography in history	Historians Toolkit Activity 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	• Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

		Identify and label important maps that will be used throughout the year Class discussion on the geography/history relationship	
North America Before Columbus 2 days	Identify and describe the major civilizations of North America before the arrival of Europeans Compare and contrast the cultures of the early peoples in North America	Class Discussion: How do you think people got to this continent? Provide evidence and reasoning in your written response Map activity: Label the important regions with important civilizations and discuss "where you lived, determined how you live." 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	• Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
Europe Begins to Explore 4 days	Identify the main countries involved with exploration & explain the reasons for their expansion Identify and analyze the major European explorers Infer how the explorer's country of	Why do people migrate to new lands? Class discussion/list on board Possible map activity of each country's route to the New World with students researching why each country used that route due to desires Chart each country with their reason for exploration.	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

	origin dictated how they would settle and use the newly discovered lands	Also include years in which each country sent out its explorers to make inferences about (could also use graphic organizer) Explorer Headshots (Think-Pair-Share Activity): Each student will select 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 days	Describe and analyze the factors given for the settlement of North America by the English Identify and explain the first English settlements of Roanoke and Jamestown Describe and analyze the founding of the Northern colonies Describe and analyze the founding of the Middle colonies Describe and analyze the	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 Students will identify and locate the 13 colonies on a map and	• Quizzes • Primary Source readings • Map activities • DBQ questions • Guided questions for media • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

	founding of the Southern colonies	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)	
Economics, Trade, and Rebellion 2 days	Illustrate, analyze and discuss the rigid class structure of the English colonies in the South Analyze and discuss the societies of the Northern colonies Analyze and discuss the societies of the Southern colonies Analyze and discuss the societies of the Middle colonies	Have students build a "social structure" ladder placing the groups on the ladder in their respective spots. Students should be able to describe the people within their groups, gauge their power and important within society, and explain why each group is in their specific location on the ladder. Create a Southern Family Activity: 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 Create a Northern Family Activity: have students create a family that lived in the North during colonial times; have students include	• Quizzes • Primary Source readings • Map activities • DBQ questions • Guided questions for media • Vocabulary assessments • Free-Response Essay questions • Project completion • Test questions • Exit tickets

		important information regarding class, occupations, and home-life. Then compare the two families in class using a Venn Diagram	
A Diverse Society 2 days	Describe the effects the following groups had on colonial society (women, Africans, and immigrants) Evaluate how new ideas and ways of thinking change the mindsets of colonists against Britain and towards independence	Create a chart that outlines the important information regarding each colonial demographic group (i.e. size, contribution, location) Have students compare and contrast how each demographic group was treated and where they would fit into society 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	• Quizzes • Primary Source readings • Map activities • DBQ questions • Guided questions for media • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

Hands On Project (optional) 3 days	Students will create their own colony for settlement in the New World Students will investigate and determine what is needed to start a successful colony Students will present their colony to the rest of the class	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	• Project completion • Daily task completions • Exit tickets

Standards

SOC.6.1.1	Colonization and Settlement (1585–1763)
	North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
SOC.6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
SOC.6.1.12.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).
SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments

- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support

- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.
	Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or

practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
	With a growth mindset, failure is an important part of success.
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Unit 2: The American Revolution

Content Area: **Social Studies**
Course(s):
Time Period: **1st Marking Period**
Length:
Status: **Awaiting Review**

Summary of the Unit

The War for Independence was the result of growing political, societal, and economic tensions between Great Britain and her North American colonies. The fact that colonists did not consider themselves to be British subjects anymore and that the mother land was over 3,000 miles away added to the discourse circulating throughout the colonies during the pre-Revolution era. After years of salutary (beneficial) neglect, Great Britain started to tighten her grip on her American colonies and began to carry out the economic principle of mercantilism. Mercantilism, a fundamental theme throughout this unit, requires the mother country to use her colonies to benefit only herself. The colonies were simply tools for Great Britain to become more rich, more powerful. This, of course, did not sit well with colonists that had grown accostumed to handling their own affairs and controlling their own destiny. This had become the American ideal: autonomy. Now, Britain started to threaten the well-being of the colonies and the colonists rose up to fight their oppressors. First, they used words and non-violent action. However, as that failed to get the desired result, violence broke out, and then eventual war. The American Revolution was the defining event of American history and gave birth to this nation and its early leaders. Through war, Americans earned their identity and the right to direct their own affairs and forever changed the course of human history.

Enduring Understandings

Students will understand that:

- in order to profit from the North American colonies, English officials attempted to create a powerful, prosperous nation-state through regulated, economic self-sufficiency.
- by the early 1700s, American colonists were accustomed to considerable, local political autonomy.
- the British success in the French and Indian War transformed its relationship with the American colonies and led to the American Revolution.
- English political and economic policies created conflict with the American colonies.
- the American colonies responded to English policies by a series of direct actions.
- the American colonies resorted to violence in order to create their own country separate from English rule.
- Americans believed that the American Revolution would bring about a massive re-ordering of their lives.

Essential Questions

1. To what extent should government regulate the business or cultural affairs of its nation?
2. What types of conflict bring about rebellion?
3. What is the best way for people to bring about political and social change?

4. Why would a group rebel against established authority?
5. When is violence justified in order to bring about political change?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
   1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
   2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
   1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
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3. Document-Based Questions (DBQ)
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   2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
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5. Class Discussions and Debates
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   2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
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7. Short-Answer Questions
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11. Quizzes
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Resources

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Teacher Selected or Teacher Made Resources
Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
The Colonies Fight for Their Rights 2 days	Identify and explain the major aspects and results of the French and Indian War Define salutary neglect and describe how England started to get more involved with colonial life through acts of legislation	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 Boston Massacre Primary Source Comparison Activities. These primary sources depict the Boston Massacre from different perspectives.	• Quizzes • Primary Source readings • Map activities • DBQ questions • Guided questions for media • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
The Revolution Begins 2 days	Analyze and discuss how the colonies started to defy Great Britain Identify and discuss the important events	Mini-Debate: Loyalists v. Patriots Spilt up the class and have students debate whether independence	• Quizzes • Primary Source readings • Map activities • DBQ questions • Guided questions for media • Vocabulary

	leading up to the first shots of the war	or loyalty would be better for their region	assessments • Free-Response Essay questions • Test questions • Exit tickets
The Declaration of Independence 1 day	Analyze the purposes and principles of the Declaration of Independence	In groups, develop and complete a graphic organizer that dissects and explains the important parts of the Declaration of Independence Have students create and write a "Teenage Declaration of Independence" where they declare independence from adults or other authority figures. Have their declaration follow the same format that the original Declaration follows.	• Quizzes/test questions • Completion of graphic organizer • Project completion • Free response questions • DBQ questions • Exit tickets
The War for Independence 3 days	Identify and describe the major battles of the Revolution Identify and analyze each side's strengths and weaknesses entering the war Analyze each sides' strategies and advantages during the war and evaluate which one	In groups, research each battle and complete a graphic organizer for each battle detailing the significant information Have students locate each battle on a map and draw conclusions about how the armies moved and fought Have students	• Quizzes • Primary Source readings • Map activities • DBQ questions • Guided questions for media • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

	should be successful Analyze the results from each significant battle and explain the effect of the battle on each side and the course of the war	rate the advantages and disadvantages for each side from most to least important, then discuss their choices. Have students write responses predicting the result of each battle, analyzing the actual result, and providing educated predictions of what would occur due to the battles Have students identify and describe the significant historical figures being introduced during these battles for each side of the conflict. Have students identify their roles and be able to discuss how they factored in the result of the battles	
The War Changes American Society 2 days	Evaluate how the war created new political ideals for America Compare and contrast the changes in American culture/society after the war	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	• Quizzes • Primary Source readings • Graphic Organizer completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

		order of most importance and have them defend their choice of order.	

Standards

SOC.6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
	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.
	Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
SOC.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
SOC.6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
SOC.6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
SOC.6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At

Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks

- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.

Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.

Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
	With a growth mindset, failure is an important part of success.
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Unit 3: The U.S. Constitution and the Early Republic

Content Area: **Social Studies**
Course(s):
Time Period: **1st Marking Period**
Length:
Status: **Awaiting Review**

Summary of the Unit

One of the most important tasks for colonial leaders was to establish a new government to run the successful colonies. After decades of separation and confusion, colonial leaders decided that in order to become stronger in the eyes of their oppressors, they need to unite under some form of agreed government. Two significant documents and governments were the results of their labors, the Articles of Confederation and the U.S. Constitution. The Articles established a weak confederation of the colonies and was soon replaced after it was found to be inadequate for ruling the colonies and then newly formed U.S. 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.

After ratifying the U.S. Constitution, Revolutionary War hero George Washington took the helm of the newly born United States as its first President. After establishing his Cabinet, Washington worked to define and expand governmental powers during his terms. Over the first few years of the new nation, the government and the citizens were both tested on multiple occasions in regards to the nation's economy, society, and of course, politics. The formation of the nation's first political parties also begins to develop during this era. After Washington's terms, the country elects another Federalist, John Adams, and America faces its first international incident with France which is handled by the administration. The event turns the public against the Federalist party and the Republicans, led by Thomas Jefferson, win the White House and begin the Republican Era in Washington D.C. This peaceful exchange of government power via election was the first event of its kind in human history.

Enduring Understandings

Students will understand that:

- the Founding Fathers borrowed ideas and principles developed by the world's greatest thinkers to develop the government of this new, emerging nation
- the Articles of Confederation were unable to address the economic and political problems facing the new nation, instead created a weak central government and a loose confederation of states.
- Americans developed a unique political culture that encompassed both state sovereignty and federal power.
- economic and political factors led to the development of a new Constitution which codified the roles and obligations of the state and federal governments.
- The U.S. Constitution was drafted as a "living" document to guide future generations and the changing times.
- President Washington enforced the new Constitution and established important political

precedents.
- political differences during Washington's administration led to the development of new political theories and political parties.
- Hamilton's economic policies promoted manufacturing and enlarged the role of government.
- Presidents Washington and Adams established new domestic and foreign policies.
- determining effective foreign and economic policies, and controlling expansion were essential in establishing the United States as a functioning nation-state.

Essential Questions

1. How much government is necessary?
2. What should be the obligations of a government to its people?
3. How much power should the national government have?
4. How can power be shared?
5. How can the rights of all people be protected?
6. What qualities make a person an effective leader?
7. How does a new nation establish its legitimacy in domestic and foreign affairs?
8. How does war impact nationalism?
9. What propels the growth of a nation?
10. How is a nation's success and progress measured?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
   1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
   2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
   1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
   2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
   1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
   2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
   1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical

information effectively.

    2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.

5. Class Discussions and Debates
   1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
   2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.

6. Timelines and Infographics
   1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
   2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.

7. Short-Answer Questions
   1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
   2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.

8. Research Projects
   1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
   2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.

9. Peer Reviews
   1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
   2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.

10. Group Projects
    1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
    2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.

11. Quizzes
    1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
    2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.

12. Final Summative Test
    1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
    2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources

McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources

TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources

Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources

Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
The Confederation 1 day	Describe and analyze the Articles of Confederation Identify and describe the	Have students read segments of the Articles of Confederation and list things they agree or disagree with	• Quizzes • Primary Source readings • Graphic Organizer completion

	problems created by the Articles of Confederation Evaluate the effectiveness of the Articles of Confederation by creating present scenarios that involve problems in America	Class discussion: why was it necessary for the colonial leaders to create such a weak government during the American Revolution? What other factors contributed to their decision making? Have students make their own revisions to the document which will lead into the Constitutional Convention	• Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
A New Constitution 4 days	Compare and contrast the Articles of Confederation and the Constitution Introduce the framers of the Constitution and discuss how they decided to go about writing the document Analyze the compromises used to build the Constitution Identify and summarize the framework given to limit the government's powers	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 or two assignments from the site. Have students read a play depicting the events of the Constitutional Convention and answer Guided questions about the significant people, events,	• Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Completion of the play • Free-Response Essay question • Exit tickets

		and results of the convention Using their knowledge of the U.S. Constitution, students will create a constitution for a new country. Bill of Rights Essay: Students will write a 5 paragraph argumentative essay in which they argue which of the rights listed in the Bill of Rights are most important to them in their personal lives.	
Ratifying the Constitution 1 day	Analyze the arguments of both the Federalists and Anti-Federalist Discuss the great debates regarding ratification	Have students read small passages from the Federalist and Anti-Federalist papers Federalist v. Anti-federalist graphic organizer outlining important information	• Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Exit tickets
Washington and Congress 4 day	Examine and describe the problems facing the new national government Analyze and describe the rise of political parties Introduce the first two political parties in the U.S. Analyze and evaluate the effectiveness of President Washington	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) Using a political party compass website, have students complete the brief test and report back on their findings Have students pick which political party they would	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

		side with and briefly describe why they selected that party	
		Presidential Report Card: After covering the roles and responsibilities of the President, have students evaluate and grade the president covered in the section by the discussed criteria and argue whether that president was an effective or ineffective leader.	
		Through primary source analysis, students will compare and contrast Washington's views of slavery over the course of his life.	
		Primary Source Analysis: Students will read through Washington's Farewell Address, then reflect upon modern society. *Have we lived up to Washington's standards and guidance as a nation? Explain why or why not?*	
		Political Party Project - Students will create their own political party based on modern issues our nation faces today.	
Partisan Politics 3 day	Describe the effect political parties had on the politics & U.S. expansion Identify and describe the two major treaties of the time period (Jay and	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	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary

	Pinckney) Describe how partisan politics started to threaten social stability Analyze and evaluate the effectiveness of President Adams Analyze and describe the 1800 election	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 Presidential Report Card: After covering the roles and responsibilities of the President, have students evaluate and grade the president covered in the section by the discussed critieria and argue whether that president was an effective or ineffective leader.	assessments • Free-Response Essay questions • Test questions • Exit tickets

Standards

SOC.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
SOC.6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
SOC.6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.EconET.2.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
SOC.6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.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).

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.2.12.EC.1   Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.12.EG.3	Explain how individuals and businesses influence government policies.
PFL.9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML	Information and Media Literacy
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Unit 4: Expanding Early America

Content Area: **Social Studies**
Course(s):
Time Period: **2nd Marking Period**
Length:
Status: **Awaiting Review**

Summary of the Unit

After John Adams is voted out of office in 1800, Thomas Jefferson becomes the first Republican President in American history. This is the first peaceful transition of power in the U.S., and is commonly referred to as the Revolution of 1800. Jeffersonian Democracy issued a new era in American history with the promise of smaller government. However, Jefferson's presidency was filled with major events that forced government to have a larger role than ever - the Louisiana Purchase, Barbary Wars, and expanded power of the Supreme Court through the decision in *Marbury v. Madison* created more central authority than ever before to this point in American history. Jefferson himself was riddled with questions of his hypocritical nature - from being a strict constitutionalist to expanding government authority, from being the author of the Declaration of Independence to being a slaveowner himself - he remains a conflicting individual in American history.

Following Jefferson's two terms as President, James Madison became President, as the vast majority of Americans were in favor of Republican policies. After years of bubbling tensions with Great Britain, Madison is faced with potential conflict. The emergence of the War Hawks in American Congress pushed the United States to enter war with Great Britain. From 1812 through 1815, the United States and Britain engaged in what was known as the War of 1812. While the war formally ended in an armistice, the U.S. and Britain attempted to establish friendly relations thereafter.

After the conclusion of the War of 1812, the United States of America had finally earned the respect internationally as an independent nation and growing power of the Western hemisphere. The country now had the time and opportunity to grow and solidify its place in the world. It entered into the Era of Good Feelings with a stable economy, little political strife, and a blossoming society and culture. During this period, the country was enjoying flourishing trade, an industrial revolution, and an increase in both transportation and communication. Along with all of this progress, the country also started to grow in size in terms of space and population. With this sudden growth, parts of the country started to lose focus of the greater good and sectionalism started to creep into the national frame of mind. Sectional interests started to dominate national matters and the parts of the country started to grow individually from each other and apart from the nationalistic pride once felt after the War of 1812.

The Industrial Revolution established firm roots in the North and the abolitionist Movement was growing along with other social reforms. Many reformers, particularly those who sought to end slavery were religiously motivated. Others traced their reform spirit to ideas in the Declaration of Independence. The goal of achieving a truly just American society became the goal of reformers. The great reform movements of this period could boast of solid achievements. Reformers focused on such problems as; the mentally ill, child labor, prison reform, abolitionism, and alcohol abuse. Sectional rivalries overshadowed the national spirit and proved diverse during the presidency of John Quincy Adams. The presidency of Andrew Jackson would give the national spirit momentum. Along with the reform movements of this era, Jackson would reform the U.S. government and bring it "back to the people" and away from the rich, privileged classes. Andrew Jackson became just as

much as a reformer for the American people than any other historical figure during this time period. He appeal to the masses altered the course of American politics for generations and he left and indelible mark on America as our 7th President, whether it be looked at as positive or negative. However, the national debates over internal improvements and tariffs divided the country along sectional and economic lines.

"Westward ho!" The drive to expand the boundaries of the United States across North America became the goal for many Americans. Manifest destiny found its greatest expression in the 1840s when the United States acquired territories even more vast than the Louisiana Purchase. However, with this will to expand came conflict with European nations with their own claims to the North American continent. The United States would have to either fight or negotiate to complete its dream of manifest destiny with the likes of Great Britain, France, Mexico, and Spain. The theme of expansion dominated national politics and citizens were caught up in this new fever to move west and start anew. James Polk was elected President because of his commitment to territorial expansion. The United States victory in the Mexican was and the acquisition of new territories brought about serious sectional conflicts which would plague the nation during the 1850s.

Enduring Understandings

Students will understand that:

- nationalism exerted a strong influence in the courts, foreign affairs and westward expansion that redefined America in the early 1800s.
- the War of 1812 confirmed American independence and strengthened nationalism.
- territorial expansion was always a goal of Americans, and various groups and ideologies supported expansion for economic, political and cultural reasons.
- social, economic and political conditions and attitudes led to the reform spirit in multiple areas of American society by the middle of the century.
- the second party system took shape as the National Republicans challenged the Democrats for political control of the country.
- changes in the legislative, executive, and judicial branches during the Jacksonian era altered American society by creating more voter participation, and political grassroots activities.
- the North and South developed different and competing economic systems that led to sectionalism.
- slavery in America was such an ingrained institution that it polarized political, social, and economic debate that challenged the federal government and the principles of democracy.
- grassroots movements and government reforms attempted to address the social and economic problems confronting the nation.
- religious revivalism played an important role in society by exposing needed areas of reforms.
- women were important advocates for political and social change through abolition, education, healthcare, prison, and temperance reform movements.
- technological changes created greater interaction and more economic diversity among the regions of the nation.
- Manifest Destiny had an enduring impact on both U.S. foreign and domestic politics.
- Americans moved westward, energized by their belief in the rightful expansion of the United States from the Atlantic to the Pacific.
- westward expansion intensified sectional conflict during the antebellum period.

Essential Questions

1. What are the benefits and downfalls of nationalism in regards to the economic, social, and political facets of a country?
2. What conditions must exist in order for an agricultural society to develop into an industrial society?
3. What traits tend to bind people together into smaller groups from a larger whole?
4. How can power be shared by different groups with different interests?
5. How can the rights of all people be promoted and also protected?
6. How can citizens effectively create change?
7. What tends to stimulate reform movements?
8. In what ways can civil disobedience bring about change?
9. In what ways can social reform challenge democracy?
10. Does society need reforming or revising regularly?
11. How does the development of technology impact the lives of individuals?
12. Why does a nation expand its territory and what are its obligations with expansion?
13. What drives the desire of nations to expand?
14. What happens when two or more different cultures clash?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
    1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
    2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
    1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
    2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
    1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
    2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
    1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.

2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
    1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
    2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
    1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
    2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
7. Short-Answer Questions
    1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
    2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
8. Research Projects
    1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
    2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
9. Peer Reviews
    1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
    2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
10. Group Projects
    1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
    2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
11. Quizzes
    1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
    2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
12. Final Summative Test
    1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
    2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources
McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources
TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources
Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources

Teacher Selected or Teacher Made Resources
Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources
America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Jefferson in Office 5 days	Identify and describe the important events during the Jefferson administration Examine how rising international tensions soon created problems for a young America Analyze and evaluate the effectiveness of President Jefferson	Show movie segment on Jefferson "The Presidents" Mini-play: have students act out a play on the Louisiana Purchase Analyzing Supreme Court Cases Political Cartoons	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

		Create your own political cartoon regarding the international tensions Presidential Report Card: After covering the roles and responsibilities of the President, have students evaluate and grade the president covered in the section by the discussed critieria and argue whether that president was an effective or ineffective leader.	
The War of 1812 2 days	Describe the events leading up to and the other causes for the War of 1812 Identify and describe the major battles from the War of 1812 Describe and analyze the events leading to the end of the war and the war's lasting effects	Group project: In groups, students will create a poster board that chronicles the events of the War of 1812. They should include important people, events, causes/effects, etc. They will then present the poster board to the class Use a graphic organizer to display information about both sides and	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

	Evaluate whether the War of 1812 could be considered the Second War for American Independence

Analyze and evaluate the effectiveness of President Madison | important battles.

Watch segments of the History Channel's series "The War of 1812" with guided questions

Presidential Report Card: After covering the roles and responsibilities of the President, have students evaluate and grade the president covered in the section by the discussed criteria and argue whether that president was an effective or ineffective leader. | |
| American Nationalism

3 days | Describe and analyze how nationalism affected the nation after the War of 1812

Identify and illustrate how nationalism affected the nation's judicial system

Explain how nationalism affected expansion and diplomacy in the United States

Analyze and evaluate the | 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

Have students respond to the idea of the | • Quizzes
• Primary Source readings
• Graphic Organizer completion
• Project completion
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Test questions
• Exit tickets |

	effectiveness of President Monroe	Monroe Doctrine. Pose the question: Do we even follow the Monroe Doctrine? Presidential Report Card: After covering the roles and responsibilities of the President, have students evaluate and grade the president covered in the section by the discussed criteria and argue whether that president was an effective or ineffective leader.	
Early Industry 3 days	Identify the new modes of transportation Analyze and describe how new modes of transportation unified the nation and strengthened the economy Identify and summarize the effects of the Industrial Revolution on America Infer how the Industrial Revolution led to changes in the lifestyle of Americans	Have students create posters for each mode of transportation and include the advantages and disadvantages for each mode Have students write an essay describing how new modes of transportation helped unify the nation and increase the economy Have students write an article reporting on the Industrial Revolution or the transportation advances.	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

| The Land of Cotton

3 days | Explain how cotton became the driving force of the Southern economy

Evaluate how cotton had positive and negative effects on the South

Describe and analyze how slavery was an integral part in Southern life

Explain what life was life for slaves living down in the South | 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 exerts, have students report what life was like for the average slave and have them create an abolitionist newspaper | • Quizzes
• Primary Source readings
• Graphic Organizer completion
• Project completion
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Test questions
• Exit tickets |
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Growing Sectionalism 4 days	Define sectionalism and describe how the issue of slavery was beginning to split the nation Analyze and describe the important aspects of the 1824 and 1828 elections Analyze and evaluate the effectiveness of President John Quincy Adams	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. Presidential Report Card: After covering the roles and responsibilities of the President, have students evaluate and grade the president covered in the section by the discussed criteria and argue whether that president was an effective or ineffective leader.	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

Jacksonian America

6 days | Assess three important democratic changes that developed during this period.

Describe the important aspects of Andrew Jackson's presidency

Explain what the nullification crisis was and determine what the effects will be for the country

Explain Jackson's stance on Native Americans and describe his actions against them

Describe Jackson's battle with the national bank and the effects it had on the country

Analyze and evaluate the effectiveness of President Jackson | 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 | • Quizzes
• Primary Source readings
• Graphic Organizer completion
• Project completion
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Test questions
• Exit tickets |

		Presidential Report Card: After covering the roles and responsibilities of the President, have students evaluate and grade the president covered in the section by the discussed criteria and argue whether that president was an effective or ineffective leader. Argumentative Essay: Should historical figures with a controversial past be regarded as heroes or villains? For this essay, teachers can choose to have a multitude of historical figures with controversial backgrounds, or solely focus on the Presidency of Andrew Jackson.	
A Changing Culture 2 days	Locate where the new wave of immigrants were coming from Explain the reasons for the new wave of immigration Identify and describe the other changes occurring in	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	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response

	American society in the early 1830's	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.	Essay questions • Test questions • Exit tickets
Reforming Society 2 days	Identify and describe the reform movements that occurred in the early 1800's Compare and contrast what life was like before and after these reforms	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 or create their own reform newspaper that reports on all of the reform movements Have students create a poster advocating reform in one of the areas discussed within the chapter	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions Exit tickets

The Abolitionist Movement 2 days	Discuss the roots or causes of the Abolitionist Movement and the important people involved Describe and analyze the major aspects of the Abolitionist Movement Identify the response to and the results/effects of the Abolitionist Movement	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 Have students research and write a short biography of the important abolitionists	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
Manifest Destiny 1 day	Explain and analyze the spirt of "manifest destiny" that inspired American expansionism in the 1840s	American Progress by John Gast activity Students will interpret the symbolism in "American Progress" to understand the concept of Manifest Destiny and its impact on various groups during westward expansion	• Graphic Organizer completion • DBQ questions • Vocabulary assessments • Free-Response Essay questions
The Western Pioneers 6 days	Analyze the motivations behind westward expansion Describe and summarize the westward migration of Americans during the mid-1800's Evaluate the impact on Native American communities	Debate the motivations behind westward expansion Using the computer game "The Oregon Trail"; give students roles for the journey westward and allow them to control the gameplay. Students will answer guided	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

| | | questions as we play the game

Have students map out the route and include any problems they foresee with the journey

Case Study Analysis: Impact on Native American Communities

Environmental and economic impact analysis | |
|---|---|---|---|
| | Investigate the role of transportation and communication innovations

Assess the environmental and economic effects of expansion | | |
| The Spanish Southwest

2 day | Describe what the Hispanic Southwest was like before and after American encroachment

Evaluate the growing tensions along the borders with Americans and Mexicans | Response Paragraph: Ask – According to the information in this illustration, were the missions self-sufficient? Why would this be important? | • Quizzes
• Primary Source readings
• Graphic Organizer completion
• Project completion
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Test questions

Exit tickets |
| Independence for Texas

2 day | Describe and how the settlement of Texas by Americans created problems with Mexico

Examine why Texas wanted independence from Mexico and how it became part of the US.

Analyze the first violent conflicts | 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 | • Quizzes
• Primary Source readings
• Graphic Organizer completion
• Project completion
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Test questions
• Exit tickets |

	between Texans and Mexicans	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	
The War with Mexico 2 day	Discuss how war with Mexico was inevitable after the U.S. annexed new territories Summarize the War with Mexico while including important battles, people, and events Compare and contrast the terms of the Treaty of Guadalupe Hidalgo	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	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

Standards

	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
SOC.6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

	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.
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
SOC.6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
SOC.6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
	To better understand the historical perspective, one must consider historical context.
SOC.6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers

- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities

- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
CS.9-12.8.2.12.NT.2	Redesign an existing product to improve form or function.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary

from society to society as a result of differences in a society's economy, politics, and culture.

Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design.

Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.

Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

	There are different ways you can influence government policy to improve your financial situation.
PFL.9.1.12.EG.3	Explain how individuals and businesses influence government policies.
PFL.9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
PFL.9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
PFL.9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
	With a growth mindset, failure is an important part of success.

Unit 5: Sectionalism and the Civil War

Content Area: **Social Studies**
Course(s):
Time Period: **3rd Marking Period**
Length:
Status: **Awaiting Review**

Summary of the Unit

Although the nation as a whole was experiencing an era of prosperity, deep political and social divisions could not be ignored between the North and the South. Southerners were defending slavery as a "positive good", while antislavery feelings in the North intensified. Manifest Destiny and the Mexican War brought the slavery issue into the open. With the acquisition of New Mexico and California, it became clear that some decision had to be made regarding legality of slavery. The 1850s found the South feeling isolated from the boom of the North. The vast political and economic difference that separated the North and South were threatening the future of the union. Both North and South watched with dread events surrounding the election of 1860 led toward the dissolution of the Union.

The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War was a major turning point for the American People. The new President of the United States, Abraham Lincoln, and his counterpart, Jefferson Davis, in the Confederacy each faced a formidable task. After the attack on Fort Sumter, war became the solution to the long standing differences between the North and South. As the North drew upon advantages in manufacturing, population, and wealth, the South gained an advantage with superior military leaders. The character of the war was changed when Lincoln issued the Emancipation Proclamation, thereby making the end of slavery a reason for the conflict. The war came to an end with Lee's surrender, but the country now had the difficult task of rebuilding.

Enduring Understandings

Students will understand that:

- the issues of slavery dominated United States politics and led to civil war.
- fundamental disagreements between Northerners and Southerners about the Constitution contributed to the Civil War
- compromise on slavery, dating from the writing of the Constitution, became increasingly harder and eventually impossible by 1860.
- the argument over slavery in the context of territorial expansion led to conflict between states rights advocates and the federal government.
- the institution of slavery affected the entire country indirectly and directly with social, political, economic, and judicial decisions.
- When the north and south failed to compromise it led to Civil War.
- The Civil War was fought to preserve the Union.
- Slavery and the states' rights issues were the key causes of the Civil War
- Race and class relations were profoundly affected by the war.

- The war further stimulated and accelerated industrialization.

Essential Questions

1. What internal issues within a country create conflict?
2. How can internal conflict of a country be resolved?
3. When and how is it acceptable for people to challenge unjust laws?
4. Can war be justified?
5. Is it possible to compromise on ethical and moral issues?
6. Can the use of force preserve a union?
7. When is war and rebellion justified?
8. What are the outcomes of war?
9. Is it ever okay for someone to take the law into their own hands (vigilantism)?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
   1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
   2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
   1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
   2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
   1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
   2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
   1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
   2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
   1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with

        different viewpoints.
   2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
   1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
   2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
7. Short-Answer Questions
   1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
   2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
8. Research Projects
   1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
   2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
9. Peer Reviews
   1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
   2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
10. Group Projects
   1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
   2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
11. Quizzes
   1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
   2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
12. Final Summative Test
   1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
   2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources
McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources
TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources
Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources

Teacher Selected or Teacher Made Resources
Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources
America: The Story of Us (History Channel), other listed History Channel documentaries
History Channel: Grant Miniseries
History Channel: Lincoln Miniseries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Slavery and Western Expansion 5 days	Explain how the westward expansion of the U.S. caused the issue of slavery to be fiercely debated Identify and describe the ways the government attempted to address the slavery issue Describe how laws regarding slavery were treated by the public Identify and describe how the slavery debate	Watch segments of *Uncle Tom's Cabin* and answer guided questions Graphic Novel Activity: in groups, students will be given a scene from the book *Uncle Tom's Cabin* and will be asked to illustrate their scene; after the scenes are complete, the students will put them together and form a graphic	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

	turned violent and how the country dealt with the growing problem	novel 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	
The Crisis Deepens 4 days	Describe how the issue of slavery split some parties and caused other parties to form Summarize the importance and effects of the Dred Scott decision Describe how the slavery issue allowed for Abraham Lincoln to gain a national reputation Identify John Brown and describe the effects his raid had on issue of slavery	Analyze and chart the ideals of the newly formed Republican party Have students write a court brief regarding the Dred Scott case Have students write a newspaper article reporting on John Brown's raid; have them either pro- or anti-John Brown. Have students compare and contrast the	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

		actions of John Brown to more modern figures who saw injustice and took the law into their own hands. Debate: *Should these people be remembered as madmen or martyrs?*	
		Project: Civil War Causes Wheel. Students will create a pinwheel that illustrates the major causes of the Civil War.	
The Union Dissolves 3 days	Analyze and describe the election of 1860 and its impact on the nation Explain why secession began shortly after Lincoln's election to President Identify and explain the formation of the Confederate States of America Describe the beginning events of the Civil War Identify the border states and discuss why they are	Have students chart each candidate and include their place of birth, political party, and stance on slavery; then have students draw conclusions Have students prioritize, evaluate, and choose the one event they feel caused secession the most and write an essay explaining their choice Have students map out the seceding	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

	so important to each side	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 have in the upcoming war	
The Opposing Sides 2 days	Identify and describe the opposing sides of the Civil War Explain the opposing economies and identify how each side will finance the war Explain the political scenes in both the North and the South Evaluate each sides strategies and advantages regarding the war	Create a graphic organizer that outlines and identifies the opposing sides during the Civil War Using the Civil War statistics and infographics of the opposing sides, 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	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

		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	
The Early Stages 4 days	Analyze how each side went about waging war on the other Describe the Eastern Theater of the Civil War Describe the Western Theater of the Civil War Evaluate the Emancipation Proclamation and its effects on the nation	Interpret the phrase, "A rich man's war but 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	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

		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 not do; have students record their arguments.	
		Have students participate in a gallery walk activity that highlights the major battles of the American Civil War.	
		Have students answer a series of DBQ questions for the Emancipation Proclamation and the Gettysburg Address.	

| Life During the War

4 days | Compare life in both the North and South during the Civil War

Evaluate the impact of African American soldiers for both sides of the Civil War

Analyze the propaganda created by both sides for the war effort | 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.

Using primary sources, have students chronicle the lives of average Southerners and Northerners during the Civil War

Have students write a personal narrative from | • Quizzes
• Primary Source readings
• Graphic Organizer completion
• Project completion
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Test questions
• Exit tickets |
| --- | --- | --- | --- |

		the perspective of a Union or Confederate solider based on the lifestyles they lived.	
The Turning Point

2 days | Identify and describe the 3 events deemed to be the turning point of the Civil War

Analyze the impact of the Union's victory at Vicksburg

Analyze the impact of the Union's victory at Gettysburg | In groups, have students create their own wartime newspaper with articles, pictures, stories, weather, etc. that depict the events of the Civil War

Watch segments from the movie "Gettysburg" and have students discuss why it was considered the turning point of the war | • Quizzes
• Primary Source readings
• Graphic Organizer completion
• Project completion
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Test questions
• Exit tickets |
| The War Ends

3 days | Identify and describe the last battles of the war fought between Grant and Lee

Evaluate Grant's Overland Campaign and the usage of the total war mentality

Outline the South's surrender | 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" | • Quizzes
• Primary Source readings
• Graphic Organizer completion
• Project completion
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Test questions
• Exit tickets |

	and the terms of the agreement Discuss Lincoln's assassination and its impact on the nation	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 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	

Standards

SOC.6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

SOC.6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
SOC.6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
SOC.6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.GeoSV.4.a	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
SOC.6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
SOC.6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
SOC.6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
SOC.6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
SOC.6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
SOC.6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
SOC.6.1.12.EconNE.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities

- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
CS.9-12.8.2.12.NT.2	Redesign an existing product to improve form or function.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.
	Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.
	Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
PFL.9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	With a growth mindset, failure is an important part of success.
	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Unit 6: Reconstruction

Content Area: **Social Studies**
Course(s):
Time Period: **3rd Marking Period**
Length:
Status: **Awaiting Review**

Summary of the Unit

This unit explores the Reconstruction era, the period following the Civil War in which the United States sought to reintegrate the Southern states into the Union and rebuild the nation politically, economically, and socially. Students will examine the successes and failures of Reconstruction, the impact of the 13th, 14th, and 15th Amendments, and the struggles of newly freed African Americans in a changing society. Key topics include Presidential vs. Congressional Reconstruction, the rise of Black political participation, the role of the Freedmen's Bureau, the backlash from white supremacist groups such as the Ku Klux Klan, and the Compromise of 1877 that led to the end of Reconstruction.

By analyzing primary and secondary sources, students will explore differing perspectives on Reconstruction's legacy, including its impact on civil rights, federalism, and economic development in the South. The unit will conclude with a discussion on how Reconstruction shaped later movements for racial equality and justice in the United States. Through critical thinking, debate, and historical inquiry, students will develop a deeper understanding of the complexities and consequences of this pivotal era in American history.

Enduring Understandings

Students will understand that:

- Reconstruction was a contested process that involved multiple perspectives, including those of the federal government, Southern states, formerly enslaved individuals, and white Southern elites
- the 13th, 14th, and 15th Amendments laid the foundation for civil rights in the United States but were met with resistance and loopholes that limited their effectiveness.
- the federal government played a critical role in attempting to rebuild the South and integrate formerly enslaved individuals into society, but its efforts were undermined by political opposition and racial violence.
- the successes of Reconstruction were limited by its failures, including the rise of Jim Crow laws, disenfranchisement of African Americans, and the persistence of racial and economic inequality.
- Reconstruction set the stage for future struggles over civil rights, federal authority, and racial justice, influencing movements throughout the 20th and 21st centuries.
- economic and social changes during Reconstruction reshaped the Southern economy, shifting from a slavery-based system to sharecropping and tenant farming, which created new forms of economic dependence.
- the end of Reconstruction in 1877 marked a turning point in U.S. history, as federal troops withdrew from the South, leading to the rise of segregation and racial discrimination that

lasted for decades.

Essential Questions

1. How did different groups envision the goals and outcomes of Reconstruction?
2. What were the key differences between Presidential and Congressional Reconstruction?
3. How did the Reconstruction Amendments (13th, 14th, and 15th) shape American society and government?
4. To what extent did Reconstruction succeed in securing rights and opportunities for formerly enslaved people?
5. How did white resistance, including the rise of groups like the Ku Klux Klan, impact the progress of Reconstruction?
6. What role did the federal government play in Reconstruction, and how did that role change over time?
7. How did economic changes, such as sharecropping and industrialization, impact the South after the Civil War?
8. What led to the end of Reconstruction, and how did its failure impact race relations and civil rights in the United States?
9. In what ways did the Reconstruction era influence later civil rights movements in the U.S.?
10. How does the legacy of Reconstruction continue to affect American society and politics today?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
    1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
    2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
    1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
    2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
    1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
    2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations

1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.

5. Class Discussions and Debates
    1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
    2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.

6. Timelines and Infographics
    1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
    2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.

7. Short-Answer Questions
    1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
    2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.

8. Research Projects
    1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
    2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.

9. Peer Reviews
    1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
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10. Group Projects
    1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
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11. Quizzes
    1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
    2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.

12. Final Summative Test
    1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
    2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

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Museum/Institute Resources
Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources

Teacher Selected or Teacher Made Resources
Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources
America: The Story of Us (History Channel), other listed History Channel documentaries
History Channel: Grant Miniseries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
The Debate Over Reconstruction 4 days	Examine what life was life for both sides after the Civil War, especially the South Evaluate the Reconstruction plans of Lincoln and the Radical Republicans Explain the purpose for the Freedman's Bureau and list its accomplishments Evaluate the	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	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

	plans of Johnson when he takes office Describe and explain how the Radical Republicans took control from Johnson and went ahead with their plans for Reconstruction Analyze and evaluate the effectiveness of President Abraham Lincoln	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 Presidential Report Card: After covering the roles and responsibilities of the President, have students evaluate and grade the president covered in the section by the discussed criteria and argue whether that president was an effective or ineffective	

		leader.	
Republican Rule

3 days | Evaluate the roles of carpetbaggers and scalawags in reconstructing the South

Analyze the increase in African American involvement in society and politics

Describe the beginnings and rise of the KKK in the South | Watch segments of the History Channel's "History of the KKK" with guided questions and free response essay questions | • Quizzes
• Primary Source readings
• Graphic Organizer completion
• Project completion
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Test questions
• Exit tickets |
| Reconstruction Collapses

3 days | Discuss how political scandals and an economic depression tarnished Grant's presidency

Analyze the splitting of the Republican party and how it led to the end of Reconstruction

Explain the Compromise of 1877 and its effect on the nation

Evaluate the practices of sharecropping and tenant farming in the South | 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 | • Quizzes
• Primary Source readings
• Graphic Organizer completion
• Project completion
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Test questions
• Exit tickets |

Standards

SOC.6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
SOC.6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
SOC.6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
SOC.6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
SOC.6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
SOC.6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

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- Option for verbal or dictated responses on assignments and assessments
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Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

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- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
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- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
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Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
PFL.9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
PFL.9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
PFL.9.1.12.EG.3	Explain how individuals and businesses influence government policies.
PFL.9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
PFL.9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

TECH.9.4.12.TL.4   Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

With a growth mindset, failure is an important part of success.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Unit 7: Migration, Industry, and Urban Society

Content Area: **Social Studies**
Course(s):
Time Period: **4th Marking Period**
Length:
Status: **Awaiting Review**

Summary of the Unit

After the Civil War and Reconstruction, the country could now focus on rebuilding and getting the country back on a successful path for the future. Over the course of study, we have seen civilization grow on both coasts. The eastern seaboard still hold much of our nation's population and big urban centers, while the western seaboard is making strides to catch up to the East. What was left to settle was the Great Plains region and the era after the Civil War saw the most migration to this area, even though it started very slow and was very sparse. The improvements of industry and the railroads brought commercial prospects and people to the trans-Mississippi area and towns started to develop and then turn into small cities. These cities started as mining towns and rancher villages, and slowly grew into destinations for migrants looking for a fresh start. It was truly the last frontier to settle for the Americans. This era also saw increased relations with the Native American tribes of the area and the eventual defeat of Native American resistance after armed conflict. After a few decades, the final frontier of America had been settled.

The time period following the Civil War and Reconstruction is known as the Gilded Age by today's historians. The Gilded Age refers to the era of rapid economic and population growth in the United States during the post-Civil War and post-Reconstruction eras of the late 19th century (1865-1901). The Gilded Age is most famous for the creation of a modern industrial economy. Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups. During this time period, the United States of America saw changes occurring within its borders that had never been seen before. During the 1870s and 1880s, the U.S. economy grew at the fastest rate in its history, with real wages, wealth, GDP, and capital formation all increasing rapidly. A national transportation and communication network was created, the corporation became the dominant form of business organization, and a managerial revolution transformed business operations. Cities started to grow, labor unions started to form, and politics started to become an issue for all the masses to be concerned with. This last unit sets the stage for American imperialism and worldwide implications.

Enduring Understandings

Students will understand that:

- that technological innovations made during and after the Civil War, especially in the railroad sector, led to the development of new technologies in the cattle and mining sectors
- the improvement in transportation and popularity of the West established many new trails out West and established mining towns and new farming businesses
- the subjugation of Native Americans by the U.S. government was completed during this era due to a multitude of factors

- the Industrial Revolution of America led to unprecedented manufacturing and industrial growth.
- state and federal governments played significant roles promoting business interests, leading to an advanced, centralized, government-supported industrial-capitalist system.
- the U.S. economy expanded enormously during the late 19th century, easily surpassing European nations.
- the Supreme Court handed down decisions that, for the most part, favored business by controlling unions and undoing legislation that would interfere with capital accumulation.
- industrialization transformed many types of industry in the United States that significantly changed the social, political, and economic landscape of America.
- the consequences of industrialization and urbanization created a demand for reform and relief to improve the lives of people.
- immigration played a significant role in the development of modern American society.

Essential Questions

1. How did the development of the railroads alter the development of the farming and cattle industries?
2. How is the popular romantic conception of the American West and cowboy a symbol of American individualism?
3. To what extent has the West been romanticized?
4. How did the American government finally handle the Native Americans out West?
5. How does the closing of the Frontier end one era in American History and mark the beginning of another?
6. How could socioeconomic classes be affected by an increasingly industrial society?
7. How and why should government regulate business?
8. Is unregulated business expansion in the best interests of a society and its people?
9. How do new technologies affect society?
10. How can immigration alter development of a society?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
    1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
    2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
    1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.

2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
    1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
    2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
    1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
    2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
    1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
    2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
    1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
    2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
7. Short-Answer Questions
    1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
    2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
8. Research Projects
    1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
    2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
9. Peer Reviews
    1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
    2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
10. Group Projects
    1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
    2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
11. Quizzes
    1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.

2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
12. Final Summative Test
    1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
    2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources
McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources
TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources
Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources

Teacher Selected or Teacher Made Resources
Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources
America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments

Miners and Ranchers 2 days	Analyze the occupations of ranching and mining Evaluate the importance of mining in settling the West Explain why the Great Plains region was perfect for ranching Evaluate the importance of ranching to the U.S. and settling the West Examine the role of the environment in the rise and fall of the long drive.	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.	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
Farming the Plains 2 days	Describe how settlers staked out homesteads and began farming the Great Plains region Evaluate what life was like for Great Plains farmers Identify the problems faced by Plains farmers and how they went bout solving them	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)	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

		Settling land	
Native Americans 3 days	Analyze the Plains Indians' way of life. Examine the reasons that the Plains Indians' way of life came to an end so quickly Identify and describe the clashes between white settlers and the Plains Indians Describe how the U.S. government's first steps in dealing with the Native American issue	Have students research a specific Plains Indian tribe and report back to the class what they found 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	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

		stipulate what should be done to aide Native Americans and write a proposal to the U.S. government	
The Rise of Industry 4 days	Explain how American business and industry grew rapidly after the Civil War Evaluate the reasons how America was able to industrialize so rapidly Identify and describe the new inventions of the 1800's and their effects on America Examine how laissez-faire economics and tariffs promoted industrialization and protected American businesses	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	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

The Railroads 3 days	Analyze how the rapid construction of railroads allowed for industrialization and linked the country together Identify and describe the building and finishing of the first transcontinental railroad Identify the major railroad scandals during this time of building and expansion	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.	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
Big Business 3 days	Analyze the methods big business used to become successful. Compare the methods used by Carnegie and Rockefeller to achieve success. Identify and describe the new types of business organizations Describe and differentiate between the two types of integration	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	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

		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	
		Industry Shark Tank Project - Students will work in small groups to research the major titans of industry. Students are then asked to make a presentation to the class explaining why their industrialist was the most influential of the time.	

| Immigration

3 days | Identify and describe the reasons Europeans flocked to the United States in large numbers

Explain what the Atlantic voyage was like for the immigrants and what they encountered when they first got to America

Identify and describe the other wave of immigration to the West Coast of the U.S.

Evaluate how economic concerns and cultural prejudices led many Americans to push for immigration laws | 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

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.

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 | • Quizzes
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		identify any other important aspects of the topic	
Urbanization

3 days | Evaluate and examine the causes and reasons that people started to move towards urban centers and away from rural areas

Describe how class separation formed society in major urban centers

Identify the major urban problems in cities | 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.

'The Urban | • Quizzes
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		Game' - Students will participate in a learning game where they are asked to visually display how a small village turns into a booming industrial town over the course of 10 years. Students will see the growth of the society in the activity, but will also see the hardships that resulted as part of the growth of industry, culminating with the rise of urban cities. Argumentative Essay - Did the era of industrialization a positive or negative impact on the United States? Using primary sources and guided notes, students will create a 5 paragraph essay answering the question.	

The Gilded Age 4 days	Identify and describe what the Gilded Age was and how it got its title Describe how individualism and Social Darwinism shaped attitudes towards industrial society Evaluate the changes in culture, society, and politics during the Gilded Age Identify and describe the major reform movements during the Gilded Age Compare and contrast the positives and negatives of the Gilded Age	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 compares culture, politics, and society before and after the Gilded Age	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
Populism 3 days	Define populism and describe the reasons for the rise of the Populist Party Evaluate what the Populist Movement was Identify and analyze the three major groups involved with populism Assess why Populism rose to such great heights during the 1890's Describe the election of 1896	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	• Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

	and its historical significance		
The Rise of Segregation

3 days | Evaluate the rise of segregation after the Reconstruction period

Describe the ways the Southern states imposed segregation

Analyze the African American response to segregation | 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

Historical Headshots: have students select a famous African American from the chapter and have them research and provide important | • Quizzes
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		information regarding their life and battle with segregation	
		Have students attempt to take the Louisiana State Literacy Test from the 1960s to display the racial disparities faced by African Americans in the deep south.	

Standards

SOC.6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.GeoPP.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
SOC.6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.EconEM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
SOC.6.1.12.EconNE.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
SOC.6.1.12.EconNE.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
SOC.6.1.12.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.
SOC.6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

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- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content

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- Allow for the development of productive thinking skills to encourage students to generate new knowledge
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- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.
	Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.
	Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
PFL.9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
PFL.9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
PFL.9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
	There are reasons and consequences to taking on debt.
PFL.9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.
	Tax rates vary based on your financial situation.
PFL.9.1.12.EG.2	Explain why various forms of income are taxed differently.
	There are different ways you can influence government policy to improve your financial situation.
PFL.9.1.12.EG.3	Explain how individuals and businesses influence government policies.
PFL.9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
	There are agencies, laws, and resources to protect you as a consumer.

PFL.9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
	With a growth mindset, failure is an important part of success.

Unit 8: American Expansion and World War I

Content Area: **Social Studies**
Course(s):
Time Period: **4th Marking Period**
Length:
Status: **Awaiting Review**

Summary of the Unit

This unit examines the late 19th and early 20th centuries, focusing on the United States' transformation into a global power through territorial, economic, and ideological expansion, culminating in its involvement in World War I. It begins with the era of American imperialism, exploring the motivations behind expansion, including economic interests, military strategy, and ideological justifications such as Manifest Destiny and the White Man's Burden. Students will analyze key events such as the annexation of Hawaii, the Spanish-American War, and the construction of the Panama Canal, all of which solidified America's growing influence on the world stage.

The unit then transitions to World War I, covering the main causes of the conflict—militarism, alliances, imperialism, and nationalism—before examining America's initial neutrality and the factors that ultimately led to its entry into the war, including unrestricted submarine warfare and the Zimmermann Telegram. Students will explore the critical role the U.S. played in the war's conclusion, providing fresh troops and resources to the Allies. The impact of the war on American society will also be considered, including shifts in gender roles, the Great Migration, wartime propaganda, and restrictions on civil liberties through laws like the Espionage and Sedition Acts.

The unit concludes with an in-depth study of the Treaty of Versailles, President Woodrow Wilson's Fourteen Points, and the League of Nations, highlighting the tension between America's expanding global presence and its continued internal debate over isolationism. Students will assess how U.S. actions during and after World War I shaped its future foreign policy and set the stage for future conflicts, particularly World War II. Through analysis of primary and secondary sources, discussions, and hands-on activities, students will critically evaluate the lasting consequences of this period in American history.

Enduring Understandings

Students will understand that:

- the late 19th and early 20th centuries marked a shift in U.S. foreign policy as the nation moved from isolationism to imperialism and global influence.
- economic, political, and ideological factors contributed to American expansionism and territorial acquisitions.
- the Spanish-American War was a turning point that led the U.S. to become an imperial power, influencing its role in global affairs.
- U.S. involvement in World War I was shaped by economic interests, unrestricted submarine

warfare, and ideological commitments to democracy.
- the war had significant social, economic, and political consequences, including restrictions on civil liberties, increased roles for women and minorities, and shifts in domestic industry.
- the Treaty of Versailles and the League of Nations shaped the postwar world, but U.S. rejection of the League reflected ongoing debates about America's role in international politics.
- the consequences of World War I set the stage for future conflicts, including World War II.

Essential Questions

1. What factors motivated U.S. expansion in the late 19th and early 20th centuries?
2. How did American expansionism shape the nation's role on the global stage in the early 20th century?
3. How did the outcomes of the Spanish-American War influence America's global role?
4. What were the economic and political justifications for American imperialism?
5. What were the causes and effects of U.S. involvement in World War I?
6. How did World War I impact American society, including civil liberties, the economy, and social movements?
7. Why did President Wilson advocate for the League of Nations, and why did the U.S. ultimately reject it?
8. In what ways did World War I shape future U.S. foreign and domestic policies?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
   1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
   2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
   1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
   2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
   1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
   2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to

synthesize information, and historical argumentation.

4. Presentations
    1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
    2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.

5. Class Discussions and Debates
    1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
    2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.

6. Timelines and Infographics
    1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
    2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.

7. Short-Answer Questions
    1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
    2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.

8. Research Projects
    1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
    2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.

9. Peer Reviews
    1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
    2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.

10. Group Projects
    1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
    2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.

11. Quizzes
    1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
    2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.

12. Final Summative Test
    1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
    2. Assessment Focus: Overall comprehension of historical events, trends, figures, and

concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources
McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources
TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources
Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources

Teacher Selected or Teacher Made Resources
Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources
America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Imperialism & America

2 Days | Analyze how desire for more trade and markets led to political change between 1877 and 1898.

Cite the motivation for and methods of American expansion in the Pacific. | Imperialism Stations

Acquisition of Hawaii Guided Reading

Imperialism of Hawaii Perspectives Reading Comparison

Acquisition of Alaska Guided | • Quizzes
• Primary Source readings
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Exit tickets |

| | | Reading

Topic Vocabulary

Imperialism Simulation

Imperialism WebQuest

Facing History & Ourselves Resources

Nearpod Resources

World, US & European History Crash Course | |
|---|---|---|---|
| The Spanish American War and Expansion

3 Days | Describe the circumstances that led to war between the United States and Spain in 1898.

Explain how the war with Spain made the United States a world power. | Spanish American War Timeline

Spanish American War Stations

Spanish American War Guided Reading

Topic Vocabulary

Spanish American War WebQuest

World, US & European History Crash Course

Facing History & Ourselves Resources

Nearpod Resources | • Quizzes
• Primary Source readings
• Map activities
• DBQ questions
• Vocabulary assessments
• Free-Response Essay questions
• Exit tickets |

New Latin American Diplomacy 2 Days	Explain the Open Door policy and its effects of relations between the United States and China Explain the accomplishments and consequences of America's Latin American foreign policy under Theodore Roosevelt, William Taft, and Woodrow Wilson.	Roosevelt, Taft & Wilson Foreign Policy Comparison Activity Open Door Policy Guided Reading American & Chinese Relationship Guided Reading Boxer Rebellion DBQ 5.World, US & European History Crash Course Facing History & Ourselves Resources Nearpod Resources	• Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Exit tickets
The War Begins: Militarism, Alliances, Imperialism & Nationalism 2 Days	Identify the alliances between European powers that led to WWI. Identify the M.A.I.N. causes of WWI.	New American Lecture McGraw Hill: US History Textbook Pages: 403-404 M.A.I.N. Causes Graphic Organizer Factors that Led to WWI Word Web Chart KWL Chart Crash Course: World History: Episode 209 C-Span	• Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Exit tickets

		Lessons & Resources Topic Vocabulary Assassination of Archduke Ferdinand Police Report & Writing Activity Topic Vocabulary Facing History & Ourselves Resources Nearpod Resources	
America Joins the War 3 Days	Analyze American neutrality debate & what led to the U.S. Involvement in WWI	New American Lecture Crash Course: America in World War I McGraw Hill: US History Textbook Pages: 404-407 Debate: Should the US have entered WWI? America & World War I Actively Learn WWI Timeline Crash Course: World, US & European History C-Span Lessons & Resources	• Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Exit tickets

		Nearpod Resources Facing History & Ourselves Resources	
The Warfront 3 Days	Describe how new technolgoy affected the way war was fought during WWI & its overarching effects. Analyze the impact of World War I on the Armenian Genocide & American Response.	New American Lecture War in the Trenches Map Analysis (McGraw Hill US History Textbook) Page 406 Alvin York Biography (McGraw Hill US History Textbook) Page 407 Life in the Trenchers (Video) (WW1 Imperial Museum) Modern Marvels: WW1 Technology (Season 10, Episode 28) Crash Course: World, US & European History C-Span Lessons & Resources Armenian Genocide Stations or New American Lecture USHMM Resources &	• Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Exit tickets

		Lessons	
		Facing History & Ourselves Lessons & Resources	
		Plastic Surgery & World War I Guided Reading 1917 (2019)	
		Selected and approved clips from All is Quiet on the Western Front (2022)	
The Homefront 2 Days	Describe the impact of WW1 on the homefront. Explain the roles women & minorities played in the war effort. Summarize the various policies the federal government used to help fulfill the war effort.	New American Lecture McGraw Hill: US History Textbook Pages: 409-414 Propaganda Poster Project & Gallery Walk Victory Gardens Research Project The Homefront Stations Paying for WW1 Graph (Page 410) WW1 Homefront Newspaper Project Blog about the Red Scare Analyzing Sources: The Red Scare (Pages 419-422)	• Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Exit tickets

		Crash Course: World, US & European History C-Span Lessons & Resources	
Ending the War 2 Days	Describe the main points of the Treaty of Versailles & Wilson's 14 points Identify, analyze, and discuss why the U.S. Senate never ratified the treaty.	New American Lecture Treaty of Versailles Debate League of Nations Debate Turning Point: Ending World War I (Primary & Secondary Source Inquiry Project) (pages 415-418) Crash Course: World, US & European History C-Span Lessons & Resources	• Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Exit tickets

Standards

SOC.6.1.12.EconGE.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.HistoryCC.6.b	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
SOC.6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
SOC.6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the

work force in large numbers during World War I.

SOC.6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
SOC.6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
SOC.6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
SOC.6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
SOC.6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.IC.1   Evaluate the ways computing impacts personal, ethical, social, economic, and cultural

	practices.
CS.9-12.8.2.12.ED.5	Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
CS.9-12.8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
WRK.9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
	With a growth mindset, failure is an important part of success.
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.