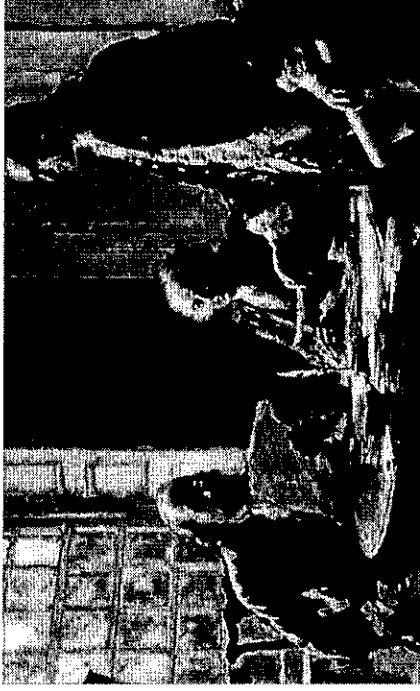


**Secaucus
Board of
Education**

**United States History I
United States History II**

Secaucus
Board of
Education

United States History I
Course Codes: 2220, 2230, & 6242
Social Studies



*Born on December 2016
Aligned to the NJSL-ELA adopted 2016
Aligned to the Social Studies, Technology, and 21st Century Life and Careers Standards adopted 2014
Adopted by the Secaucus Board of Education on January 19, 2017*

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Course Description

Early American history will cover a period of time in our nation's evolution beginning in the 1740's with the events leading to the American Revolution and ending in the 1900's during Reconstruction. Students will learn how and why our nation was formed and how the events during this time period has shaped the society we live in today. Students will analyze and discover the prominent events during this time period as well as the key historical figures that had a tremendous impact on our nation's history. Students will be able to connect events with one another and synthesize how these events led to the creation of the United States we know it today. It is the intention of this course to show students how to link events of the past with those of the present and future and connect with the material on a personal and meaningful level.

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Students will explain, interpret, and apply acquired knowledge of the events surrounding the American Revolution as they relate to a movement of independence. Students will also explain, interpret, and apply acquired knowledge of the creation of the United States Constitution to understand that this document represents the fundamental principles of the foundation of our government in past, present, and future.

Each unit is accompanied by an Authentic Performance Task (APT), which will illustrate the knowledge learned by each student. APT's are executed via student-run learning where the teacher will act as the facilitator of procedures and knowledge. Students will be able to connect concepts of early American history to one another in order to gain a deep understanding of how these events shaped our nation's history.

Project-based learning and the use of technology will enhance the students' learning experience as well as give them ownership of their studies.

Interdisciplinary Connections

- ✓ Painting analysis: George Washington Crossing the Delaware (Art)
- ✓ Journal writing from the perspective of the Founding Fathers (English)
- ✓ Creation of migration and resource map during colonial development (Science/Math)
- ✓ Collaborate with your local newspaper to create an article celebrating World Press Freedom Day
- ✓ Invite the Mayor and/or Congressional Representatives to speak to students about local and state government procedures
- ✓ Visit the Trenton State House to educate students about legal procedures and state constitutions
- ✓ Contact your local VFW to discuss with students the significance of the Star Spangled Banner and flag etiquette
- ✓ Invite World History teachers to discuss world relations and isolationism as they relate to George Washington's Farewell Address
- ✓ Interview police officers in Secaucus to discuss treatment of the incarcerated.
- ✓ Interview teachers of different disciplines and age ranges to gain an understanding of the development of education
- ✓ Team teach with Art, English, and Music teachers to study American Literature and Arts during the mid to late 1800s
- ✓ Invite members of the community who are involved in health care to speak to the class about health care reform.
- ✓ Team teach with an Art teacher to explore the ideas of Transcendentalism and Romanticism
- ✓ Analyze paintings of the Hudson River School with an Art teacher
- ✓ Invite war veterans to come speak with students about their recollection of their military experience.
- ✓ Volunteer in the community to collect supplies/donations for war veterans and their families.
- ✓ Participate in a Wounded Warrior project
- ✓ Travel to battlefield historical sites in New Jersey including Princeton and Trenton
- ✓ Collaborate with English teachers to read and analyze poems during Reconstruction
- ✓ Work in conjunction with the Media Academy to produce Civil War & Reconstruction media journals

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<p>Unit 1:</p>	<p>A New Nation (1745-1790)</p>				
<p>Timing:</p>	<p>Approximately 4-6 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>				
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="500 184 662 1499"> <p>Social Studies: 6.1.8.A.2.b, 6.1.8.A.2.c, 6.1.8.D.2.b, 6.1.8.A.3.a, 6.1.8.A.3.b, 6.1.8.A.3.c, 6.1.8.A.3.d, 6.1.8.A.3.f, 6.1.8.A.3.g, 6.1.8.B.3.c, 6.1.8.D.3.b, 6.1.8.D.3.g RH.9-10.1, RH.9-10.2, RH.9-10.3, WHST.9-10.1</p> </td> </tr> <tr> <td data-bbox="662 184 748 1499"> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> </td> </tr> <tr> <td data-bbox="748 184 834 1499"> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p> </td> </tr> </table>		<p>Social Studies: 6.1.8.A.2.b, 6.1.8.A.2.c, 6.1.8.D.2.b, 6.1.8.A.3.a, 6.1.8.A.3.b, 6.1.8.A.3.c, 6.1.8.A.3.d, 6.1.8.A.3.f, 6.1.8.A.3.g, 6.1.8.B.3.c, 6.1.8.D.3.b, 6.1.8.D.3.g RH.9-10.1, RH.9-10.2, RH.9-10.3, WHST.9-10.1</p>	<p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p>	<p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>
<p>Social Studies: 6.1.8.A.2.b, 6.1.8.A.2.c, 6.1.8.D.2.b, 6.1.8.A.3.a, 6.1.8.A.3.b, 6.1.8.A.3.c, 6.1.8.A.3.d, 6.1.8.A.3.f, 6.1.8.A.3.g, 6.1.8.B.3.c, 6.1.8.D.3.b, 6.1.8.D.3.g RH.9-10.1, RH.9-10.2, RH.9-10.3, WHST.9-10.1</p>					
<p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p>					
<p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>					
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is freedom? • How does conflict lead to change? • What is the relationship between decisions and consequences? • How do individuals develop values and beliefs? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Examine how patriots living in the American colonies developed a deep sense of power and pride, which allowed them to unite, in order to confront British forces. ❖ Identify ways in which colonists advocated revolution and the overthrowing of the government only after many years of attempted compromise and protests. 	<p>Activities, Investigation, and Student Experiences:</p> <p style="text-align: center;"><u>Sample Activities</u></p> <p>Analyze a political cartoon on the “Join, or Die” symbol of the colonies</p> <p>Primary Source Analysis of “Lord Dunmore’s Declaration” identifying aspects of loyalty for both Patriots and Loyalists</p> <p>Create a newspaper editorial of the Battle of Bunker Hill from the point of view selected from a controlled list</p> <p>Document Based Question on the Patrick Henry Speech</p>			

	<ul style="list-style-type: none"> ❖ Recognize that the colonist's desire for independence was unheard of at this period of time however; they were willing to risk their lives for their freedom. ❖ Analyze how the colonists struggled to write and win approval of the United States Constitution, which they felt reflected many basic American values such as the rights of the people, the right of the people to govern their own people, and the right of the people to change the government if the government becomes oppressive. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing 	<p>Read primary documents and study a painting to understand the importance of the crossing of the Delaware and the Battle of Trenton to the Revolutionary cause.</p> <p>Use primary source documents, expert interviews and historical paintings to create and support a hypothesis on why the British lost the Battle of Saratoga. Use research to compose an essay supporting a claim.</p> <p>Listen, research, and analyze American Revolutionary war songs and create an original piece based on the following themes of colonial success: Patriotic Spirit, Skilled Leadership, Help from Abroad, and Geography.</p> <p>Use hypothetical scenarios to identify weaknesses of the Article of Confederation and how that weakness was addressed in the Constitution, which replaced it.</p> <p>Analyze the roles of Federalists and Anti Federalists. Examine primary documents to identify specific arguments for and against ratification.</p> <p>Take on the role of a delegate from the state of Virginia. With the help of a travel guide, maneuver through scenarios that illustrate first-hand how challenging life was under the Articles of Confederation and draft solutions to the conflicts surrounding taxes, currency, military, law enforcement, and trade.</p>
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	<ul style="list-style-type: none"> ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
<p>Assessments:</p> <p>Test and Quizzes</p> <p>Exit cards summarizing the “big picture ideas”</p> <p>Oral and written response to essential questions</p> <p>Oral and written debates</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>ActiVotes</p>	<p>Resources:</p> <p>Text: <i>The Americans & The United States AGS series</i></p> <p><u>News and Events by Year</u></p> <p><u>The American Revolution</u></p> <p><u>Our American Revolution</u></p> <p><u>The Smithsonian Source</u></p>

<p>Class participation and discussions</p> <p>DBQs: document-based questions (found in the Check Your Progress worksheets accessible in the online text and shared folder)</p>		<p><u>The Gilder Lehrman Institute of American History</u></p> <p><u>Digital History</u></p> <p><u>National Archives</u></p>
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<p>Unit 2:</p>	<p>The Citizenship Handbook</p>	
<p>Timing:</p>	<p>Approximately 4-6 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.3.8.A.1, 6.3.8.A.2, 6.3.8.D.1, 6.3.8.B.1, 6.3.8.C.1; WHST.9-10.2, WHST.9-10.5, WHST.9-10.6, RH.9-10.2</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do individuals develop values and beliefs? • What factors shape our values and beliefs? • How do values and beliefs change over time? • What is community and what are the individual's responsibility to 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Analyze how, more so than any other political document, the Constitution shapes the lives of Americans today and probably will do so for generations to come. ❖ Recognize how being a citizen of the United States involves rights, duties, and responsibilities. ❖ Understand that civic responsibility supports the basic values that unite American society. ❖ Make personal connections, make connections to other text, and/or global connections when relevant 	<p>Activities, Investigation, and Student Experiences:</p>
		<p style="text-align: center;">Sample Activities</p> <p>Use newspapers and/or magazines to locate a story, which discusses an element of the First Amendment. Summarize the article and how/why it pertains to the First Amendment.</p> <p>Have students participate in the Naturalization Process and register to vote using appropriate documents.</p> <p>Use the Constitution to compare and contrast principles and ideas, which make up this document to the ideas presented in the Magna Carta and English Bill of Rights. Use a graphic organizer to chart the</p>

<p>the community as well as the community's responsibility to the individual?</p>	<ul style="list-style-type: none"> ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Make personal connections, connections to other texts, and/or global connections, when relevant 	<p>similarities and the location of these ideas in the Constitution.</p>
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	<ul style="list-style-type: none"> ❖ Refer to the text for support when analyzing and drawing inferences ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
<p>Assessments:</p> <p>Test and Quizzes</p> <p>Exit cards summarizing the “big picture ideas”</p> <p>Oral and written response to essential questions</p> <p>Oral and written debates</p> <p>Class participation and discussions</p> <p>DBQs: document-based questions (found in the Check Your Progress worksheets accessible in the online text and shared folder)</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>Chapter Pre-reading Guide</p>	<p>Resources:</p> <p>Text: <i>The Americans & The United States AGS series</i></p> <p><u>News and Events by Year</u></p> <p><u>World Press Freedom Day</u></p> <p><u>https://quizlet.com/www.quizlet.com/%20https://www.dosomething.org/us</u></p> <p><u>Roots of Democracy</u></p> <p><u>John Locke and Thomas Hobbes</u></p> <p><u>The Breakdown of the Constitution</u></p> <p><u>The Constitution: How a Country is Run</u></p> <p><u>The Three Branches of Government</u></p>

<p>Unit 3:</p>	<p>The New Republic in American (1789-1840)</p>	
<p>Timing:</p>	<p>Approximately four-six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.8.A.4.a, 6.1.8.D.3.c, 6.1.8.D.3.d, 6.1.8.B.4.a, 6.1.8.A.4.b, 6.1.8.C.4.a RH.9-10.5, RH.9-10.6, WHST.9-10.2</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do individuals reconcile competing belief systems within a given society (e.g., moral beliefs conflicting with legal codes)? • When a person's individual choices are in direct conflict with his/her society, 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ When establishing a new government in accordance with the Constitution, the framers experienced conflict over the power of both the state and federal government. These conflicts are still relevant in today's democratic government. ❖ Many freedoms enjoyed by citizens of the United States are possible because the nation has a limited government and because the process of judicial review ensures the constitutionality of laws. 	<p>Activities, Investigation, and Student Experiences:</p> <p style="text-align: center;">Sample Activities</p> <p>Read the booklet "The First Bank of the United States" to learn about the founding of the first Bank of the United States, the financial crisis associated with the bank's stock subscription, the bank's operations, and the way it influenced the early American economy. The students learn to read primary sources by examining letters written in the 1790s about the First Bank and its operations. In the final activity, the students learn about the First Bank's influence on the</p>

<p>what are the consequences? <ul style="list-style-type: none"> • What is oppression and what are the root causes? • What are the politics and consequences of war, and how do these vary based on an individual or cultural perspective? • How do we define who we are </p>	<ul style="list-style-type: none"> ❖ While developing a sense of nationalism and status amongst world powers, the United States government used violence and force to push forward with the prospect migration, trade and wealth lawmakers felt was entitled to those who had worked to create the nation's identity. ❖ Actions taken by the President, Congress, and the Supreme Court all increased federal authority to bind the country together and by winning a major war, the United States had ensured its own security and established a position of power in the Western Hemisphere. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing 	<p>availability of credit in the early American economy by examining simple banking scenarios.</p> <p>Analyze George Washington's Farewell Address by using a primary source and visual aid. Facilitate a discussion with students about the events, which led to the Farewell Address. When analyzing the speech, allow students to identify the topic sentences of each paragraph in order to identify major themes. Students will then be broken down into groups and use the primary document to synthesize and analyze his work. Compare answers and display around the room.</p> <p>Students will walk through the events leading to the landmark Supreme Court case <i>Marbury v. Madison</i>. First, students will complete a writing activity placing them in the roles of Jefferson, Madison, Marbury and Marshall. Next, the groups will examine the U.S. Constitution and the Judiciary Act of 1789 and analyze how these documents should be applied in this conflict. Then, the class will review the Majority decision in the case and the basis for that decision. Finally, by examining a series of Jefferson's correspondences, the class will learn of the effects of this decision.</p> <p>Analyze a primary source reading of the purchasing of the Louisiana Territory. Complete a graphic organizer comparing and contrasting support and rejection of</p>
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purchasing this land and support your claim with evidence from the text.

- ❖ Engage in conversations about grade-appropriate topics and texts
- ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- ❖ Avoid plagiarism in writing
- ❖ Assess the credibility and accuracy of each source
- ❖ Gain a fuller understanding of a topic when exploring information from different media and formats.
- ❖ Paraphrase evidence from text
- ❖ Make personal connections, connections to other texts, and/or global connections, when relevant
- ❖ Refer to the text for support when analyzing and drawing inferences
- ❖ Paraphrase evidence from text
- ❖ Make personal connections, connections to other texts, and/or global connections, when relevant
- ❖ Refer to the text for support when analyzing and drawing inferences
- ❖ Paraphrase evidence from text
- ❖ Refer to the text for support when analyzing and drawing inferences

Assessments:	Materials:	Resources:
<p>Test and Quizzes</p> <p>Exit cards summarizing the “big picture ideas”</p> <p>Oral and written response to essential questions</p> <p>Oral and written debates</p> <p>Class participation and discussions</p> <p>DBQs: document-based questions (found in the Check Your Progress worksheets accessible in the online text and shared folder)</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>Active Votes</p>	<p>Text: <i>The Americans & The United States AGS series</i></p> <p>TimeToast (free online source for creating annotated time lines)</p> <p>George Washington’s Farewell Address (A Common Core Unit)</p> <p>Star Spangled Banner</p> <p>Andrew Jackson’s Presidency</p> <p>News and Events by Year</p>

<p>Unit 4:</p>	<p>The Nation Expands and Changes (1800-1860)</p>	
<p>Timing:</p>	<p>Approximately four-six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.8.D.3.e, 6.1.8.A.4.c, 6.1.8.C.4.b, 6.1.8.C.4.c, 6.1.8.D.4.b, 6.1.8.D.4.c RH.9-10.8, RH.9-10.9, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is oppression and what are the root causes? • How are prejudice and bias created? How do we overcome them? • What does it mean to be invisible (content: minorities)? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Mass production and technology allowed for colonists to perform tasks more efficiently. These concepts change how people live and work and have been a key development of civilizations. ❖ American slavery differed from slavery in places such as Africa and ancient Greece. Slaves were often treated as servants rather than property, and enslaved people were often of the same race as their maters. In some places, enslaved people or their children might rise to prominent positions in society. 	<p>Activities, Investigation, and Student Experiences:</p> <p style="text-align: center;"><u>Sample Activities</u></p> <p>Read primary source documents and abbreviated biography on Dorothea Dix. Study photographs of prisons and mental illness facilities to discuss and compare and contrast the treatment of patients during this time period to the present.</p> <p>Watch a FRONTLINE special on reforms for the mentally ill and complete a series of graphic organizers which analyze how and why reformers during the 19th century wanted reform for patients. Explain if these reforms were successful using evidence from the resources in a short essay.</p>

<ul style="list-style-type: none"> • What allows some individuals to take a stand against prejudice/oppression on while others choose to participate in it? • What is the importance of civilization and what factors support or destroy its fabric? 	<ul style="list-style-type: none"> ❖ People throughout our nation's history have developed a sense of national uniqueness. The struggles in which American's endured has helped to shape our nation's democracy and develop a sense of loyalty throughout the country. ❖ Mid-nineteenth century reform and culture movements provide an opportunity for students to understand the roots of American society and culture. Various religious, spiritual, artistic, and political ideals helped to reform society while the issue of slavery continued to divide the country. ❖ Manifest Destiny is traced back to the origins of America's identity. The struggle for territory gained during this time consists of much conflict among Native Americans, Europeans, and colonists. In today's society, the notion of Manifest Destiny continues to cause conflict among many groups of people and threatens our sense of nationalism. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader 	<p>Located on the "Underground Railroad Website," direct students to the collection of Primary Sources, where they can explore many historical images, from slave photographs to reward posters for runaways. Then ask students to read one or more of the slave narratives in <i>Growing Up in Slavery</i> and <i>Tell the Story</i>, for first-hand accounts from people who lived through slavery and emancipation. Have students select the images or quotes that they feel are most powerful, then use them to create their own portrayal of American slavery. Encourage students to express their own feelings, giving them the liberty to produce the work that feels most personal to them. For example, they could write a fictional letter to a slave, produce a short play set on a plantation, make a collage of images, or write a poem from a modern-day perspective.</p> <p>Compare and contrast the works and words of Ralph Waldo Emerson to Henry David Thoreau and explain the similarities and differences of these men. Answer question on how their point of view influenced American society. Research writers in today's society which hold similar points of view and compare. Students will compare and contrast ideas in the Declaration of Independence and the Seneca Declarations of Sentiments. Using a graphic organizer, groups will understand and explain the similarities and differences of both documents as well as debate whether or not he or she would have attended the convention and why.</p>
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	<ul style="list-style-type: none"> ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	<p>Tracing the treatment of mentally ill patients in prisons and hospitals, students will engage in a meaningful debate about the following resolution: <i>Health care is a fundamental right; the government has an obligation to secure this right for all Americans.</i> Students will analyze findings on health care cost, treatment of chronic disease and mental illness, interview community members and their current experience with health care, and compare and contrast presidential proposals for health care reform and the treatment of the mentally ill.</p>
<p>Assessments:</p> <p>Test and Quizzes</p> <p>Exit cards summarizing the “big picture ideas”</p> <p>Oral and written response to essential questions</p> <p>Oral and written debates</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>ActiVotes</p>	<p>Resources:</p> <p>Text: <u>The Americans & The United States AGS series News and Events by Year</u></p> <p><u>The Lowell Girls Primary Documents Factory v Plantation Life</u></p> <p><u>The Temperance Movement</u></p> <p><u>Dorothea Dix</u></p> <p><u>The Horace Mann Unit Plan</u></p> <p><u>The Underground Railroad</u></p> <p><u>Women’s Suffrage Primary Documents</u></p> <p><u>The Hudson River School</u></p>

<p>Class participation and discussions</p> <p>DBQs: document-based questions (found in the Check Your Progress worksheets accessible in the online text and shared folder)</p>		<p><u>Ralph Waldo Emerson</u> <u>Henry David Thoreau</u> <u>The Mexican American War</u> <u>The Gold Rush & Manifest Destiny</u></p>
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<p>Unit 5:</p>	<p>The Civil War (1860-1865)</p>	
<p>Timing:</p>	<p>Approximately four-six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.8.A.5.a, 6.1.8.A.5.b, 6.1.8.D.5.a, 6.1.8.D.5.b RH.9-10.10, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the politics and consequences of war, and how do these vary based on individual or cultural perspective? • How do decisions, actions, and consequences vary 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Recognize how the Civil War is an example of what can happen when people and nations fail to resolve differences peacefully. Recent examples can be seen in former Yugoslavia, Congo, Chechnya, and the Middle East. ❖ Understand that discrimination and hate crimes have not been limited to African Americans in the South in the 1800s. Recent hate crimes have targeted African Americans, Jews, Muslims, immigrants, among others. 	<p>Activities, Investigation, and Student Experiences:</p> <p style="text-align: center;">Sample Activities</p> <p>After listening to audio clips regarding the Dred Scott case and analyzing primary documents from both pro and anti slavery groups, write an editorial in response to the Dred Scott decision.</p> <p>Using a script, assign students to roles from the Dred Scott Case. Class will read through the script to discover the decision of the case and its impact on society.</p> <p>Students will view a media clip on two accounts recollecting the Lincoln-Douglas Debates. Students will create a graphic organizer comparing and</p>

<p>depending on the different perspectives of the people involved?</p> <ul style="list-style-type: none"> • Is it ever necessary to question the status quo? • How might it feel to live through a conflict that disrupts your way of life? • What happens when belief systems of societies and individuals come into conflict? 	<ul style="list-style-type: none"> ❖ Identify and appreciate the “firsts” developed for the Civil War (i.e aerial reconnaissance, the bugle call “Taps”, the U.S. Secret Service, and a press corps that covered the war from battle areas) ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing 	<p>contrasting the two recollections. Students should write a position paper that explains the nature of historical recollections as source material, listing the positive or negative benefits of having such sources available for later generations. Artistically inclined students may also create a banner of support for Lincoln or Douglas. Banners should include relevant facts about the debates.</p> <p>Using 3-D images, students will analyze primary source photographs of the Civil War and predict what battle conditions were like, what the outcomes of certain battles may have been, and what the strategies of generals may have been in approaching the war.</p> <p>Using a graphic organizer to compare and contrast photographs, students will explain what they see in each picture. Hypothesize will be revisited after learning about each topic in more detail.</p> <p>Students will view an online exhibit of the events leading up to the Civil War and the distinct differences between the North and the South. After viewing, students will cut out the images taken from a pdf to create and annotated timeline of events.</p> <p>Write a newspaper article, journal entry, or letter describing Sacramento’s Emancipation celebrations.</p> <p>Write from the perspective of someone living at the time using cited material from the Sacramento Daily Union Newspaper.</p> <p>Using media of the Gettysburg Address as well as primary documents of the speech, students will be able to list at least two events that led up to Lincoln’s Gettysburg Address. Students will be able to present</p>
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- ❖ Assess the credibility and accuracy of each source
- ❖ Gain a fuller understanding of a topic when exploring information from different media and formats.
- ❖ Paraphrase evidence from text
- ❖ Refer to the text for support when analyzing and drawing inferences

an argument as to why Lincoln gave The Gettysburg Address. Students will be able to summarize portions of the Gettysburg Address in their own words or present an overall summary of the document. Students will be able to discuss why they believe the Gettysburg Address is still relevant in today's society.

The Lincoln-Douglas Debates: Have students imagine that they are reporters from a newspaper assigned to cover the debates. Using the newspaper accounts as a model, have students develop at least three questions to each of the following people:

- a. The Candidates
- b. Lydia A. Titus and Mary Hastie Boutelle
- c. Other witnesses that watched the debates.

Using evidence from the debates and the primary sources, students should answer the questions in a historically accurate manner. Students should then combine their questions and answers to create a front-page newspaper article that explains their reporter's thoughts and feelings about the debates.

Assessments:	Materials:	Resources:
<p>Test and Quizzes</p> <p>Exit cards summarizing the “big picture ideas”</p> <p>Oral and written response to essential questions</p> <p>Oral and written debates</p> <p>Class participation and discussions</p> <p>DBQs: document-based questions (found in the Check Your Progress worksheets accessible in the online text and shared folder)</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>ActiVotes</p>	<p>Text: <u>The Americans & The United States AGS series News and Events by Year</u></p> <p><u>The Kansas Nebraska Act Primary Source</u></p> <p><u>The Dred Scott Decision</u></p> <p><u>Interactive Map: Slaves and Free Soil</u></p> <p><u>Interactive Map: Following John Brown 1800-1859</u></p> <p><u>John Brown’s Harpers Ferry Raid</u></p> <p><u>Civil War Photographs in 3-D</u></p> <p><u>The Civil War Antietam 360</u></p> <p><u>The Gettysburg Address</u></p> <p><u>Civil War Primary Documents</u></p> <p><u>Civil War Technology Videos</u></p> <p><u>Civil War Photography Lesson</u></p>

<p>Unit 6:</p>	<p>Reconstruction (1865-1900)</p>	
<p>Timing:</p>	<p>Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p>New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.8.D.5.c, 6.1.8.D.5.d; RH.9-10.10, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the positive and negative aspects of both chaos and order? • Are independence and dependence separable or inseparable? • How has the American Dream changed over time? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand that the Civil War is an example of what can happen when people and nations fail to resolve differences peacefully. Recent examples can be seen in former Yugoslavia, Congo, Chechnya, and the Middle East. ❖ Examine how discrimination and hate crimes have not been limited to African Americans in the South in the 1800s. Recent hate crimes have targeted African Americans, Jews, Muslims, and immigrants, among others. ❖ Identify the many “firsts” developed for the Civil War, (i.e. aerial reconnaissance, the bugle call “Taps”, the U.S. Secret Service, and a press corps that covered the war from battle areas). 	<p>Activities, Investigation, and Student Experiences:</p> <p>Sample Activities</p> <p>Create a museum exhibit reflecting the life and struggles of those who fought for the passing of the Fifteenth Amendment.</p> <p>Choose <i>one</i> of the first two items below:</p> <ul style="list-style-type: none"> • Compile a list of the problems that faced the South during reconstruction. These should include social, economic, and political problems. Utilizing this list, compose a two-page essay that examines and evaluates the challenges that the nation would face in moving forward with a policy of Reconstruction. In this essay the student should

	<ul style="list-style-type: none"> ❖ Understand how reconstructing a region after a war not only includes rebuilding homes and shops, but also rebuilding social and political systems. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences 	<p>consider what these facts suggest about what might realistically be expected from a Reconstruction policy. The student should state the reasons for this evaluation in the essay and show an understanding of the political realities of the day.</p> <ul style="list-style-type: none"> • Students will research daily life and problems facing Reconstruction-era sharecroppers. Based on their research, they assume the roles of sharecroppers or white landowners writing letters to a fictitious congressman or senator, asking for assistance with improving their economic condition and life, and describing the positive aspects and problems both whites and blacks faced with this system.
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	<ul style="list-style-type: none"> ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
<p>Assessments:</p> <p>Test and Quizzes</p> <p>Exit cards summarizing the “big picture ideas”</p> <p>Oral and written response to essential questions</p> <p>Oral and written debates</p> <p>Class participation and discussions</p> <p>DBQs: document-based questions (found in the Check Your Progress worksheets accessible in the online text and shared folder)</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>ActiVotes</p>	<p>Resources:</p> <p>Text: The Americans & The United States AGS series</p> <p><u>The Civil War Amendments</u></p> <p><u>Lincoln’s Plan for Reconstruction</u></p> <p><u>Wade Davis Bill</u></p> <p><u>https://www.icivics.org/www.icivics.com%20</u></p> <p><u>The Civil War Amendments</u></p> <p><u>Jim Crow</u></p> <p><u>Sharecropping</u></p> <p><u>Reconstruction: The Aftermath</u></p> <p><u>News and Events by Year</u></p>