

Parsippany-Troy Hills School District

SST217 – United States History I

A Course Outline for (Social Studies)

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August 28, 2014

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STATEMENT OF PURPOSE

United States History I is a full year course of study created and designed to provide all learners with a challenging yet hands on approach to understanding the social, political, economic, and geographic development of the United States from the first acknowledged European landings in the mid-fifteenth century up to the start of the twentieth century.

The incorporation of 21st Century technology has added another dimension to the classroom. Students are now afforded the opportunity of examining primary source documents, maps, and video segments on a regular basis through the use of technology. Students will assess issues from multiple perspectives, and use critical thinking skills to evaluate key events and decisions in American history. Oral and written communication skills will be developed and utilized; students will be asked to make relevant connections between the past and the present. Requirements include a summer reading, essays, reflective responses, quizzes and tests. Students are actively engaged in differentiated instructions as they complete research, role-plays, note-taking, lectures, debates, simulations, presentation and discussions.

The revised curriculum aligns with the 2014 New Jersey Student Learning Standards for Social Studies, English Language Arts, and Technology, and 21st Century Life and Careers.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link - <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

COURSE GOALS and TOPICS

| UNITS OF STUDY | ESSENTIAL QUESTIONS | ENDURING UNDERSTANDINGS | STANDARDS |
|--|--|---|------------------------------------|
| UNIT I: European Expansion And Colonies (1492-1650) - Suggested Timeframe –5 Days | <ul style="list-style-type: none"> ● Who came? ● Why did they come? ● What impact did they have? ● What spurred Europeans to explore the world at this particular point in human history? ● Why was Columbus’ “discovery” more important than earlier European landings in America? | <ul style="list-style-type: none"> ● Geography played a significant and determining role in the development of North America. ● Exploration and colonization of North America transformed human history. ● The movement of people, ideas, and goods has a profound influence on a society. ● Global trade and cultural exchanges alter the lives of people around the world. ● Language barriers are often one of the most difficult to overcome in the meeting of new cultures. | 6.1 8.1 RH.9-10 WHST.9-10 |
| UNIT II: British Colonial Society (1607-1750) - Suggested Timeframe –8 Days | <ul style="list-style-type: none"> ● How did the British colonies become American? ● What were the economic and cultural responses of European settlers to the Indians of North America? ● How and why do New England and Chesapeake colonies develop differently when both were settled mainly by those of English origin at the same time period? | <ul style="list-style-type: none"> ● Colonies frequently develop a different social and political system from their mother country. ● Human development is directly tied to the shape of the land. ● Exploration and colonization of North America transformed human history. | 6.1 8.1 RH.9-10 WHST.9-10 |
| UNIT III: Conflict and Rebellion (1740-1774) - Suggested Timeframe – 10 Days | <ul style="list-style-type: none"> ● Was the road to the War for Independence a clear path? ● In what ways did the 18th century imperial wars alter the relationship between Great Britain and the American colonies? ● Did economic or political issues have the bigger impact on the desire for independence? | <ul style="list-style-type: none"> ● Ideals related to liberty and equality sparked the American Revolution. ● Knowledge of the past helps one understand the present and make decisions about the future (couldn’t this be said for all units?). ● Americans were divided on the question of independence. ● Countries fought in the French and Indian War for various reasons. ● Colonies were created to make the mother countries wealthier. | 6.1 8.1 RH.9-10 WHST.9-10 |

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| <p>UNIT IV: War of Independence and Beyond (1775-1787) - Suggested Timeframe – 15 Days</p> | <ul style="list-style-type: none"> ● Was the American War for Independence a revolution? ● Was there an American nation at this point in history? ● In what ways and to what extent was the Revolution also a Civil War? ● How was the upper class able to acquire the assistance of the lower classes in the struggle for independence? | <ul style="list-style-type: none"> ● Change comes through revolution. ● Many diverse groups came together to support the Patriots war for independence. ● Political freedom often comes at a great cost. The ● Declaration of Independence encompasses key aspects highlighting political freedoms. | <p>6.1 8.1 RH.9-10 WHST.9-10</p> |
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| UNITS OF STUDY | ESSENTIAL QUESTIONS | ENDURING UNDERSTANDINGS | STANDARDS |
|---|---|--|--|
| <p>UNIT V: The Constitutional Era (1787-1791) - Suggested Timeframe – 22 Days</p> | <ul style="list-style-type: none"> ● What are the limits of the power of government? ● How do you balance government power and individual rights? ● To what extent is the Constitution a conservative document designed to maintain power in the hands of the elite? ● How did philosophers inspire the Constitution? | <ul style="list-style-type: none"> ● New governments faced changes due to the Nation's growth when more people arrived and lands were acquired. ● Compromise is the key to solving the issues that exist between political ideas and social reality. ● Over time, governments are shaped by principles and ideals. ● Laws protect citizens. ● Rights and responsibilities are guaranteed in the United States Constitution and Bill of Rights. ● Governments balance the rights and responsibilities of individuals with the common good. ● Federalists and Anti-federalists both presented valid concerns during the ratification period. ● The creation of a federal system is at once a unique solution to strong state governments and a lasting cause of political arguments and impotence. | <p>6.1 6.3 8.1 RH.9-10 WHST.9-10</p> |

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| <p>UNIT VI: The New Nation (1789-1816) - Suggested Timeframe – 19 Days</p> | <ul style="list-style-type: none"> • How did the Federalist Era establish constitutional and governmental precedents? • Did foreign or domestic affairs have a larger impact in the development of the First Party system? • Why did the Revolutionary generation, united in the defeat of Britain, divide so rapidly into opposing sects? • How radical were the social, economic and ideological changes that occurred during and after the Revolution? | <ul style="list-style-type: none"> • The principles and ideals underlying American democracy are designed to promote the freedom of the American people. • Individuals play a role in creating a nation. • Individuals, groups, and societies have the opportunity to make significant political choices and decisions, which have consequences. • The U.S. Constitution created a national government composed of three branches, each of which has a unique structure and function. • Policies and actions of early Presidents helped to shape the national government and the development of Constitutional powers. • The scope of federal power under the Constitution was debated from the start of the country and continues to this day. | <p>6.1 8.1 RH.9-10 WHST.9-10</p> |
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| UNITS OF STUDY | ESSENTIAL QUESTIONS | ENDURING UNDERSTANDINGS | STANDARDS |
|--|---|---|--|
| <p>UNIT VII: Industrialization, Nationalism and Manifest Destiny (1817 – 1848) - Suggested Timeframe – 18 Days</p> | <ul style="list-style-type: none"> • How did the industrial revolution and new nationalism fuel westward expansion? | <ul style="list-style-type: none"> • Technological innovations have consequences, both intended and unintended, for a society. • Changes in transportation, industry, and population resulted in the creation of a national market economy. • The developing market economy had immense effects on social and class structures. • Beliefs and ideals of a society shape the social, political, and economic decisions of that society. | <p>6.1 6.2 8.2 RH.9-10 WHST.9-10</p> |
| <p>UNIT VIII: Jacksonian Era and Reform (1828-1854) - Suggested Timeframe – 12 Days</p> | <ul style="list-style-type: none"> • How did Jackson’s Presidency and the Era of Reform alter American politics and society? How did the spoils system affect American Politics? • Why did reform movements take place during this time period? | <ul style="list-style-type: none"> • A number of social reform movements, including the temperance and abolitionist movements, gained strength during this time. • The abolitionist movement showcased why civil rights were needed for African Americans. | <p>6.1 8.1 RH.9-10 WHST.9-10</p> |

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| <p>UNIT IX: Expansion, Slavery and Inevitable Conflict (1830-1860) - Suggested Timeframe – 13 Days</p> | <ul style="list-style-type: none"> ● Why was compromise unable to avert conflict in 1860 when it had been success in the prior four decades? ● Was the Mexican War justified? ● To what extent do the territorial acquisitions of the Mexican War, in the words of Ralph Waldo Emerson, “poison” the United States? | <ul style="list-style-type: none"> ● Manifest Destiny driven by American exceptionalism, contributed greatly to the geographical growth of the nation. ● Justifying expansion proved problematic as the nation grapples with the social and economic impact of its actions. ● The desire for new territory results in conflict with native peoples and foreign nations. | <p>6.1 8.1 RH.9-10 WHST.9-10</p> |
| <p>UNIT X: The Civil War (1861-1865) - Suggested Timeframe – 13 Days</p> | <ul style="list-style-type: none"> ● Was the Civil War inevitable from the start of our union? ● How and why does the Union do so poorly in the early years of the war despite having all the economic and political advantages? Why did President Lincoln first oppose emancipation and then later issue the Emancipation Proclamation? | <ul style="list-style-type: none"> ● Effective military leadership is essential in waging war. <ul style="list-style-type: none"> ● The diversity of the North’s economy provided an immense advantage over the South in waging the Civil War. ● Large-scale wars often disrupt the social, political, and economic life of a nation. | <p>6.1 8.1 RH.9-10 WHST.9-10</p> |

| UNITS OF STUDY | ESSENTIAL QUESTIONS | ENDURING UNDERSTANDINGS | STANDARDS |
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| <p>UNIT XI: Reconstruction and New South (1865- 1877) - Suggested Timeframe – 11 Days</p> | <ul style="list-style-type: none"> ● How was the nation politically, socially, and economically altered by the Civil War & Reconstruction? ● To what extent does the Civil War create a “new nation” in the words of Abraham Lincoln? | <ul style="list-style-type: none"> ● The Civil War is deemed as America’s costliest war as losses from either side, cost the US as a whole. ● The Executive and Legislative branches often struggle for power and authority to deal with problems and situations that aren’t clearly outlined in the Constitution. ● Despite the war ending and slavery being outlawed, African Americans still faced many discriminatory actions and laws in the years to come. ● The right to vote granted to African Americans by the 15th Amendment temporarily moved them from “the auction block to the Ballot Box.” | <p>6.1 8.1 RH.9-10 WHST.9-10</p> |

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| <p>UNIT XII: The Growth of American Industry (1865- 1900)- Suggested Timeframe – 13 Days</p> | <ul style="list-style-type: none"> ● To what extent was American industrial growth the result of a governmental policy of laissezfaire? ● To what extent does corporate economic power lead to political power? ● What is the purpose of a labor union? ● Why are political reformers who seek regulation viewed as radicals? | <ul style="list-style-type: none"> ● The rising power of corporations had an immense impact on democracy and democratic practices of the American government; debates were sparked and continue on the proper role of government in the economy. ● People often form associations to deal with stronger entities and the seeming loss of economic and political roles in society. ● Developments in transportation opened up isolated regions of the country to all Americans. ● The emergence of large corporations utilized innovative techniques in corporate structuring and marketing techniques to establish monopolies in their industries. ● Many Americans stressed that is was an economic policy of laissez-faire capitalism that was responsible for American economic growth. | <p>6.1 6.3 8.1 RH.9-10 WHST.9-10</p> |
| <p>UNIT XIII: Development of the Trans-Mississippi West (1865- 1900) - Suggested Timeframe – 9 Days</p> | <ul style="list-style-type: none"> ● To what extent is the frontier closed by the end of the nineteenth century? ● Why did Americans consider that the frontier had closed in 1890 and what social and political effects did that have? ● Why is this period considered “the last West?” | <ul style="list-style-type: none"> ● The natural environment shaped the development of the West and the lives of those who lived there. ● The transcontinental railroad impacted the development of the west and Native American resistance. ● Native Americans were finally removed from lands promised under the concentration and reservation policies of the mid-19th century. | <p>6.1 8.1 RH.9-10 WHST.9-10</p> |

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES AND GRADING PROCEDURES**

COURSE NO. SST217

TITLE: UNITED STATES HISTORY I

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY STUDENT LEARNING STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE-NAMED COURSE.

At the conclusion of this course students will be able to:

1. analyze pre-Columbian North American, African and European culture and societies at the time of Columbus.
2. distinguish the economic, political, and social differences between the various colonial regions.
3. analyze the impact that the British colonial effort had on Native American nations.
4. identify the colonial labor resources and explain the emergence of the African slave trade.
5. explain the differences and the tensions created by the political and economic goals and their colonization and settlement patterns of the various European colonizers.
6. examine the causes and effects of the French and Indian war with respect to British policies in the colonies.
7. analyze British policies and American responses in bringing about the break between the American colonies and Great Britain.
8. examine Enlightenment concepts and assess how some of those concepts are embodied in American governing documents.
9. examine the role of George Washington and his leadership in the conduct of the Continental army.
10. assess the political and social consequences of the American victory over Great Britain.
11. explain the importance of New Jersey in the American Revolution.
12. identify the framework for the new government and recognize the characteristics that make the Constitution a lasting document
13. examine the role of compromise in the constitution and its impact.
14. explain the ideological differences between the Federalists and the Anti-Federalists and the long-term effects of those differences.
15. assess Washington's terms as president and the issues that contribute during this period to the political differences within the country.
16. evaluate how domestic and foreign policies affected the United States in the 1790s.
17. assess the emergence of nationalism and the growth of the Supreme Court under Chief Justice Marshall.
18. distinguish the various inventions, their contributions to the rise of a national economy, the growth of industrialization and its impact on society in the early 19th century.
19. explain the growth of nationalism and its contribution to a strong federal government.
20. evaluate the impact of the growing political and economic imbalances between the sections of the country in antebellum America.
21. analyze the causes and effects of the War of 1812.

22. assess the impact of Andrew Jackson on democracy, internal improvements, society, and the economy.
23. analyze the extent that reform movements of the early 19th century showed of the strengths and weaknesses of democracy.
24. analyze the causes and effects of Manifest Destiny that lead to the annexation of Texas and the war with Mexico.
25. assess the economic, military and political differences that led to the Republican Party winning the election of 1860 and the secession of eleven states.
26. compare and contrast the strengths and weaknesses of the Union and the Confederacy.
27. evaluate important battles, turning point events in the war and the reasons the Union defeated the Confederacy.
28. analyze the social, political and economic challenges President Andrew Johnson faced to unite the states after the war.
29. examine the effects of the Reconstruction Amendments and the reason for their short-term failures.
30. describe the effect of Reconstruction to improve life for African Americans.
31. assess the development of new industries and the role of government in the post bellum period.
32. evaluate the growth of giant trusts and the impact on women, immigrants, skilled and unskilled labor.
33. identify and evaluate the key issues that contributed to labor unrest in the Industrialization period.
34. evaluate the impact of the transcontinental railroad on the development of the west and the resistance of Native American society.
35. analyze the development of farmers' alliances and the emergence of the Populist Movement as reform political party.

**Social Studies Grading Procedures
Grades 9-12**

| Substantial assessments | Daily (short-term) assessments |
|--|--|
| 70% | 30% |
| <p>May include, but not limited to, the following:</p> <p>Tests, Exams Long-term projects Extended written assessments</p> | <p>May include, but not limited to, the following:</p> <p>Quizzes Homework Classwork</p> |

These categories may include a variety of assessments suitable for all learners.

| Final Grade – Full Year Course | |
|---|---|
| <p>Full Year Course</p> <p><input type="checkbox"/> Each marking period shall count as 20% of the final grade (80% total).</p> | <p>The midterm and final assessments will each count as 10% of the final grade (20% of the student final grade in total).</p> |

BENCHMARK ASSESSMENTS

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester courses.

I. EUROPEAN EXPANSION and COLONIES (1492-1650)- Suggested Timeframe: 5 days

Essential Question(s): Who came? Why did they come? What impact did they have? What spurred Europeans to explore the world at this particular point in human history? Why was Columbus’ “discovery” more important than earlier European landings in America?

Enduring Understanding(s): Geography played a significant and determining role in the development of North America. Exploration and colonization of North America transformed human history. The movement of people, ideas, and goods has a profound influence on a society. Global trade and cultural exchanges alter the lives of people around the world. Language barriers are often one of the most difficult to overcome in the meeting of new cultures.

| EUROPEAN EXPANSION and COLONIES (1492-1650) | | | | |
|---|--|--|--|---|
| <i>PROFICIENCY / OBJECTIVE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| The student will be able to: | | Students will: | | |
| 1. identify and distinguish the elements of pre-Columbian North American, African and European society and culture. (1, 2). a) analyze the factors that propelled and inspired the creation of the Atlantic world. b) determine the pattern of settlement and the response to Native Americans by the Spanish, Dutch, and French. | 6.1.12.A.1.a 6.1.12.B.1.a 6.1.12.C.1.a,b 6.1.12.D.1.a RH.9-10.9 WHST.9-10.1-5 8.1.12.A.3 8.1.12.A.5 | <ul style="list-style-type: none"> create a Venn Diagram comparing the diversity of Native American cultures and beliefs then and now using. create a chart to compare / contrast the Three worlds - Europe, Africa and America. | Written response describing the enduring values of Native Americans Writing Prompt: Choose one civilization (native American, African, European) and write an essay explaining why you would like to live there | American Beginnings: The European Presence in North America 1492-1690 <i>sect. on Indian Accounts</i> National Humanities Center, 2005 <i>Introduction to 1492 Exhibit</i> Library of Congress. 2005 |

II. BRITISH COLONIAL SOCIETY (1607-1750) - Suggested Timeframe: 8 Days

Essential Question(s): How did the British colonies become American? What were the economic and cultural responses of European settlers to the Indians of North America? How and why do New England and Chesapeake colonies develop differently when both were settled mainly by those of English origin at the same time period?

Enduring Understanding(s): Colonies frequently develop a different social and political system from their mother country. Human development is directly tied to the shape of the land. Exploration and colonization of North America transformed human history.

| BRITISH COLONIAL SOCIETY (1607-1750) | | | | |
|---|---|---|---|--|
| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| The student will be able to: | | Students will: | | |
| 2. identify and rationalize the reasons for the different evolutions of the three British colonial regions (New England, the Middle, and the Chesapeake). (3, 4, 5) a) identify how economic, religious, and political forces caused differences among the British colonies of North America and the impact on Native Americans. b) identify the use of indentured servants and African slaves and analyze the reasons for the eventual shift from indentured to slave labor. | 6.1.12.A.1.a, b 6.1.12.C.1.a, b 6.1.12.D.1.a RH.9-10.4, 6, 9 WHST.9-10.1-10 8.1.12.A.2 | <ul style="list-style-type: none"> • create a political cartoon depicting the different social, political, religious characteristics of the regions. • research and publish a Colonial Newspaper on a specific colonial region assessing the economy, politics, and social issues including the impact on Native Americans; use Microsoft Publisher program to create newspaper. • research information about labor in the colonies and participate in a simulation of indentured servants and free market agents who negotiate labor contracts. | Teacher-created criteria and rubric Teacher-created criteria and rubric Class discussion and a written debrief on questions from activity | <i>The American Experience: New York: Episode I 1609-1825 The Country and the City.</i> PBS. 2005 <i>Religion and the Founding of the American Republic.</i> Library of Congress. 2004 <i>The Market for Moving People:</i> Foundation for Teaching Economics.2002 |

III. CONFLICT AND REBELLION (1740-1774) - Suggested Timeframe: 10 Days

Essential Question(s): Was the road to the War for Independence a clear path? In what ways did the 18th century imperial wars alter the relationship between Great Britain and the American colonies? Did economic or political issues have the bigger impact on the desire for independence?

Enduring Understanding(s): Ideals related to liberty and equality sparked the American Revolution. Knowledge of the past helps one understand the present and make decisions about the future (couldn't this be said for all units?). Americans were divided on the question of independence. Countries fought in the French and Indian War for various reasons. Colonies were created to make the mother countries wealthier.

| CONFLICT AND REBELLION (1740-1774) | | | | |
|--|--|---|-------------------------------------|--|
| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |
| 3. identify the development of American identity and unity by examining developments in British North America and the responses to them by the British government in England. (6, 7) | 6.1.12.B.2.a 6.1.12.C.2.b RH.9-10.1, 3, 4 WHST.9-10.1-5 8.1.12.A.5 8.1.12.D.2 | <ul style="list-style-type: none"> • research primary sources to compare and contrast the colonization goals between the French and the British with respect to Native Americans; use video segments from “Last of the Mohicans” to examine the relationship between colonists and Native Americans. • research and role play a negotiation to resolve conflicts between the ambassadors of Britain and the colonies over who should pay for the French and Indian War. | Teacher-created criteria and rubric | <i>The Last of the Mohicans</i> : DVD. Twentieth Century Fox, 1999 |
| a) demonstrate how the British victory in the French and Indian war resulted in tension between the British and their colonial allies. | | | Teacher-created criteria and rubric | |

CONFLICT AND REBELLION (1740-1774)

| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
|--|------------------|---|--|----------------------|
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |
| b) examine the cause and effect of the British taxation policy on the colonies. c) analyze the emergence of colonial militias and the development of the first Continental Congress in response to British authority. | | <ul style="list-style-type: none"> • create a cause and effect chart of British taxation policies. • write a letter from the perspective of a colonial teenager regarding the impact of British taxation policies on their families' lives. | Teacher observation Teacher-created criteria and rubric | |

IV. WAR OF INDEPENDENCE & BEYOND (1775-1787) - Suggested Timeframe: 15 Days

- Essential Question(s):** Was the American War for Independence a revolution? Was there an American nation at this point in history? In what ways and to what extent was the Revolution also a Civil War? How was the upper class able to acquire the assistance of the lower classes in the struggle for independence?
- Enduring Understanding(s):** Change comes through revolution. Many diverse groups came together to support the Patriots war for independence. Political freedom often comes at a great cost. The Declaration of Independence encompasses key aspects highlighting political freedoms.

| WAR OF INDEPENDENCE & BEYOND (1775-1878) | | | | |
|---|------------------|---------------------------|-------------------------------|----------------------|
| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>4. identify the reasons for the success of the American colonists in the Revolutionary War and assess the effectiveness of the government they created under the Articles of Confederation. (8, 9, 10, 11)</p> <p>a) analyze the significance of the political and economic break from Britain.</p> <p>b) examine the role of George Washington as both leader of the Continental army and advocate for a stronger central government.</p> | <p>6.1.12.A.2.a, c, f 6.1.12.B.2.b 6.1.12.C.2.a 6.1.12.D.2.a-e RH.9-10.2, 5 WHST.9-10.1-10a 8.1.12.E.1</p> | <ul style="list-style-type: none"> ● break down the Declaration of Independence into its component phrases and charges (against the British) and assess the meaning, impact, and accuracy of each phrase and charge. ● analyze Thomas Paine’s pamphlet <i>Common Sense</i>. Using the practice PARCC Common Sense Reading excerpt. ● examine the issues and analyze the outcomes of George Washington’s role in the war; view segments from <i>The Crossing</i> and write a journal entry response describing the various challenges. | <p>Structured discussion with rubric</p> <p>Common Sense PARCC questions</p> <p>Journal response will be assessed using established criteria and rubric</p> | <p><i>The Crossing</i>. A & E Television Networks, Columbia Tristar Production, 2002</p> <p>http://sharepoint.pthsd.k12.nj.us/ci/socialstudies/Lists/Announcements/AllItems.aspx</p> |
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WAR OF INDEPENDENCE & BEYOND (1775-1878)

| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
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| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>(continued)</p> <p>c) describe the role played by New Jersey and its citizens in the American Revolution.</p> <p>d) assess the immediate political, economic, and social consequences of the American victory over Great Britain.</p> | | <ul style="list-style-type: none"> • use a current and historical map of New Jersey to research the location and events of key battles in the American Revolution in New Jersey. • research changes that affected society after the Revolutionary War, to determine the impact the victory had on the United States. | <p>Teacher criteria and rubric</p> <p>Essay: <i>How did the colonial militias and the Continental Army defeat Britain, the greatest global power and what was the effect of the victory?</i></p> | |
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V. THE CONSTITUTIONAL ERA (1787-1791) - Suggested Timeframe: 20 Days

Essential Question(s): What are the limits of the power of government? How do you balance government power and individual rights? To what extent is the Constitution a conservative document designed to maintain power in the hands of the elite? How did philosophers inspire the Constitution?

Enduring Understanding(s): New governments faced changes due to the Nation's growth when more people arrived and lands were acquired. Compromise is the key to solving the issues that exist between political ideas and social reality. Over time, governments are shaped by principles and ideals. Laws protect citizens. Rights and responsibilities are guaranteed in the United States Constitution and Bill of Rights. Governments balance the rights and responsibilities of individuals with the common good. Federalists and Anti-federalists both presented valid concerns during the ratification period. The creation of a federal system is at once a unique solution to strong state governments and a lasting cause of political arguments and impotence.

| THE CONSTITUTIONAL ERA (1787-1791) | | | | |
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| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>5. identify the general framework for the new government and recognize the elements of the debates and discussions that were required for the compromises contained within the Constitution. (12, 13, 14)</p> <p>a) identify the changes made from the Articles of Confederation to the Constitution.</p> <p>b) distinguish between enumerated, implied and reserved powers.</p> | <p>6.1.12.A.2.b-f 6.3.12.A.1 6.3.12.C.1 6.1.12.D.2.b RH.9-10.1, 2, 4, 5, 6, 9 WHST.9-10.1-10 8.1.12.A.5 8.1.12.A.3</p> | <ul style="list-style-type: none"> • use text and view “Are We to Be One Nation” in Liberty: The American Revolution series to examine early forms of government. • create a pro/con chart of post war society and share their responses in a class discussion. • compare the Articles of Confederation to the Constitution in groups and discuss the strengths and weaknesses. | <p>Teacher observation</p> <p>Test / Quiz</p> <p>Structured research and discussion rubric</p> | <p><i>Liberty</i>. Videocassette. Time Warner , 1997.</p> |
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| <i>THE CONSTITUTIONAL ERA (1787-1791)</i> | | | | |
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| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>(continued)</p> <p>c) recognize the systems of federalism and checks and balances and assess the ways in which it strengthened the government while protecting the people from tyranny.</p> <p>d) explain the critical role of compromise in the Constitutional Convention and its long standing impact on the nation.</p> <p>e) define the framework that the constitution provides for the new government.</p> <p>f) discover the qualities that made the constitution a lasting document.</p> | | <ul style="list-style-type: none"> • read text on the electoral college and respond in a jigsaw on the elections of 1800, 1824, 1876 and 2000; students explain the election outcomes and assess the need for the electoral college. • research the Constitution using the National Constitution Center website; have a discussion to evaluate events over time and on how the document has protected liberty and freedom up to the present. • create a graphic organizer highlighting the responsibilities of each branch of government. • answer the following in an essay: Why is the Constitution considered a living document? Do you feel this has helped the Constitution survive time? Explain your answer. | <p>Class discussion</p> <p>Written assessment graded according to teacher-created criteria and rubric</p> <p>Completed graphic organizer, class discussion</p> <p>Written response graded using teacher-created criteria and rubric</p> | <p>www.constitutioncenter.org National Constitution Center, Philadelphia, PA. 2005</p> <p><i>How a Congress Member Decides to Vote: interactive simulation.</i> Congress at Indiana University</p> |
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| THE CONSTITUTIONAL ERA (1787-1791) | | | | |
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| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>g) evaluate the importance of separation of powers and checks and balances within the constitution.</p> <p>h) distinguish between the goals of the Federalists and Anti- federalists in the need to create the Bill of Rights to protect our most important freedoms such as the right to free speech.</p> <p>i) explain why American ideals put forth in the Constitution and Bill of Rights (i.e., due process, rule of law, search and seizure, Miranda Rights and other individual rights) have been denied to different groups of people throughout time.</p> | | <ul style="list-style-type: none"> debate in a convention format the views of the anti-Federalists and the Federalists. cooperatively research a current or past U.S. Supreme Court Bill of Rights case and argue the case to the class using technology. The class will act as Supreme Court Justices. | <p>Teacher-created criteria and rubric</p> <p>Research, peer evaluation, use of technology and written assenting and dissenting opinions.</p> <p>Teacher-created criteria and rubric</p> | <p>www.billofrightsinstutue.org/resources/educator-resources/landmark-cases/ Bill of Rights Institute</p> |
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VI. THE NEW NATION (1789- 1816) - Suggested Timeframe: 19 Days

Essential Question(s):

How did the Federalist Era establish constitutional and governmental precedents? Did foreign or domestic affairs have a larger impact in the development of the First Party system? Why did the Revolutionary generation, united in the defeat of Britain, divide so rapidly into opposing sects? How radical were the social, economic and ideological changes that occurred during and after the Revolution?

Enduring Understanding(s):

The principles and ideals underlying American democracy are designed to promote the freedom of the American people. Individuals play a role in creating a nation. Individuals, groups, and societies have the opportunity to make significant political choices and decisions, which have consequences. The U.S. Constitution created a national government composed of three branches, each of which has a unique structure and function. Policies and actions of early Presidents helped to shape the national government and the development of Constitutional powers. The scope of federal power under the Constitution was debated from the start of the country and continues to this day.

| <i>THE NEW NATION (1789-1816)</i> | | | | |
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| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |
| 6. examine how the differences between the loose and strict constructionists (Federalists vs. Jefferson Republicans) caused far ranging political conflict. (15, 16) a) evaluate the precedents and the composition of Washington’s new government. b) identify issues that led to the emergence of political parties. | 6.1.12.A.2.d, e, f RH.9-10.1, 3, 6, 9 WHST.9-10.1-5 8.1.12.C.1 8.1.12.A.5 | <ul style="list-style-type: none"> role-play a dinner at Jefferson’s home attended by Madison and Hamilton and evaluate the resulting compromise. examine Washington’s presidency to determine his position on several issues during his presidency, such as the Whiskey Rebellion and Northwest Indian War. | Teacher-created criteria and rubric Teacher observation, completed research guide | <i>Founding Brothers.</i> DVD. A & E Television Networks The History Channel, 2002 <i>The Judicial Branch:</i> Videocassette. Schlessing, 2002 (Central Jersey Media Services) |
| <i>THE NEW NATION (1789-18 6)</i> | | | | |
| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>c) assess the significance of the election of 1800 in the peaceful transfer of power from one political party to another.</p> <p>d) evaluate Judicial Review and the Supreme Court decisions under Chief Justice John Marshall and the growth of the Supreme Court.</p> | | <ul style="list-style-type: none"> research and analyze their political preferences of Republican vs. Democrat and compare ideas to Hamilton and the Jefferson in a Venn Diagram. students will conduct an election of 1800, (see appendix). <p>1. read the Supreme Court’s decision in <i>Marbury v Madison</i> (1801) and view <i>The Judicial Branch</i> in preparation for a written response to the following prompt “What role does the Supreme Court have in defining democracy?”</p> | <p>Completed Venn Diagram, class discussion</p> <p>See Authentic Assessment</p> <p>Test / quiz Teacher-created criteria and rubric</p> | |
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VII. INDUSTRIALISM, NATIONALISM, AND MANIFEST DESTINY (1817 – 1848) - Suggested Timeframe: 18 Days

Essential Question(s): How did the industrial revolution and new nationalism fuel westward expansion?

Enduring Understanding(s): Technological innovations have consequences, both intended and unintended, for a society. Changes in **Understanding(s):** transportation, industry, and population resulted in the creation of a national market economy. The developing market economy had immense effects on social and class structures. Beliefs and ideals of a society shape the social, political, and economic decisions of that society.

| INDUSTRIALISM, NATIONALISM, AND MANIFEST DESTINY (1817-1848) | | | | |
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| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>7. identify and evaluate the reasons for the Market Revolution and assess its impact on American society and economy. (17, 18, 19, 20, 21)</p> <p>a) analyze how technological developments transformed the economy, created international markets, and affected the environment in NJ and the nation.</p> <p>b) examine the growth of nationalism and issues in the period of Era of Good Feelings.</p> <p>c) identify and assess the growing sectional issues.</p> | <p>6.1.12.A.3.b, c, h 6.1.12.D.3.b 6.2.12.C.3.a.,b 6.1.12.C.3.b RH.9-10.2, 3, 7, 9 WHST.9-10.1-5 8.2.12.A.2 8.2.12.C.3</p> | <ul style="list-style-type: none"> • discuss the changes in technology in the 20th century to the changes of the industrial revolution; create a chart of significant inventions and analyze their impact on society in a document based essay. • research and analyze industrialization in the nation and New Jersey. • complete a five-paragraph essay utilizing previously created thesis statement while applying it to industrialization in NJ. • rewrite the four principles of the Monroe Doctrine in your own words and evaluate the long term effects. | <p>Industrial Revolution: write a thesis and support with facts on: “<i>Was the Industrial Revolution good or bad for society?</i>”</p> <p>View the PBS video <i>Mill Times</i> and complete teacher generated questions.</p> <p>Teacher-created criteria and rubric</p> <p>Teacher observation Checklist and/or teacher-created rubric</p> | <p>Industrial Revolution: Lesson Four: <i>History Unfolding</i>. Wisconsin: Highsmith, Inc. 2002</p> <p>http://sites.bergen.org/ourstory/resources/paterson/trains/Pat_Industry.htm</p> |
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INDUSTRIALISM, NATIONALISM, AND MANIFEST DESTINY (1817-1848)

| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
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| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>d) analyze and the causes and effects of the War of 1812.</p> <p>e) evaluate the impact of the growing political and economic imbalances within the sections of the country in the aftermath of the War of 1812.</p> | | <ul style="list-style-type: none"> • chart on a map key factors in the differences between the industrial north and the agricultural south • research the causes and effects of the war and respond to prompt, “Why was the War of 1812 considered the Second War Of Independence?” • use a map and diagram the westward movement and assess its economic and political impact. | <p>Teacher observation Checklist and/or teacher-created rubric</p> <p>Written response graded using teacher-created criteria and rubric</p> <p>Teacher observation</p> | <p><i>The War of 1812.</i> DVD. A & E Television Networks, The History Channel, 2005.</p> |
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VIII. JACKSONIAN ERA & REFORM (1828-1854) – Suggested Timeframe: 12 days

Essential Question(s): How did Jackson’s Presidency and the Era of Reform alter American politics and society? How did the spoils system affect American Politics? Why did reform movements take place during this time period?

Enduring Understanding(s): A number of social reform movements, including the temperance and abolitionist movements, gained strength during this time. The abolitionist movement showcased why civil rights were needed for African Americans.

| JACKSONIAN ERA & REFORM (1828-1854) | | | | |
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| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>8. examine and analyze the role that politics in general and Andrew Jackson in particular played in the reform and democratic movements of the periods. (22, 23)</p> <p>a) investigate the consequences of the spoils system on American politics.</p> <p>b) Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.</p> <p>c) explain and judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>d) identify the causes behind the</p> | <p>6.1.12.A.3.e-g,i 6.1.12.C.3.b 6.1.12.D.3. d-e RH.9-10.3, 5, 6, 8 WHST.9-10.1-10 8.1.12.A.2-3</p> | <ul style="list-style-type: none"> develop an answer to the following prompt: “Was Jackson’s popularity due to what he did as a president or more to his image as a man of the people, at a time when democracy and the common man were being celebrated as never before.” research a 19th century reform and create a recruitment brochure; research / share in a class discussion the current status of this reform. participate in a discussion on <i>Racial Equality in America</i> complete PARCC Narrative Writing Task on Trail of Tears. | <p>Teacher-created criteria and rubric</p> <p>Teacher-created criteria and rubric</p> <p>Teacher observation Peer feedback</p> <p>PARCC rubric</p> | <p>Jacksonian Democracy: Lesson 5 <i>History Unfolding</i>. Wisconsin: Highsmith, Inc. 2002</p> <p>Prentice Hall Study Guides, <i>Civil Rights in America</i>, 2005 Race Discussion Guide: Public Agenda 2007</p> <p>PARCC Graphic organizer e-Textbook/DBQ</p> |
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JACKSONIAN ERA & REFORM (1828-1854)

| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
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| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>wave of reform movements, <i>i.e. Second Great Awakening.</i></p> <p>e) analyze the abolitionist movement and the challenges African Americans face for freedom and racial equality.</p> | | <ul style="list-style-type: none"> analyze primary and secondary sources on the Indian Removal Act to determine its legitimacy and its connection to Manifest Destiny. research a major abolitionist (Frederick Douglass, etc.) and write a speech that would be given as an introduction to this speaker. research the reform movement using the e-textbook and construct a Reformers Magazine analyze the history of slavery, civil rights legislation, Supreme Court Decisions (i.e. Amistad) and the challenges America faces to achieve racial equality. | <p>Students are to defend the Native Americans by writing a letter to their local representative.</p> <p>Completed research packet and speech Teacher-created rubric</p> <p>Complete a Civil Rights Timeline and research the discussion guide on Race on Public Agenda.</p> <p>Groups of students will work together to publish a Reformers Magazine.</p> | <p>PBS Video Andrew Jackson: Good, Evil and the Presidency</p> <p>e-Textbook CK12-Sourcebook</p> <p>www.law.cornell.edu/background/amistaopinon.html</p> |
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IX. EXPANSION, SLAVERY & UNAVOIDABLE CONFLICT (1830-1860) Suggested Timeframe: 13 days

Essential Question(s): Why was compromise unable to avert conflict in 1860 when it had been success in the prior four decades? Was the Mexican War justified? To what extent do the territorial acquisitions of the Mexican War, in the words of Ralph Waldo Emerson, “poison” the United States?

Enduring Understanding(s): Manifest Destiny driven by American exceptionalism, contributed greatly to the geographical growth of the nation. Justifying expansion proved problematic as the nation grapples with the social and economic impact of its actions. The desire for new territory results in conflict with native peoples and foreign nations.

EXPANSION, SLAVERY & UNAVOIDABLE CONFLICT (1830-1860)

| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
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| <i>The student will be able to:</i> | | <i>Students will:</i> | | |
| <p>9. identify the events which led to the four great compromises of the antebellum period and assess their success in maintaining national unity. (24, 25, 26)</p> <p>a) analyze the causes and effects of Manifest Destiny that lead to the annexation of Texas and the war with Mexico.</p> | <p>6.1.12.A.3.a-b, d, f-h 6.1.12.A.4.a 6.1.12.B.3.a 6.1.12.D.3.a, c RH.9-10.1, 3, 6-8 WHST.9-10.1-10 8.1.12.E.1 8.1.12.D.1</p> | <ul style="list-style-type: none"> research and debate/write an essay answering the following: Imagine that you are the Mexican Governor of the province of Texas and visiting with the President of the US discussing the illegal immigration of US citizens into Mexico. How do you respond? Students evaluate situation from perspectives. research the causes and effects of Manifest Destiny and create a cause and effect chart detailing the events leading to annexation of Texas and the war with Mexico. | <p>Teacher-created criteria and rubrics</p> <p>Teacher observation</p> | <p>The American Experience: The Alamo. PBS. 2004</p> |
| <i>EXPANSION, SLAVERY & UNAVOIDABLE CONFLICT (1830-1860)</i> | | | | |
| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>b) explain how the advent of westward expansion led to political conflict in congress over slave states versus free states in regards to representation.</p> <p>c) recognize and assess the social and political effects of Compromise of 1850 and the Dred Scott decision.</p> <p>d) identify the electoral college success of Abraham Lincoln in the Election of 1860 and assess the political reasons leading to his victory and the subsequent secession of the South.</p> | | <ul style="list-style-type: none"> • use desk maps in a paired activity outlining the impact of the slave states on the Senate; evaluate the long term consequences of these changes. • research using <u>American Odyssey</u> - Write an editorial from the viewpoint of a major northern newspaper on either the Dred Scott decision or the Fugitive Slave Act. • read Chapter 10, Section 4 of the iBook - <i>Prentice Hall: United States History</i> | <p>Teacher observation, class discussion</p> <p>Written response graded using teacher criteria and rubric</p> <p>Complete practice PARCC Assessment utilizing Chapter 10, Section 4 reading.</p> | <p><i>American Odyssey: From Slavery to Civil Rights</i>. The American Memory Collection: African Library of Congress. 2003</p> <p>See Appendix for Practice PARCC Civil War guidelines</p> |
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X. THE CIVIL WAR – Suggested Timeframe: 13 days

Essential Question(s): Was the Civil War inevitable from the start of our union? How and why does the Union do so poorly in the early years of the war despite having all the economic and political advantages? Why did President Lincoln first oppose emancipation and then later issue the Emancipation Proclamation?

Enduring Understanding(s): Effective military leadership is essential in waging war. The diversity the North’s economy provided an immense advantage over the South in waging the Civil War. Large-scale wars often disrupt the social, political, and economic life of a nation.

| THE CIVIL WAR | | | | |
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| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |

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| <p>10. analyze the strengths and weaknesses of both the Union and Confederate forces as well as the strategies they developed before and during the War Between the States. (27, 28)</p> <p>a) determine the role that slavery played in the war by assessing President Lincoln’s handling of the issue.</p> <p>b) evaluate important battles, turning point events in the war and the reasons the Union defeated the Confederacy.</p> <p>c) explain why the American Civil War was more costly to the United States than previous conflicts.</p> | <p>6.1.12.A.4.b, d 6.1.12.A.4.c 6.1.12.B.4.a 6.1.12.C.4.a, c 6.1.12.D.4.a RH.10.3 – 7 WHST.9-10.1-10 8.1.12.A.2 8.1.12.A.5 8.1.12.B.5 8.1.12.E.1</p> | <ul style="list-style-type: none"> research political cartoons on the Rise of Lincoln and participate in a discussion on “Why Lincoln was able to save the union?” create newspaper articles or a multimedia presentation using Matthew Brady Photos of the Civil War; provide the cause and effect of the battles/events. view videos clips from Gettysburg and Gods and Generals and write an journal entry on the war from a soldier. write a Civil War dialog between Grant, Lincoln and Lee focusing on key battles and events during the war. | <p>Teacher observation Structured discussion using teachercreated criteria and rubric</p> <p>Written response graded using teacher criteria and rubric</p> <p>Structured discussion using teachercreated criteria and rubric</p> <p>Teacher-created rubric</p> | <p><i>Looking at Lincoln</i>, Traveling Exhibit, Gilder Lehrman, 2007</p> <p><i>Glory</i>. Dir. Edward Zwick. DVD. Tristar, 1989.</p> <p><i>Gettysburg</i>. Dir. Ronald F.Maxwell. DVD. Time Warner , 2000.</p> <p><i>Gods and Generals</i>. Dir. Ronald F. Maxwell. DVD. Time Warner. 2003</p> <p>e-textbook</p> |
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THE CIVIL WAR

| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
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| <p><i>The student will be able to:</i></p> | | <p><i>Students will:</i></p> | | |
| <p>10. (continued)</p> | | <p><input type="checkbox"/>create and analyze graph comparing the American Civil War with the American Revolution, War of 1812, and the Mexican American War. Students will then participate in a discussion that will compare and contrast information from the wars mentioned above.</p> | <p>Completed graph Teacher observation</p> | <p>http://www.militaryfactory.com/american_war_deaths.asp</p> |

XI. RECONSTRUCTION & THE NEW SOUTH (1865-1877) – Suggested Timeframe: 11 days

Essential Question(s): How was the nation politically, socially, and economically altered by the Civil War & Reconstruction? To what extent does the Civil War create a “new nation” in the words of Abraham Lincoln?

Enduring Understanding(s): The Civil War is deemed as America’s costliest war as losses from either side, cost the US as a whole. The Executive and Legislative branches often struggle for power and authority to deal with problems and situations that aren’t clearly outlined in the Constitution. Despite the war ending and slavery being outlawed, African Americans still faced many discriminatory actions and laws in the years to come. The right to vote granted to African Americans by the 15th Amendment temporarily moved them from “the auction block to the Ballot Box.”

| RECONSTRUCTION & THE NEW SOUTH (1865-1877) | | | | |
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| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| The student will be able to: | | Students will: | | |
| 11. analyze the social, political and economic challenges facing the country after the Civil War and the reasons that northern politicians were focused on the South. (29, 30, 31) a) analyze the political controversy between the president and congress concerning the readmission of the former confederate states. b) examine the issues leading to the passage of the Reconstruction Amendments and the effect they had on African-American rights and status. | 6.1.12.A.4.d 6.1.12.B.4.b 6.1.12.C.4.b 6.1.12.D.4.b-e RH.9-10.6-8, 10 WHST.9-10.1-5 8.1.12.A.1 | <ul style="list-style-type: none"> view the PBS documentary: “The Second Civil War” and complete a writing prompt, “What did Reconstruction accomplish?” develop a spread sheet laying out the Reconstruction ideas and plans of Lincoln, Johnson, and Congress. assess the following question: Why did so many historians consider Reconstruction a failure for the first seventy years of the 20th century? | Written response graded using teacher-criteria and rubric Students write an opinion essay to pass or reject the amendments to Presidents Johnson and Grant Assess using a rubric that assesses argument, evidence, analysis and accuracy. | The American Experience: <i>Reconstruction The Second Civil War.</i> PBS 2004 |
| RECONSTRUCTION & THE NEW SOUTH (1865-1877) | | | | |

| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
|---|------------------|---|-----------------------------------|--------------------------|
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |
| c) describe the effect of Reconstruction to improve life for African Americans and other groups in society. | | <input type="checkbox"/> use political cartoons to analyze the Black Codes and post- Civil War south. | Test / quiz | |

XII. THE GROWTH OF AMERICAN INDUSTRY (1865-1900) – Suggested Timeline: 13 days

Essential Question(s): To what extent was American industrial growth the result of a governmental policy of laissez-faire? To what extent does corporate economic power lead to political power? What is the purpose of a labor union? Why are political reformers who seek regulation viewed as radicals?

Enduring Understanding(s): The rising power of corporations had an immense impact on democracy and democratic practices of the American government; debates were sparked and continue on the proper role of government in the economy. People often form associations to deal with stronger entities and the seeming loss of economic and political roles in society. Developments in transportation opened up isolated regions of the country to all Americans. The emergence of large corporations utilized innovative techniques in corporate structuring and marketing techniques to establish monopolies in their industries. Many Americans stressed that it was an economic policy of laissez-faire capitalism that was responsible for American economic growth.

| THE GROWTH OF AMERICAN INDUSTRY (1865-1900) | | | | |
|---|--|--|--|--|
| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |
| 12. identify the primary reasons that the United States was able to rise so quickly in economic strength in the last third of the nineteenth century. (32, 33) a.) identify the new industries and technological advancements that contributed to the growth of cities, impact on the environment, and the national economy. | 6.1.12.A.5.a-c 6.1.12.B.5.a, b 6.1.12.C.5.a-c 6.1.12.D.5.a-d 6.1.12.C.3.b 6.3.12.C.1 RH.9-10.5 – 9 WHST.9-10.1-10 8.1.12.F.1 8.2.12.B.1 | <ul style="list-style-type: none"> research and debate/write an essay on the new inventions and how life has changed for some Americans; create a web diagram. view the PBS documentary on New York, episode III: “Sunshine and Shadows” on the Brooklyn Bridge; students will examine film segment for the technological advances and the political impact. | Teacher observation Students create a Comparison Chart of advantages / disadvantages of the great age of industry | <i>Episode III 18651898 Sunshine and Shadow.</i> Dir. Ric Burns. Time Warner / Steeplechase Films, 1999. <i>Chicago: City of the Century.</i> Dir. Austin Hoyt. American Experience WGBH 2003 |

THE GROWTH OF AMERICAN INDUSTRY (1865-1900)

| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
|---|------------------|--|---|--------------------------|
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |
| <p>b.) analyze how the ideas of social Darwinism affect Americans' views toward big business.</p> <p>c.) identify the economic as well as the political impact of the existence of giant trusts and monopolies that emerged in this period.</p> <p>d.) evaluate the emergence of national labor unions and examine their methods and success in combating the practices of corporate trusts and monopolies.</p> <p>e.) distinguish between the goals of radicals (socialists and anarchists) and those committed to liberal reform in addressing the consequences of industrialization.</p> | | <ul style="list-style-type: none"> • use <i>American Experience</i> website for Rockefeller and Carnegie in order for students to compare and contrast Andrew Carnegie and John Rockefeller in the ways they entered into, controlled, and dominated their respective industries. • analyze the primary sources such as Thomas Nast's political cartoons or text readings. • debate whether the great industrialists of the Gilded Age were Captions of Industry or Robber Barons; use <i>The Gilded and the Gritty America</i> from National Humanities Center. • research basic issues of both labor and management; create roles and simulate a labor contract negotiation. | <p>Discussion and analysis of Robber Baron VS Captain: results explained by creating a six sided cube with defining characteristics; teacher criteria and rubric</p> <p>Test/quiz</p> <p>Structured discussion using criteria and rubric.</p> <p>Teacher-created rubric</p> | |

XIII. DEVELOPMENT OF THE AMERICAN WEST (1865- 1900) - Suggested Timeframe is 9 Days

Essential Question(s): To what extent is the frontier closed by the end of the nineteenth century? Why did Americans consider that the

frontier had closed in 1890 and what social and political effects did that have? Why is this period considered “the last West?”

Enduring**Understanding(s):**

The natural environment shaped the development of the West and the lives of those who lived there. The transcontinental railroad impacted the development of the west and Native American resistance. Native Americans were finally removed from lands promised under the concentration and reservation policies of the mid-19th century.

| <i>DEVELOPMENT OF THE AMERICAN WEST (1865- 1900)</i> | | | | |
|---|---|--|---|--|
| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |
| <p>13. Assess the degree that the natural environment shaped the development of the West and the lives of those who lived and settled there. (34, 35, 36)</p> <p>a) evaluate the impact of the transcontinental railroad on the development of the west and the resistance of Native American society.</p> <p>b) recognize the importance of the buffalo to the Plains Indians and the problems with the white settlers in the late 19th century.</p> <p>c) analyze the development of farmers alliances and the emergence of the Populist Movement.</p> | <p>6.1.12.B.3.a 6.1.12.C.5.b RH.9-10.1, 2, 4, 7, 9 WHST.9-10.1-5 8.1.12.C.1</p> | <ul style="list-style-type: none"> view segment from <i>Into the West</i>” Episode IV <i>Hell on Wheels</i> and respond to prompt: How could the American government have protected Native Americans’ rights and encouraged the growth of industry? map activity identifying the significant Native American conflicts and their impact. use text to create a web diagram describing the financial effects of economic instability from 1870 to 1900. | <p>Written editorial on forced American assimilation vs. Native American genocide</p> <p>Teacher created criteria and rubric</p> <p>Structured discussion using teacher created criteria and rubric</p> | <p><i>Into The West. Episode IV: Hell on Wheels</i> California: Dir. Steven Spielberg. DVD. Time Warner / DreamWorks, 2005</p> <p><i>The Gilded and the Gritty America: sect. on Power.</i> The National Humanities Center. 2005</p> |

DEVELOPMENT OF THE AMERICAN WEST (1865- 1900)

| <i>CONTENT OUTLINE</i> | <i>Standards</i> | <i>SUGGESTED ACTIVITY</i> | <i>EVALUATION/ ASSESSMENT</i> | <i>TEACHER NOTES</i> |
|-------------------------------------|------------------|--|-----------------------------------|--------------------------|
| <i>The student will be able to:</i> | | <i>Students will:</i> | | |
| 13) continued | | <input type="checkbox"/> define and assess the Populists overarching demands; read and debate the issues on the conflict between industrialists and the farmers. | Test / Quiz | |

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APPENDIX A SAMPLE AUTHENTIC ASSESSMENT

AUTHENTIC ASSESSMENT

THE ELECTION OF 1800

Your class has been asked by the *Constitutional Times* to analyze the election campaign speech and debate that took place between the Federalists (John Adams) and the Jeffersonian Republicans (Thomas Jefferson). Based on your analysis, you must present the best argument for your side to win.

Your Political Party: Jeffersonian Republicans or Federalists

Your Role: Presidential Candidate, Farmer, Middle Class Merchant, Minister, Immigrant,
Government worker (tax collector), Wealthy Banker, Slave, Working class: Textile mills, iron forge, dock loader, etc.

Your Task: Speech, Questions and Answers, Editorial

AUTHENTIC ASSESSMENT (continued)

TEACHER NOTES**Task:**

Complete your assigned task as defined below.

Speakers:

- Write and present a 3 minute speech (____ pages)
- Accept and attempt to answer a minimum of 4 questions from audience
- Deliver a compelling 1 minute closing speech using arguments from the Q &A
- 2nd speaker will answer the questions

Editorial writers:

- From your perspective role (farmer, etc) write a persuasive editorial presenting a convincing argument for your presidential candidate
- Minimum 1 ½ page typed 12 pt and 1.5 spaces; handwritten skip lines – 3 pages minimum

Question and Answers:

- From your perspective role (farmer, etc) write a minimum of 4 questions and answers that relate to your situation in society
- Questions demonstrate research and understanding of the economy/society and needs of your group
- Minimum 1 ½ pages typed 12 pt and 1.5 spaces
- Create a NAMEPLATE with your name and a graphic/slogan that identifies your job in society

Research:

- Everyone is to research the society in the new nation at the time of the Election of 1800: economic and industry, inventions, government, foreign affairs, religious, slavery, etc.
- Use information on the chart on the reverse to understand the broad political issues and interpret
- Use Text CH 6, 7 and 8
- Read the library texts and use historical figures (where appropriate) for your assignment, use quotes and discuss issues that were of concern in that time period
- Write an informal bibliography of your sources – use text name and page numbers

| | | | |
|------------------------|----------------------------|--------------|--------------------------------|
| Name: | | Date: | |
| Political Party | Federalist or Jeffersonian | Role: | Low Class Worker, Banker, etc. |
| | | Task: | Speaker, Editor, Q & A |

The Election of 1800

Sample Rubric - Speaker

- Speaker 1: Deliver a 3 minute opening speech and a compelling 1 minute closing speech using arguments from the Questions & Answers Speaker 2: Responds to audience questions with clear examples, logical ideas
- Demonstrate understanding of the issues of the time (social, political, economic) Includes Bibliography

| | Above Standard | Standard | Below Standard | Needs Improvement |
|---------------------|--|--|---|---|
| Presentation | Poised and clear articulation; proper volume; good posture and eye contact; enthusiasm; confidence; creative | Clear articulation and volume adequate; overall body posture adequate; somewhat enthusiastic; some originality | Some mumbling, little eye contact, uneven rate, little or no expression; little originality | Inaudible or too loud, no eye contact; rate too slow or too fast, speaker seemed uninterested and used monotone; repetitive |
| Content | <p>Clear understanding of key points of <u>political party</u>; research evident and good interpretation of ideas;</p> <p>Specific examples (speech and Q&A) are appropriate and clearly responds to thesis;</p> <p>Succinct but not incomplete</p> <p>Includes bibliography minimum two sources</p> | <p>Adequate understanding of key points of <u>political party</u>;</p> <p>Research adequate and interpretation of ideas;</p> <p>Examples are appropriate (speech and Q&A) and thesis mostly explained;</p> <p>Generally very well organized but better transitions between ideas needed</p> <p>Includes a bibliography</p> | <p>Limited understanding of key points of <u>political party</u>;</p> <p>Research inadequate and interpretation of minimal;</p> <p>Examples not related to thesis; organized but better transitions between ideas needed</p> <p>Includes a listing of resources, not a bibliography</p> | <p>Lacks understanding of key points of <u>political party</u>;</p> <p>Little research and no interpretation;</p> <p>Few examples and thesis not explained</p> <p>No listing of resources</p> |

Sample Rubric - QUESTIONS AND ANSWERS

- o From your perspective role (farmer, etc) write a minimum of 4 questions and answers that relate to your situation in society
- o Questions demonstrate research and understanding of the economy/society and needs of your group
- o Minimum 1 ½ pages typed 12 pt and 1.5 spaces; Includes bibliography two sources minimum
- o Create a NAMEPLATE with your name and a graphic/slogan that identifies your job in society

| | Above Standard | Standard | Below Standard | Needs Improvement |
|---------------------|---|---|--|--|
| Presentation | Poised and clear articulation; proper volume; good posture and eye contact; enthusiasm; confidence | Clear articulation and volume adequate; overall body posture adequate; somewhat enthusiastic; some originality | Some mumbling, little or no expression; little originality | Inaudible or too loud, speaker seemed uninterested and used monotone; repetitive |
| Content | Questions demonstrate a clear understanding of key points of <u>political party</u> ; research evident and good interpretation of ideas; specific examples are appropriate <u>Nameplate</u> is VISIBLE , creative, factual Includes bibliography minimum two sources | Questions demonstrate an adequate understanding of key points of <u>political party</u> ; research and good interpretation of ideas; specific examples are adequate <u>Nameplate</u> is unclear or not creative Includes a bibliography | Questions lack an adequate understanding of key points of <u>political party</u> ; little research and limited interpretation of ideas; specific examples are adequate <u>Nameplate</u> is unclear or not creative Includes a listing of resources, not a bibliography | Questions show poor understanding and few/no key points of <u>political party</u> ; no research or limited interpretation of ideas; few examples <u>Nameplate</u> is not created No bibliography |

SAMPLE RUBRIC - EDITORIALISTS

| | Above Standard | Standard | Below Standard | Needs Improvement |
|------------------------------|---|---|---|---|
| PURPOSE | <ul style="list-style-type: none"> ● Establish and maintain clear understanding of assignment ● Clear identification of compelling arguments, and explanation | <ul style="list-style-type: none"> ● Demonstrates clear understanding of assignment ● Good understanding of argument and explanations | <ul style="list-style-type: none"> ● Inconsistent understanding of assignment ● Vague understanding of arguments and or limited explanations | <ul style="list-style-type: none"> ● Little or no understanding of assignment ● No mention of arguments or attempt to explain ideas |
| ORGANIZATION | <ul style="list-style-type: none"> ● Strong introduction and conclusion ● Logical sequence of ideas through well developed paragraphs | <ul style="list-style-type: none"> ● Introduction and conclusion ● Paragraph development present but not perfect | <ul style="list-style-type: none"> ● Introduction and conclusion present but not developed ● Paragraphs are weak or lack structure | <ul style="list-style-type: none"> ● No introduction or conclusion ● No or little evidence of paragraph structure ● Illogical organization of ideas |
| CONTENT and RESOURCES | <ul style="list-style-type: none"> ● Accurate information ● Sufficient information ● Specific information ● Bibliography | <ul style="list-style-type: none"> ● Accurate information ● Sufficient information ● Specific information ● Bibliography | <ul style="list-style-type: none"> ● Some inaccuracies ● Not enough information ● Information too general ● Bibliography | <ul style="list-style-type: none"> ● Information is largely inaccurate ● Inappropriate information for assignment ● No bibliography |
| MECHANICS and STYLE | <ul style="list-style-type: none"> ● Accurate spelling, punctuation, sentence structure ● Good transitions used to enhance style ● Required length | <ul style="list-style-type: none"> ● Few errors in spelling, punctuation, sentence structure ● Some transitions used ● Length is appropriate | <ul style="list-style-type: none"> ● Several errors in spelling, punctuation, and sentence structure ● Few transitions used ● Length is too short / long | <ul style="list-style-type: none"> ● Multiple errors in spelling, punctuation, and sentence structure ● No transitions used ● Length is too short / long |

HOW A MEMBER DECIDES TO VOTE

You are to take the position of a congressperson from your suburban community - Parsippany. You are to attend all meetings, conferences, take all phone calls and emails; write brief notes on the conversations by opening a Word Document. Go to the website below and click on the photo for the *How A Member Decides to Vote*. The simulation involves reading (or listening to **at home**) the opinions of over a dozen influential, informed citizens about their view on flag burning.

<http://congress.indiana.edu/e-learning-module-how-member-decides-vote>

Task:

This is a simulation on how a congressman votes on a bill or an amendment. The discussions are actual simulations of the proposed Flag Burning Amendment. Your class of congressmen has been chosen to pass a constitutional amendment that would make burning the American flag a federal offense and if violated, punishable by law. Currently, burning the flag is an expression of symbolic speech.

Read all the interviews. Take notes and really think about what is the right decision for your community. Remember, you are an elected official and have to vote the way that best represents and serves your community.

1. Write a letter from *you the congressperson* to *your constituents* (voters) that will be published in a Congressional Newspaper, which explains and includes the following points:
 - Your **final decision** on the amendment (you must vote)
 - Individual arguments that you feel are **most** and **least** convincing
 - Any **personal conflict** you might have with this decision
2. Hand in your notes and include the following in your final product:
 - A letter to constituents

- Commentary on the process

SAMPLE RUBRIC: Flag Burning Amendment Letter

| | Above Standard | Standard | Below Standard | Needs Improvement |
|---------------------|---|---|--|--|
| PURPOSE | <ul style="list-style-type: none"> • Establish and maintain clear understanding of assignment • Clear identification of compelling arguments, and explanation | <ul style="list-style-type: none"> • Demonstrates clear understanding of assignment • Good understanding of argument and explanations | <ul style="list-style-type: none"> • Inconsistent understanding of assignment • Vague understanding of arguments and or limited explanations | <ul style="list-style-type: none"> • Little or no understanding of assignment • No mention of arguments or attempt to explain ideas |
| ORGANIZATION | <ul style="list-style-type: none"> • Strong introduction and conclusion • Logical sequence of ideas through well developed paragraphs | <ul style="list-style-type: none"> • Introduction and conclusion • Paragraph development present but not perfect | <ul style="list-style-type: none"> • Introduction and conclusion present but not developed • Paragraphs are weak or lack structure | <ul style="list-style-type: none"> • No introduction or conclusion • No or little evidence of paragraph structure • Illogical organization of ideas |

| | | | | |
|-------------------------------------|---|--|--|--|
| <p>CONTENT and RESOURCES</p> | <ul style="list-style-type: none"> ● Accurate information ● Sufficient information ● Specific information ● Excellent use of references and resources | <ul style="list-style-type: none"> ● Accurate information ● Sufficient information ● Specific information ● Good use of references and resources | <ul style="list-style-type: none"> ● Some inaccuracies ● Not enough information ● Information too general ● Good use of references and resources | <ul style="list-style-type: none"> ● Information is largely inaccurate ● Inappropriate information for assignment ● No evidence of using references and resources |
| <p>MECHANICS and STYLE</p> | <ul style="list-style-type: none"> ● Accurate spelling, punctuation, sentence structure ● Good transitions used to enhance style ● Required length | <ul style="list-style-type: none"> ● Few errors in spelling, punctuation, sentence structure ● Some transitions used ● Length is appropriate | <ul style="list-style-type: none"> ● Several errors in spelling, punctuation, and sentence structure ● Few transitions used Length is too short / long | <ul style="list-style-type: none"> ● Multiple errors in spelling, punctuation, and sentence structure ● No transitions used ● Length is too short / long |

Constitutional Analysis of Alexander Hamilton’s Economic Reports (1790-91)

This assignment puts you in the role of Supreme Court justice making a ruling on a case before you. For this assignment, you need to put aside the reality that no one agreed where the power of judicial review lay in 1792 and pretend that it was accepted that the Supreme Court had this power.

As a justice on the Supreme Court, you have just heard a case concerning the constitutionality of the final two reports of Hamilton’s program. You know have to study Hamilton’s programs and the Constitution of the United States. You must then decide...

“Were Alexander Hamilton’s 2nd Report and his Report on Manufactures constitutional?”

This is a fairly straight-forward question that requires you to **study**, **interpret**, and **apply** the Constitution to Hamilton’s plans. Your answer (or your ‘thesis’) will simply be your ‘ruling’ on this case and your reasons for that ruling. That position must then be explained by developing arguments which address the constitutionality of Hamilton’s plans. Thus, your task is not only to identify which aspects of the Constitution are involved, but also to ‘interpret’ the wording in the Constitution (like a judge would) and explain that interpretation to the reader.

Some help and hints:

- Remember that the case involves Hamilton’s 2nd Report and his (final) *Report on Manufactures*. It does not involve his *First Report on Public Credit* which called for the government to fund the federal debt at face value and assume all state debts.
- Remember that Hamilton’s Reports are being submitted to Congress to act on. Therefore, when considering the Constitutionality of the Reports, the main focus will be on Article I (Legislative powers).
- The “necessary and proper” clause might become a part of your answer. If so, let me stress that if you found something to be constitutional based on this clause your answer is undeveloped unless you explain WHY you think the clause applies.
- Better answers will be based on more than one aspect of the Constitution as well as the perceived intent of the founding fathers in writing the Constitution.

Sample Rubric

“Were Alexander Hamilton’s 2nd Report and his Report on Manufactures constitutional?”

| | Advanced Proficient | Proficient | Developing | Novice |
|----------------------------|--|---|--|--|
| Fluency of Argument | Your paper has a solid and clear answer to the question (thesis) and strong and detailed arguments are developed through the paper to support it. (There is a clear argument ‘running through’ the paper). | Paper still has a solid and clear answer to the question, but stronger or more detailed arguments are needed to fully develop and support it. It may not be entirely clear why you ‘ruled the way you did’ throughout your paper. | There is an answer to the question, but it may not be entirely clear, or there may be inadequate argumentation to support it. In general, you may not be ‘developing’ arguments by fully explaining the reasons for your ruling. | Inadequate or incomplete arguments in support of your answer, which may not be entirely clear. |

| | | | | |
|------------------------------|--|--|---|---|
| Response to Question | Detailed arguments fully address and analyze the whole question by examining all controversial parts of Hamilton's plans and the Constitution of the United States. | Arguments address the question, but one or two parts of Hamilton's plans or some aspects of the Constitution may have been 1) overlooked in your analysis, or 2) poorly explained suggesting that you might not fully understand the concept. | You may have some arguments to support your ruling, but overall your points 1) do not completely cover either Hamilton's plans or the relevant Constitutional provisions, or 2) suggest an inadequate understanding of the plans and/or the Constitution. | There may be a few strong arguments, but there doesn't appear to be any development of your overall answer. |
| Analysis of Arguments | Answer remains 'analytical' - the focus is on arguing the constitutionality of the plans, not on describing them (or the Constitution). | Paper may be somewhat descriptive in parts; but overall, it is still mostly analytical. | Your paper may spend more time 'describing' Hamilton's plans or the Constitutional provisions that apply, without fully 'analyzing' the question | On the whole, your paper fails to 'analyze' this question to any significant degree. |
| Historical Accuracy | Paper has accurate information; there may be minor errors which don't affect the overall argument. | Small errors may occur, but they do not detract substantially from your argument. | Some mistakes may loom large, affecting the meaning of this paper. | May have somewhat superficial descriptions of the plans or the Constitution. |
| Writing Mechanics | Paper is sharply written and to-the-point. There are no obvious grammar or punctuation errors; it definitely shows signs of revision. | Paper is well written. There may be minor errors in grammar, but it still shows signs of revision. | Contains grammatical errors which may suggest a hurried job or no revision. | Grammatical and factual errors hurt this paper; no sign of revision. |

APPENDIX B NEW JERSEY STUDENT LEARNING STANDARDS

HYPERLINKS TO STANDARDS

To access the standards for a specific content area, please click on the hyperlink.

| Standard | Content Area | State Board Adoption Date | Required District Implementation of Revised Curricula |
|----------|---|---------------------------|---|
| 3 | English Language Arts | May 4, 2016 | September 2017 |
| 6 | Social Studies | July 9, 2014 | September 2015 |
| 8 | Technology | October 1, 2014 | September 2015 |
| 9 | 21stCenturyLifeandCareers | October 1, 2014 | September 2015 |

APPENDIX C CURRICULUM MODIFICATIONS AND ADAPTATIONS

MODIFICATIONS AND ADAPTATIONS

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.