

**August**

**U.S. History I**

**2015**

**Developed Spring 2013**

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The 10<sup>th</sup> grade U.S. History I curriculum is a course that was developed by the Fair Lawn Social Studies High School Course Team and is aligned to the Grades 9-10 Common Core State Standards Initiative and the NJ Core Curriculum Content Standards in Social Studies.

**10<sup>th</sup> Grade**

**Fair Lawn**

**Public Schools**

**Fair Lawn, NJ**

**Fair Lawn School District**

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# United States History I

## I. Course Synopsis

**United States History 1 Honors:** Designed to examine United States history from the colonial period up to and including the time of the industrialization and urbanization of the United States, this course will offer a more in-depth view of the modernization of America. Students will transcend each decade by researching the four major themes of historical thought including, political structure, economics, social justice, and foreign policy. In addition to more stringent requirements in reading and writing assignments, students will be expected to present oral assessments, interpret, analyze and evaluate primary sources, and complete independent research projects.

**United States History 1CP:** The purpose of the United States History 1 course is to integrate the study of the social, economic, and political problems of this time period. Among the anticipated objectives are the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship. Students will be able to relate events of the past to present day situations. Students are expected to present oral assessments, interpret and analyze primary sources and complete research assessments.

**United States History 1:** The purpose of the United States History I course is to integrate the study of the social, economic, and political problems of this time period. Among the anticipated objectives are the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship. Students will be able to relate events of the past to present day situations. Students are expected to present oral assessments, comprehend primary sources and complete research assessments.

## II. Philosophy & Rationale

### Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

### **Department of Social Studies Statement of Philosophy**

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level. Social Studies must also help students understand, respect and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

### **Ten Thematic Strands**

**I Culture** – A people’s way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

**II Time, Continuity, and Change** – The importance of understanding the past and key historical concepts, analytically and from various perspectives.

**III People, Places, and Environments** – The complex relationship between human beings and the environments within which they live and work.

**IV Individual Development and Identity** – The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

**V Individuals, Groups, and Institutions** – The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people’s lives.

**VI Power, Authority, and Governance** – The complex purposes and features of individuals and groups with respect to issues of power and government.

**VII Production, Distribution, and Consumption** – The role of resources, their production and use, technology, and trade on economic systems.

**VIII Science, Technology, and Society** – The significance of scientific discovery and technological change on people, the environment, and other systems.

**IX Global Connections** – The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

**X Civic Ideals and Practices** – The understanding that civic ideals and participatory citizenship are central to democracy.

*For a complete explanation of the Ten Thematic Strands, go to [www.socialstudies.org/standards/strand](http://www.socialstudies.org/standards/strand)*

### **The Common Core Standards**

The Common Core Standards reflect a more recent adoption by the State of New Jersey in accordance with forty-six states across the country. These standards are an outgrowth of the many states that have been working for decades to produce strong and measurable standards to educate the students in a variety of areas. Focusing on English Language Arts and Mathematics as most applicable to all learners, these Standards were adopted by New Jersey State Board of Education in June of 2010.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

The English language arts (ELA) standards integrated into history/social studies classes for grades 11 and 12 includes a strand of standards relating to Key Ideas and Details. It includes RH.11-12.1, RH.11-12.2 and RH.11-12.3. The strand of standards relating to Craft and Structure includes RH.11-12.4, RH.11-12.5 and RH.11-12.6. The strand of standards relating to Integration of Knowledge and Ideas includes RH.11-12.7, RH.11-12.8 and RH.11-12.9. The category Range of Reading and Level of Text Complexity contains the standard RH.11-12.10.

Much more detailed information can be found on the web site of the **Common Core State Standards Initiative – Preparing America’s Students for College and Career** at <http://www.corestandards.org/in-the-states>.

### **Curricula Writing**

The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned with both the 2009 State of New Jersey Core Curriculum Standards and the Common Core State Standards. Curriculum is designed to be a **living document** – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment.

In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

### **21st Century Competencies and Standards**

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today’s learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success.

There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information <http://www.state.nj.us/education/cccs/standards/9>

### **New Jersey State Department of Education NJ Educational Mandates**

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state. <http://www.state.nj.us/njded/holocaust/about-us/mandate.html>

The Amistad Bill (A1301), calls on “New Jersey schools to incorporate African-American history into their Social Studies curriculum.” Passed by the New Jersey legislature in 2002, “The Amistad Bill” created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.  
<http://www.theamistadcommission.com/>

### III. Scope & Sequence

The Colonies Come of Age and Achieve Independence	5 weeks
Shaping and Launching the New Nation	5 weeks
Balancing Nationalism and Sectionalism	5 weeks
The Rise of the Common Man and Reform Movements	5 weeks
The Building and Breaking of the Union	5 weeks
America in Transition	5 weeks

### IV. Unit Descriptions

#### Unit 1:

**The Colonies Come of Age and Achieve Independence**                      **5 weeks**

#### Unit Summary:

Life in the New World made the colonists different from their European cousins, and eventually, during the American Revolution, the Americans came to embrace a vision of their country as an independent nation. Conditions in the New World, including common language, culture and economic ties, deepened the similarities Europeans and colonists shared. However, colonists learned to live unfettered by tyrannies of royal authority, official religion and social hierarchies they left behind in Europe. They grew to cherish reverence for individual liberty, self-government, religious tolerance, and economic opportunity. In spite of these similarities, the thirteen colonies were extremely different from one another. Generally, the colonists had little to complain about with regard to British rule. However, by the 1760s, this arrangement changed, as the colonists became victims of imperial rivalry, and faced an end to “benign neglect” by the British government. By the 1770s, issues of taxation, self-rule and trade restrictions brought the crisis of imperial authority to a head. The revolutionary war brought Americans together, and helped them to shape a national government, and after eight years, Americans won the Revolution, and the identity of America was shaped on the concepts of “life, liberty, and the pursuit of happiness”.

#### Unit Themes:

- Diversity and National Identity
- Political, Religious and Social Systems

- Conflict
- Economic Opportunity
- Continuity and Change
- Perspective & Bias

### **Enduring Understanding:**

- The establishment and perpetuation of the British colonies in North America eventually led to the desire for political, social and economic independence.
- Develop a geographic understanding of the original 13 colonies and how it impacted the development of the New World.
- Explain the growth of democratic traditions and institutions in the colonial period and how this impacted the future of America.
- Identify and evaluate the causes and consequences of the French and Indian War
- Discuss the relationship of American Indians and colonists and predict how this relationship will continue in a negative fashion.
- Explain the rising tensions between the British and colonists as a result of the end of benign/salutary neglect.
- Evaluate the impact of British taxation on the colonists and the responses of the colonists to those taxes.
- Analyze the roles of the Continental Congresses and the impact it had on the colonists.
- Evaluate the conceptual significance of the Declaration of Independence
- Analyze the advantages and disadvantages of both the British and the Americans during the Revolution. (i.e. the Mayflower Compact, the Virginia House of Burgesses, the Fundamental Orders of Connecticut). The colonial democracies that developed limited the power of people, but also gave a voice to those living in the colonies.
- Explain the significance of the involvement of the French during the Revolution.
- Evaluate the impact of the Treaty of Paris of 1783.
- Analyze the strengths and weaknesses of the Articles of Confederation and identify the ways it failed and succeeded as a government.

### **Essential Questions:**

- Why do people choose to move or relocate?
- How did the struggles and/or accomplishments of early American colonists affect the course of the future nation?
- What were the challenges faced by different social classes and regions in the colonies?
- What factors motivated the colonists to declare independence?
- How was the American Revolution like a civil war?

### **Benchmark Assessments:**

- Quizzes (map of the 13 colonies, Colonial development & rebellion, American Revolution)

- Research/Analysis of Primary Sources
- Colonial Journalism Project
- Propaganda Posters (in conjunction with English Department)
- Epic poem (in conjunction with English Department)
- Unit test(s)

**Suggested Activities:**

- Exit slips
- Do now activities
- Map studies – map of 13 colonies
- Chart of development for 13 colonies
- Primary Source Readings: *America Through the Eyes of Its People – Vol. 1*; Gottlieb Mittleberger: The Passage of Indentured Servants, p40-42; Olaudah Equiana: The Middle Passage, p 45-47; Alexander Flaconbridge: The African Slave Trade, p48-50; Construction of the American Past – Vol. 1; Chapter 5 – Document 4: From Common Sense, p90-103; Chapter 5 – Document 11: Correspondence of Abigail and John Adams, p110-112
- Picture prompts – political cartoons; Paul Revere’s engraving
- Analyzing documents from time period – i.e., *Common Sense*, Declaration of Independence, Olive Branch Petition
- Debate: Were colonists terrorists or advocates for rights and democracy?

**Standards:*****NJCCCS in Social Studies:***

6.2.12.A.2.a; 6.2.12.A.3.a-e; 6.2.12.C.1.b-d; 6.2.12.D.1.b-f; 6.2.12.D.2.b; 6.2.12.D.3.a

***Common Core Standards for Literacy in Social Studies:***

See *Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 2:**

**Shaping and Launching the New Nation**

**5 weeks**

**Unit Summary:**

By 1783 Americans had won their freedom. Now they had to build their country. While they had vast and fertile land, and a legacy of self-rule, they had no real precedent for creating a national republic that could protect individual rights, and provide a strong central authority. The Articles of Confederation, which had proven to be inadequate, were then replaced by a new Constitution, which was designed to provide a much stronger centralized government body to oversee the running of the

new nation. However, the debate over what form the American government should take, was not over. Would the president, Congress, or the courts be the dominant branch? What should be the proper division of authority between the federal government and the states? How could the rights of individuals be protected against a potentially powerful government? What economic policies would best serve the republic? How should the nation defend itself against enemies (both foreign and domestic)? Was America a nation, or merely a geographical expression? Although facing serious challenges, George Washington gracefully led the nation and transferred his power after two terms as President to John Adams, both Federalists who supported stronger federal rights, as opposed to the Democratic-Republicans, who favored stronger states' rights. This debate ultimately led to the creation of the political party system, whereby Americans were divided on how the nation should ultimately be run. These challenges continued as Adams then transferred his power to Thomas Jefferson, who was a Democratic-Republican.

**Unit Themes:**

- Belief Systems
- Diversity and National Identity
- Political and Social Systems
- Conflict/Change
- Economic Opportunity
- Continuity and Change
- States' Rights
- Power
- Citizenship, Voting Rights and Civil Rights

**Enduring Understanding:**

- Explain how the Constitutional Convention came about, including the need to change the Articles of Confederation to something more effective.
- Reenact the role of compromise at the Convention.
- Describe the organization of the 3 branches of government.
- Compare the methods used by the two chambers of Congress to conduct business and enact laws.
- Analyze the significance of the principles of separation of powers and the system of checks and balances.
- Analyze the limitations placed on federal powers by the Constitution.
- Explain the powers of the President and analyze how that role has changed over 200 years.
- Explain the process for amending the Constitution, and discuss why the Constitution has only been amended 27 times.
- Identify and explain the significance of the delegated powers of the national government, reserved powers of the state governments and the concurrent/shared powers of both the national and state governments.
- Explain the purpose of the Preamble to the Constitution.
- Evaluate the reasons why the Bill of Rights was added to the Constitution.

- Explain why George Washington was chosen to be the first President, and what role he played in setting federal precedents.
- Analyze the policies of Washington's cabinet, including Alexander Hamilton's financial plan and the role of Thomas Jefferson as Secretary of State.
- Trace the development of the political party system and draw parallels to today's political party system.
- Evaluate President Washington's Farewell Address and explain how it became a cornerstone of American foreign policy in the 19th century.
- Highlight the successes of John Adams' Presidency.
- Analyze the impact of the XYZ Affair.
- Analyze the impact of the Alien and Sedition Acts and how they challenged the fundamental rights of the Constitution.
- Debate the issue of states' rights vs. federal rights, in conjunction with discussing the Kentucky and Virginia Resolutions.

### **Essential Questions:**

- What is the scope of governmental power and how does the Constitutional distribution of responsibility attempt to prevent the abuse of that power?
- How did opposing viewpoints bring about change in the new nation?
- How will foreign affairs impact the new nation in both the short and long term?

### **Benchmark Assessments:**

- Quizzes on the foundations of the Constitution; role of Washington as President; role of John Adams as President
- Link to current events – analysis of possible Supreme Court cases, discussing how the Constitution would apply in these cases
- Analysis of *Washington's Farewell Address*
- Comparative study of Alien and Sedition Acts to the Patriot Act
- Document Analysis
- Unit test
- Journal Writing
- Bill of Rights Political Cartoons

### **Suggested Activities:**

- Exit slips
- Do now activities
- Map studies – map of the ratification of the Constitution
- Analysis of elements of the Federalist Papers
- Primary Source Readings: *Constructing the American Past* – Vol. 1; Chapter 6 – Document 7: Selections from *The Federalist Papers*, p130- 131
- Persuasive Speeches

- Documentaries – The Presidents Video Collection
- Role Play of the Constitutional Convention, assigning students to act as different states with differing interests
- Venn diagram of the differing views of Hamilton and Jefferson/Federalists & Democratic Republicans

**Standards:*****NJCCCS in Social Studies:***

6.1.12. A.2.b-d, f; 6.1.12.D.2.b, c; 6.1.12.B.2.a

***Common Core Standards for Literacy in Social Studies:***

See *Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 3:**

**Balancing Nationalism and Sectionalism**

**5 weeks**

**Unit Summary:**

The new Republic passed a major test when power was transferred peacefully from the Federalists to the Democratic Republicans under Thomas Jefferson, in the controversial Election of 1800. Jefferson was successful in expanding the national territory with the Louisiana Purchase in 1803. Jefferson and his successor, James Madison, faced several challenges relative to the United States, however, including the power of the Supreme Court (i.e., *Marbury v. Madison*), impressment, the relationship with the American Indian tribes, and the Embargo Act of 1807. The resulting War of 1812 divided the nation, but it ultimately created a sense of national unity, that was continued under President Monroe's "Era of Good Feelings". This led to the creation of the Monroe Doctrine, which set American policy regarding foreign involvement in America.

The foundations of a continental-scale economy were laid, including the creation of a national bank, a transportation revolution, and providing land settlements to increase production. These changes, however, led to an increase in sectionalism between northern and southern sections of the country, and included the slave system which had evolved as plantations produced more goods. Politically, this divisiveness over slavery and sectionalism played itself out in Congress, as politicians attempted to address these concerns with new legislation (i.e., Missouri Compromise). The stage was set for this controversy to expand considerably over the next thirty years.

**Unit Themes:**

- Political and Social Systems
- Economic Opportunity
- Science, Discovery and Technology
- Continuity and Change
- States' Rights
- National Identity

**Enduring Understanding:**

- Understanding how nationalism and sectionalism impact the growth of the economy and national government is key in grasping why political and social tension developed in the United States.
- Political tension derived from economic development can take decades to resolve, as these issues have social, moral, and economic implications.
- Show how the Election of 1800 led to the 12th Amendment.
- Evaluate the controversy of the Midnight Judges, in discussing Marbury v. Madison, and explain the significance of the case, and the role of the Supreme Court under John Marshall.
- Describe the distinguishing characteristics of Thomas Jefferson, in terms of his role as President.
- Compare and contrast the government changes made under the Democratic-Republicans, as opposed to the Federalists.
- Describe the causes and effects of the Louisiana Purchase, including the Lewis & Clark expedition.
- Evaluate the tactic of economic coercion as demonstrated by the embargo policies of Jefferson's and Madison's administrations.
- Describe the causes and effects of the War of 1812, analyzing those causes and consequences from varying perspectives.
- Evaluate Monroe's administration in terms of whether it deserved to be called "The Era of Good Feelings".
- Identify and analyze the components of Henry Clay's American System.
- Explain the principles of the Monroe Doctrine and discuss its evolving significance.
- Discuss the developing tensions in the United States relative to regionalism and the protective tariff, the national bank, internal improvements, the sale of land in the West, and the extension of slavery into the territories.
- Identify and analyze the technological and agricultural changes of the period.
- Show how technological changes impacted the production of cash crops (i.e., cotton), and the involvement of the slave population.
- Evaluate the successes and failures of the Missouri Compromise as a means of balancing the nation's interests.

**Essential Questions:**

- In what ways was the transfer of power between political parties significant?
- What factors motivate people/governments to wage war?
- How does the government use foreign and domestic policy to secure and grow the economy and stability of the nation?
- How do economic patterns impact the political decisions that are made?

**Benchmark Assessments:**

- Quizzes ( map study of the Louisiana Purchase/ causes & effects of the War of 1812/ Marbury v. Madison, rise of the American System, Missouri Compromise)
- Primary Source Documents – analysis of causes/effects of War of 1812
- Newscast relating to each of the major areas of the economic development in each section of the country
- Unit test

**Suggested Activities:**

- Exit slips
- Do now activities
- Map studies (Louisiana Purchase, War of 1812)
- Documentaries: Presidents Video Collection • Primary Source Analysis (*America Through the Eyes of Its People* – Vol. 1; *Marbury v. Madison* (1803), p102-103; Meriwether Lewis, Journal, p104-106; *Life, Liberty and the Pursuit of Happiness* – Vol. 1 to 1877; Chapter 9- Document 9.6: The Monroe Doctrine, p91-92)
- Journal writing – as travelers on the Lewis & Clark Expedition
- Picture prompts/political cartoons
- Trial for Aaron Burr for his duel with Alexander Hamilton

**Standards:*****NJCCCS in Social Studies:***

6.1.12.A.2.d,e; 6.1.12.A.3.b-d, e, h; 6.1.12.D.2.c; 6.1.12.D.3.a; 6.1.12.B.3.a; 6.1.12.C.3.d

***Common Core standards for Literacy in Social Studies:***

See *Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 4:****The Rise of the Common Man and Reform Movements****5 weeks****Unit Summary:**

Between 1820 and 1840 Americans virtually invented mass democracy, creating huge political parties and enormously expanding political participation by giving nearly all adult white males the right to vote. Political campaigns became a form of mass entertainment and candidates tried to show that they were similar to everyday Americans. In addition a wave of reform and cultural vitality swept through many sectors of American society. Crusades were launched for temperance, prison reform, women's rights, and the abolition of slavery.

**Unit Themes:**

- Belief Systems
- Political, Religious and Social Systems
- Conflict
- Economics
- Continuity and Change

**Enduring Understanding:**

- Understanding how the impact of executive power as well as average citizens' political power is fully realized.
- Understanding how stereotypes and ignorance influence peoples' decisions.
- Understanding how presidencies impact one another.
- Understanding how power is divided in the nation.
- Analyze how the presidential candidates of 1824 represented sectional interests
- Identify the "corrupt bargain" and its significance
- Evaluate the presidency of John Quincy Adams
- Explain changes in the electoral system between 1800 and 1830 with respect to voter qualification, voting process, and nominating conventions
- Explain the significance of the Election of 1828
- Evaluate how Andrew Jackson changed the presidency
- Discuss the origins, advantages and disadvantages of the "spoils system"
- Identify the "kitchen cabinet"
- Evaluate national policies toward Native-Americans during the Jacksonian Period
- Identify how various Native tribes responded to the policy of removal
- Explain the motives of the southern states, and Vice-President Calhoun in particular, in advocating the doctrine of "nullification"
- State the principal arguments in the National Theory of the Union
- Evaluate how Jackson handled the threat of nullification
- Identify how Jackson destroyed the second Bank of the United States
- Link the unwise banking practices of the "pet banks" with the onset of the Panic of 1837

- Explain the origin and principles of the new Whig Party
- Analyze how economic depression affected the Presidency of Martin Van Buren
- Illustrate why the election of 1840 was the first of the modern-type campaigns
- Identify characteristics and leaders of pre-Civil War reform movements in education, asylums, prisons, temperance, and women's rights
- Trace the development and evolution of the abolitionist movement

### **Essential Questions:**

- How does Andrew Jackson change and expand the power of the president?
- In what ways is the struggle between the federal government and states' rights expressed during this period?
- How much government involvement should be allowed in the economic structures of the nation?
- How do grassroots movements instigate change within the nation?

### **Benchmark Assessments:**

- Quizzes on Jackson's Presidency, Post-Jackson Presidencies, abolition
- Document Analysis
- Journal Writing
- Formal Essays
- Technology Based Presentations on reform movements
- Comparison of the election styles of 1824-1840 with current elections
- Andrew Jackson political cartoon analysis
- Unit test

### **Suggested Activities:**

- Exit slips
- Persuasive speeches
- Do now activities i.e. justification of Native policies
- Map studies – Trail of Tears, U.S. expansion
- Primary Source Readings: *America Through the Eyes of Its People*-Vol. 1 Andrew Jackson, First Annual Message to Congress Pg. 113-114, "Memorial of Cherokee Nation" Pg. 115-116, Dorothea Dix, Appeal on Behalf of the Insane Pg. 132-133, The Harbinger, Female Workers of Lowell Pg. 143 145, Mary Paul, Letters Home (Lowell Mills) Pg. 146-148. *Constructing the American Past*- Vol. 1 Chapter9-Document 9: Headline: Rights of Women page 176, Chapter10- Document 8: Malenda Edwards and Mary Paul Letters (Lowell Mill) Pg. 199-202. *Life, Liberty, and the Pursuit of Happiness* Vol.1 Chapter 11-Document 11.7: South Carolina Nullification Pg. 110-111
- Picture prompts – discussion of relevant artwork
- Documentaries – The Presidents Video Collection
- Analysis of the Declaration of Sentiments

- Presidential Report Cards
- Blogs
- Role Play
- Jigsaw Activities

**Standards:*****NJCCCS in Social Studies:***

6.1.12.A.3.a/b/c/e/g; 6.1.12.D.3.a/c/d/e; 6.1.12.C.a/b; 6.1.12.A.4.b; 6.1.12.A.6.a

***Common Core standards for Literacy in Social Studies:***

See *Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 5:**

**The Building and Breaking of the Union**                      **5 weeks**

**Unit Summary:**

By the middle of the nineteenth century Americans were a diverse, restless people expanding westward, forging their own Industrial Revolution, and increasingly divided, in heart, in conscience, and in politics, over the single greatest blight on their nation and democracy: slavery. Slavery was rooted in both racism and economic exploitation. As time went on, more and more voices called for its abolition. The controversy over slavery intensified following the war with Mexico in the 1840s. The lands acquired from Mexico, most of the present-day American Southwest from Texas to California, reopened the question of extending slavery into the western territories. The years following the War with Mexico witnessed a series of ineffective efforts to answer that question, including the Compromise of 1850, the Kansas Nebraska Act of 1854, and the Supreme Court's decision in the Dred Scott Case of 1857. Ultimately this question was settled by Civil War.

**Unit Themes:**

- Belief Systems
- Political, Religious and Social Systems
- Conflict/Change
- Economic Systems
- Continuity and Change
- Nationalism
- Power
- Citizenship

**Enduring Understanding:**

- Understanding how the acquisition of new lands impacts the nation and its people and the indigenous people from which it was taken.
- Understanding how sectional interests manifest in political party ideology which plays a role in the maintenance and/or destruction of a unified nation.
- Understanding how technology and geography impact warfare.
- Tell how Americans settled in Texas, New Mexico, Oregon and California, and describe the difficulties the hardships they faced
- Describe how Texas broke away from Mexico and declared independence
- Evaluate the relationship between westward expansion and the slavery issue
- Analyze how Harrison, Tyler, and Polk came to the Presidency
- Define “manifest destiny”
- Explain how and why Polk avoided war with Great Britain over the Oregon Territory
- Analyze the events that led to the Mexican War
- Discuss the outcome of the Mexican War as outlined in the Treaty of Guadalupe-Hidalgo
- Identify the lasting significant events of the Mexican War
- Justify positions on the issue of slavery
- Evaluate the Presidencies of Taylor, Fillmore, Pierce and Buchanan in terms of their effectiveness in settling rising sectional interests
- Explain how Clay’s Compromise of 1850 settled the slavery issue only temporarily
- Identify the principle of “popular sovereignty”
- Describe the Fugitive Slave Act and northern response
- Explain how the novel Uncle Tom’s Cabin inflamed the slavery issue
- Explain how the Kansas-Nebraska Act intensified the slavery issue and led to the formation of the Republican Party
- Indicate how “Bleeding Kansas” afforded a preview of the Civil War
- Evaluate how the Supreme Court decision on the Dred Scott case widened the gulf between the North and South
- Tell how Lincoln, in debating Douglas, became a nationally prominent figure
- Describe the election of 1860 and explain its significance
- Show why the southern states seceded despite attempts to prevent Civil War, and identify these states
- Analyze how Lincoln’s decision not to give up Fort Sumter began the Civil War
- Compare the military and economic advantages and disadvantages of the Union and Confederate armies
- Evaluate the role of technology and geography on war strategies
- Identify “total war” and analyze the role of citizens
- Identify the “scorched earth” policy
- Justify Lincoln’s motives in delaying emancipation of slaves in border states
- Discuss how the Siege of Vicksburg and Battle of Gettysburg were turning points in the war
- Explain the impact of the Emancipation Proclamation on the North, South and Europe
- Discuss how and why Lincoln won reelection in 1864

- Describe the end of the war and evaluate the terms given by Grant to Lee

### **Essential Questions:**

- How does “manifest destiny” affect the stability of the nation?
- How much government oversight is acceptable without violating personal liberties guaranteed by the Bill of Rights?
- In what ways was the Civil War a test of the enduring democratic tradition?
- Does the United States have a mission to expand freedom and democracy?
- Was the Civil War inevitable?
- Is legislative compromise a long term solution?

### **Benchmark Assessments:**

- Quizzes on manifest destiny, Mexican War, pro and anti-slavery legislation, Presidencies, Civil War
- Document Analysis: Gettysburg Address, Emancipation Proclamation
- Formal Essays
- Technology Based Presentations: Civil War news broadcast, timeline of significant events leading up to the Civil War
- Analysis of Political Cartoons
- Unit test

### **Suggested Activities:**

- Exit slips
- Do now activities
- Map studies – westward expansion, slave, free and border states
- Graphic Organizer – arguments for and against slavery
- Propaganda Posters
- Primary Source Readings: *America Through the Eyes of Its People*- Vol. 1 Harriet Beecher Stowe, From Uncle Tom’s Cabin Pg. 179-180, Abraham Lincoln, Gettysburg Address Pg. 206, *Constructing the American Past*- Vol. 1 Chapter 11- Document 5: Lincoln-Douglas Debates Pg. 217-219, *Life, Liberty, and the Pursuit of Happiness*- Vol. 1: To 1877 Chapter 13- Document 13.4: Treaty of Guadalupe Hidalgo Pg. 128-129
- Picture prompts – Civil War prisoners
- Comparison John Brown and modern terrorists
- Presidential Report Cards
- Documentaries – The Presidents Video Collection

### **Standards:**

#### ***NJCCCS in Social Studies:***

6.1.12.A.3.a/b/g/h/l; 6.1.12.B.3.a; 6.1.12.A.4.a/b/c; 6.1.12.B.4.a; 6.1.12.C.4.a/b/c; 6.1.12.D.4.b

**Common Core standards for Literacy in Social Studies:**

See *Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 6:**

**America in Transition**

**5 weeks**

**Unit Summary:**

The Civil War unarguably established the supremacy of the Union and ended slavery. But as the victorious Union set about the task of “reconstruction” after the war’s end, a combination of weak northern will and residual southern power frustrated the goal of making the emancipated blacks full American citizens. Freedom did not bring immediate equality, but rather discrimination and hardship. After the Civil War America went through a period of rapid industrialization and urbanization. Between the Civil War and the century’s end, economic and technological change came so swiftly and massively that it seemed, to many Americans, that a whole new civilization had emerged.

**Unit Themes:**

- Belief Systems
- Political, Religious and Social Systems
- Conflict
- Economics and Technology
- Continuity and Change
- Power
- Citizenship

**Enduring Understanding:**

- Understand how the successes and failures of Reconstruction set the course for the twentieth century.
- Understand how innovations in technology and business practices affect economic and political change.
- Understand the role big business and the economy play in the politics of the nation.
- Evaluate different plans and phases of Reconstruction.
- Explain how southern states angered northerners in the early months of Johnson’s Presidency.
- Describe the actions of the Freedmen’s Bureau.
- State the provisions of the Civil War Amendments – 13, 14 & 15.
- Explain why and how impeachment proceedings took place against President Johnson.
- Analyze how the rights of blacks were restricted and violated in the south.
- Evaluate and give examples of the corruption prevalent in government after the Civil War.

- Describe the controversy that clouded the Election of 1876.
- Explain how President Hayes ended federal Reconstruction in 1877.
- Analyze the Plessy v. Ferguson decision and the impact of “separate but equal”.
- Evaluate the impact of Radical Reconstruction on the South.
- Analyze the impact of “manifest destiny” upon the Native Peoples of the American West.
- Analyze the relationship between the building of the railroad and settlement in the American West.
- Identify the effects of the Indian Wars 1868-1890.
- Evaluate the policies of the United States government towards Native Peoples in the American West during the nineteenth century.
- Identify and describe the impact of technological advancements of the Industrial Age.
- Explain the impact of urbanization during the Industrial Age.
- Analyze the rise of large, complex business organizations that developed in the United States.
- Evaluate complaints of farmers during this period.

### **Essential Questions:**

- In what ways was Reconstruction considered a second civil war?
- What impact did Reconstruction policies have on future political and social institutions?
- What factors contributed to the failure of Reconstruction?
- What responsibility does the government have to create racial equality?
- How have the civil rights of specific groups such as women, blacks, and Native Americans been continually violated?
- Has rapid industrial growth been a blessing or curse for Americans?
- How did the railroad and new technology change the face of American industry?
- What role should the government play in the economy?

### **Benchmark Assessments:**

- Quizzes on Reconstruction plans, civil rights legislations, “manifest destiny”, Industrial Age
- Document Analysis
- Formal Essay
- Analysis of Political Cartoons- business and government
- Technology Based Presentations- Impact on Native Peoples
- Media Analysis
- Unit Test

### **Suggested Activities:**

- Exit slips
- Do now activities
- Map studies – Westward Expansion, Native populations, urbanization
- Election scrapbook

- Primary Source Readings: *America through the Eyes of Its People*- Vol. 1 Mississippi Black Codes Pg. 213-215, A Sharecrop Contract Pg. 216-218
- Poster of Reconstruction plans
- Journal Writing
- Interview with a “Robber Baron”
- Business Venture Product Plan
- Documentaries- The Presidents Video Collection

### **Standards:**

#### ***NJCCCS in Social Studies:***

6.1.12.D.4.c/d/e; 6.1.12.C.4.b/c; 6.1.12.B.4.b; 6.1.12.A.4.d; 6.1.12.A.5.c; 6.1.12.B.5.a/b; 6.1.12.C.5.b; 6.1.12.D.5.a/d; 6.1.12.A.6.c; 6.1.12.D.6.c

#### ***Common Core standards for Literacy in Social Studies:***

See *Philosophy and Rationale*

**Modifications:** See Appendix I

## **V. Course Materials**

“The Americans” – McDougal Little- (Three versions based on reading levels)

“America Through the Eyes of its People”- A primary source reader

Maps 101

United Streaming(Discovery Education)

Leveled Readings and Primary Source documents

Teacher Created materials

## **VI. Assessments**

### **Formative Assessments**

Exit slips

Do now activities

Graphic organizers

Writing – formal (i.e. essays) and informal (i.e. journals)

Discussion and debate, formal and informal

Map, graph, chart analysis

### **Summative Assessments**

Quizzes  
Primary Source Analysis  
Unit Projects  
Unit Tests

## VII. Interdisciplinary Connections and Alignment to Technology standards

### Interdisciplinary Connections

Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJCCCS are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.

**Moral/social education:** What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)
- Global citizenship education - Civics Kids, Teaching Civics, Character.org, Teaching Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savvy, and Facing History
- Social participation projects - 150 Service Learning Projects, Sci/SS Service Connections.

**Science, mathematics, and technology:** How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education (NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO)

- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - Making Connections through Mapping, and Statistics and Social Sciences

**Literacy (narrative, information, argument, and media):** How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. Thematic Reading Materials, Carter Woodson Book Award Winners, Notable Social Studies Texts,
- Media and information literacy - The DBQ Project, PBS Teaching Media Literacy, National Associations for Media Literacy Education,
- Research writing - Teachers College Reading and Writing Project Reading/Writing Units of Study,
- Argument - Teaching Argumentative Writing

### 21<sup>st</sup> Century Themes & Skills

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

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

- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

### Social Studies and Technology K-12 Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

#### 8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.

## Appendix I

**Curriculum Differentiation** is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure.

The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

Teachers can differentiate

- *Content: What we teach and how we give students access to the information and ideas that matter*
- *Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic*
- *Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study*

According to students'

- *Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning*
- *Interest-What a student enjoys learning about, thinking about, and doing*
- *Learning Style-A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture*

## **Examples of Modifications and Differentiation**

### **Gifted and Talented (content, process, product and learning environment)**

N.J.A.C. 6A:8-3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

#### *Sample Differentiation Strategies and Techniques that apply to Social Studies*

##### Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Sample Resource

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html>

##### Anchor Activities

Self-directed specified ongoing activities in which students work independently

Sample Resource

[http://www.rec4.com/filestore/REC4\\_AnchorActivityPacket\\_080513.pdf](http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf)

##### Curriculum Compacting

Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or

segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:

<http://www.gifted.uconn.edu/sem/semart08.html>

### RAFT Assignments

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

[http://www.michigan.gov/documents/mde/SSWAC\\_225020\\_7.pdf p. 18](http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf_p.18)

### Flexible grouping

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Sample resource:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

### Jigsaw Activities

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Sample resource:

<http://www.adlit.org/strategies/22371/>

### Extension Menus

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are

often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

<http://gilbertps.schoolwires.net/cms/lib3/AZ01001722/Centricity/Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf> Sample See p. 13

### **English Language Learners**

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

#### Instructional Supports:

Hands-on materials

-bilingual dictionaries

-visual aids

-teacher made adaptations, outlines, study guides

-varied leveled texts of the same content

Please refer to the following link-

<http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>

as mentioned on the NJDOE website.

#### Preparing students for the lesson:

- Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.

- Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
- Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
- Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

#### Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.
- Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

#### Sample Resources:

CanDo Descriptors -

[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

Colorin Colorado - <http://www.colorincolorado.org/educators/>

WIDA - <https://www.wida.us/>

**Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)**

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation – Expanding student motivation to learn content in social studies can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

**Students at Risk of School Failure**

Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.

