

UNITED STATES HISTORY I

**Revised and adopted
August 2016**

Manchester Regional High School Board of Education

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I. Course Synopsis

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

United States History 1CP: The purpose of the United States History 1 is to examine United States history from the colonial period up to and including the time of reconstruction and industrialization. This course will offer a more in-depth view of the modernization of America and students will integrate the study of the social, economic, and political problems of these time periods. Among the anticipated objectives are the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship. Students will be able to relate events of the past to present day situations. Students are expected to present oral assessments, interpret and analyze primary sources and complete research assessments.

II. Philosophy & Rationale

The vision of the social studies standards is one that fosters, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography. In achieving this vision, students will:

- Acquire a basic understanding and appreciation of American traditions and values based on knowledge of history and of the development and functioning of the American constitutional system of government;
- Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans;
- Acquire basic literacy in the core disciplines of social studies and have the basic understandings needed to apply this knowledge to their lives as citizens;
- Understand world history as the context for United States history and as a record of the great civilizations and cultures of the past and present; and
- Participate in activities that enhance the common good and increase the general welfare.

In order to assist students to reach this vision, the Manchester Regional High School District will:

- Embrace the idea that all students can learn at high levels;
- Promote the teaching of critical thinking but also include appropriate content knowledge;
- Value the needs of students as key elements in instructional planning;
- Include the full spectrum of social studies including civics, world history, United States and New Jersey history, economics, and geography;
- Provide adequate resources to all classrooms; and
- Connect curriculum and instruction to assessment through the use of both traditional objective tests and performance assessments.

COURSE DATA:

Length of Course:	One Year
Credits:	Five
Periods Per Week:	Five
Classification:	Required Grade 10
Prerequisite:	Completion of World Cultures/ or Honors World Cultures

EVALUATION:

The purposes of evaluation are to provide information about student progress and to determine whether students have learned the subject matter, which has been taught. Teachers will evaluate student progress by using standardized or criterion referenced tests, quizzes, written and oral work, class participation, homework, examinations, special projects and current events.

MANCHESTER REGIONAL HIGH SCHOOL

A. COURSE TITLE: UNITED STATES HISTORY I

B. MINIMUM COURSE PROFICIENCIES:

Upon successful completion of this course, the student should be able to demonstrate proficiency in the following:

1. Oral Communication

- a. The student can improve his/her oral vocabulary.
- b. The student can employ an acceptable standard of oral English.
- c. The student can organize and present ideas and/or information.

2. Written Expression

- a. The student can organize information and/or Ideas according to acceptable outlining procedures.
- b. The student can write acceptable sentences and paragraphs.
- c. The student can write acceptable essays.

3. Vocabulary Skills

The student can improve his/her ability to define and use terminology associated with early American history.

4. Research Skills

The student can use the resources of the library to complete required assignments and projects.

5. Career Study

The student can accumulate and can convey selected

career information.

C. EVALUATION ACTIVITIES:

1. Tests
2. Quizzes
3. Class participation
4. Homework
5. Oral reports
6. Written reports
7. Group activities
8. Current events
9. Special projects

D. Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

1. Tests30%
2. Quizzes.....20%
3. Class participation/activities.....20%
4. Homework.....15%
5. Projects/Historical Writing.....15%

III. Scope & Sequence

Unit I – The Colonies Come of Age and Achieve Independence

The Colonies – 3 weeks

- Geography / Map Skills
- Early Settlements
 - Roanoke
 - Virginia
 - Pilgrims and Puritans
- Growth of Democracy
 - Mayflower Compact
 - Virginia House of Burgesses (indirect democracy)
 - Fundamental Orders of Connecticut
 - Town Meetings in New England (direct democracy)
- Limitations on colonial democracy
 - Voting qualifications
 - Women
 - Slavery
 - Class Differences
- French & Indian War
 - Colonial/ Native American Relations
 - Ohio Valley
 - William Pitt
 - Treaty of 1763
 - Proclamation of 1763
 - Abandonment of Salutary Neglect

American Revolution – 4 weeks

- Mercantilism
- Navigation Acts
- Writs of Assistance
- Sugar Act
- Quartering Act
- Stamp Act
- Stamp Act Congress
- Sons of Liberty
- Declaratory Act
- Townshend Acts
- Boston Massacre
- Committees of Correspondence
- Boston Tea Party
- Coercive Acts (Intolerable Acts)
- 1st Continental Congress
- 2nd Continental Congress
 - Olive Branch Petition
 - Continental Army
- Lexington and Concord

- Declaration of Independence/ Common Sense
- Loyalist and Patriots
- Military strategies
 - Advantages and disadvantages
- Key battles
 - Trenton
 - Princeton
 - Saratoga (French aid)
 - Brandywine Creek
 - Yorktown
- Treaty of Paris

Articles of Confederation –2 week

- Structure
- Strengths
- Weaknesses
- Achievements
- Problems
 - Financial (debt)
 - Domestic (Shay's Rebellion)
 - Foreign

Unit II – Shaping and Launching the New Nation

Constitutional Convention/ Making of the Constitution – 3 weeks

- Republic
- 3 Branches of government
 - Separation of Powers
 - Checks and balances
 - Qualifications
 - Term of Service
 - Special Powers
- Debates
 - Legislative Branch
 - New Jersey and Virginia Plan
 - Great Compromise
 - 3/5th Compromise
 - Slave Trade Compromise
 - Executive Branch
 - Electoral College
 - Judicial Branch
 - Elastic Clause
- How a bill becomes a law
- Amendment Process
- Powers delegated to the national government
- Powers reserved for the state governments
- Powers shared by the national and state governments

- Ratification
- Preamble

The Federalist Era – 3 weeks

- George Washington's Administration
 - Precedents
 - Cabinet
 - Judiciary Act (Supreme Court)
 - Bill of Rights
 - Hamilton's Financial Plan
 - Debt
 - Raise Money
 - Tariffs
 - Sell land
 - Excise tax- liquor
 - National Bank
 - Whiskey Rebellion
 - French Revolution
 - Development of Political Parties
 - Democratic-Republican v. Federalists
 - Foreign Affairs
 - Jay's Treaty
 - Pinckney's Treaty
 - Farewell Address
- John Adams's Administration
 - Election of 1796
 - XYZ Affair
 - Alien and Sedition Acts
 - Kentucky and Virginia Resolutions

Unit III – Balancing Nationalism and Sectionalism

Revolution of 1800 – 2 week

- Election of 1800
- 12th Amendment
- Federalist Achievements
- Jefferson's Administration
 - Democratic-Republicans undo Federalist policies keeping National Bank
 - Marbury v. Madison
 - Louisiana Purchase
 - Lewis and Clark
 - Native American Policy
 - Impressment
 - Embargo Act 1807

The War of 1812 – 1 week

- Madison's Administration
- Non-Intercourse Act
- Macon Bill
- War Hawks
- War of 1812
 - Causes of the war
 - Violation of neutral rights
 - Indian troubles
 - Indian Confederacy
 - Battle of Tippecanoe
 - Land hunger / expansion
 - 2 phases
 - Burning of Washington D.C.
 - Battle of New Orleans
 - Lasting effects of the war
 - Nationalism
 - Foreign Respect
 - End of European Involvement
 - Westward Expansion
 - Growth of Manufacturing
 - Collapse of Federalist Influence

Era of Good Feelings – 3 weeks

- Monroe's Administration
- One party system
- Supreme Court Decisions
- Domestic
 - American System
- Foreign
 - Britain
 - Spain
 - Monroe Doctrine
- Sectionalism
 - Protective Tariff
 - National Bank
 - Internal Improvements
 - Sale of Land in the West
 - Extension of Slavery into the Territories
- Cotton Kingdom
- Slavery as an institution
- Changes in Technology and Agriculture
- Missouri Compromise

Unit IV – The Rise of the Common Man**Age of Jackson – 3 weeks**

- Election of 1824
 - John Quincy Adams
 - Corrupt Bargain
- Election of 1828
 - Mudslinging
- Kitchen Cabinet
- Spoils System
- Use of veto
- Native American Policy
 - Indian Removal
 - Worcester v. Georgia
 - Black Hawk War
 - Trail of Tears
- Tariff of Abominations
- Nullification Crisis
- Destruction of the Bank
- Rise of Whig Party
- Van Buren
- Panic of 1837
- Independent Treasury
- Election of 1840
- Harrison/ Tyler
 - Problems w/ Cabinet
 - Texas

Reform Movements – 2 weeks

- Abolition
 - Slave experience
 - Slave Codes
- Women
- Education
- Temperance
- Asylums and Prisons

Unit V – Civil War and Reconstruction

Expansion – 4 weeks

- Texas Annexation
- Trails across the West
- Election of 1844- Polk
- Manifest Destiny
- Oregon Country
- Mexican War
 - Causes
 - Key Figures
 - Treaty of Guadalupe-Hidalgo
- Gadsden Purchase

- Gold Rush

Events leading to the Civil War – 4 weeks

- Elections of 1848, 1852, 1856
- Liberty Party
- Free Soiler Party
- Compromise of 1850
- Popular Sovereignty
- Uncle Tom's Cabin
- Kansas- Nebraska Act 1854
- Bleeding Kansas
- Republican Party
- Dred Scott Decision
- Lincoln-Douglas Debates
- John Brown's Raid
- Election of 1860
- Secession of South Carolina
- Formation of Confederate States of America
 - Jefferson Davis

The Civil War – 2 week

- Fort Sumter
- Confederate v. Union Armies
- Leaders
 - Lee
 - Grant
- Advantages
- Disadvantages
- Key Battles
 - Bull Run
 - Antietam
 - Vicksburg
 - Gettysburg
- Strategies
 - Total War
 - Scorched Earth
- Emancipation Proclamation
- Gettysburg Address
- Surrender at Appomattox Courthouse

Reconstruction – 2 weeks

- Presidential phase
- Congressional phase
- Civil War Amendments 13, 14 & 15
- Civil Rights Act 1866
- Impeachment of Andrew Johnson

- Restriction of Black rights
 - White Supremacy Groups – Ku Klux Klan
 - Poll Taxes
 - Literacy Tests
 - Grandfather Clause
 - Jim Crow Laws
- End of Reconstruction
 - Election of 1876
 - Compromise of 1877
- *Plessy v. Ferguson*

Unit 1: The Colonies Come of Age and Achieve Independence

Enduring Understanding

The establishment and perpetuation of the British colonies in North America eventually led to the desire for political, social, and economic independence.

Essential Question(s)

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

Learning Objectives

Students will be able to:

1. Develop a geographic understanding of the original thirteen colonies
2. Explain the growth of democratic traditions and institutions in the colonial period
3. Describe how colonial democracy was limited
4. Identify and evaluate the causes and consequences of the French and Indian War
5. Predict future relations between Americans and Native Peoples based upon the French and Indian War
6. Identify the outcomes of the Treaty of Paris, 1763
7. Explain the rising tensions between England and the colonists
8. Evaluate the impact of British tax acts on the colonies
9. Describe the role of the First Continental Congress
10. Explain the activities of the Second Continental Congress.
11. Evaluate the conceptual significance of the Declaration of Independence
12. Analyze the role of women and minorities in America's bid for independence
13. Evaluate the military effort of the Americans

14. Explain the diplomatic significance of the Battle of Saratoga
15. Identify the significance of foreign relations in fighting the revolution
16. Evaluate the Treaty of Paris, 1783
17. Identify the structure of the Articles of Confederation
18. Evaluate the financial, domestic and foreign problems of the new nation
19. Identify the weaknesses of the Articles of Confederation and its inability to solve the problems of the new nation
20. Identify achievements under the Articles of Confederation, particularly the organization of the NW territory and developing a path to statehood for American territories

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations
5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Map of the 13 colonies
2. Chart of 3 main sections of the 13 colonies (New England, Middle, and Southern)
 - a. Chart includes: colonies included in each section, climate, geography, economy/jobs, etc.
3. Critical Thinking: Why do people choose to move or relocate?

- a. Ask students about their own family experiences.
 - b. Generate a class list and draw links between reasons today and the similarity of those in the 15th and 16th centuries.
4. Graphic Organizer: Compare and contrast the treatment of indentured servants and African slaves in the English colonies.
 - a. Why did the colonists turn to slavery as the primary source of labor?
5. Writing Assignment: In what ways will the growing population on the English colonies impact the relationship with France and the Native Americans?
 - a. What are the potential problems with the population growth of today?
6. Critical Thinking: How did the self-image of Americans change during the French and Indian War?
 - a. How might the belief of Americans that they were different from the British lead to self-government?
7. Create a boycott slogan and design a protest sign dealing with the Acts that Parliament implemented on the colonies.
8. Boston Massacre Reading
 - a. John Adams defended some of the British soldiers that were involved in the Boston Massacre. Do you think that makes him a traitor to the Patriots why or why not?
 - b. If you were John Adams would you have defended the soldiers? Explain your answer.
9. Writing Assignment: Explain why a person would choose to be a Loyalist or a Patriot. Why did approximately one-third of the colonists remain neutral?
 - a. Political cartoon/Propaganda Poster: Create a poster designed to persuade a neutral colonist to become either a Loyalist or a Patriot.
10. Read, analyze, and discuss excerpts from Thomas Paine's *Common Sense*. (whole class, small groups, jigsaw)
 - a. What is the tone of the article?
 - b. What is the main idea of each section?
 - c. Why do you think *Common Sense* appealed to such a wide audience?
 - d. What effect do you think Paine's roots/heritage had on *Common Sense*?
11. Primary Source Reading & Questions *The American Spirit*:
 - a. "The Starving Time"
 - b. "The Intolerant Act of Toleration"
 - c. "Framing of the Mayflower Compact"
 - d. "John Winthrop's Concept of Liberty"
 - e. "Contract for Indentured Servants"
 - f. "Bacon's Rebellion & its Aftermath"
 - g. The Great Awakening selections. – Whitefield & Edwards
 - h. The French & Indian War selections

- i. “The Burden of Mercantilism”
- j. “The Tempest over Taxation”

New Jersey Core Curriculum Content Standards

css 6.2.12.A.2.a; 6.2.12.A.3.a-e; 6.2.12.C.1.b-d; 6.2.12.D.1.b-f; 6.2.12.D.2.b; 6.2.12.D.3.a
 css 3.1, 3.2, 3.3, 3.4, 3.5
 css 4.1, 4.4, 4.5
 css 5.1
 css 7.2
 css 8.1, 8.2
 css 9.2

Literacy Standards-RH.9- 10.1-6, RH.9-10.10,RH.11-12.1-2,RH.11-12.1-2,RH.11-12.4-6,RH.11-12.8-10

Writing Standards-WHST.9-10.1,WHST.9-10.4-6,WHST.9-10.9,WHST.11-12.1.4.6-8.10

Unit 2: Shaping and Launching the New Nation

Enduring Understanding

Understanding the role of compromise and shared powers in American government and the unification of an economic and politically diverse nation.

Essential Question(s)

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

Learning Objectives

Students will be able to:

1. Tell how the Constitutional Convention came about, including the need to revise the Articles of Confederation
2. Describe the role of compromise at the Convention
3. Describe the organization of Congress
4. Compare the methods used by the two chambers of Congress to conduct business
5. Explain the meaning of the principle of separation of powers and of the system of checks and balances
6. Analyze the limitations placed on federal power by the Constitution
7. Name the powers granted to the President by the Constitution

8. Explain the structure and functions of the federal court system
9. Describe the power of judicial review
10. Name the ways in which the Constitution guarantees the independence of federal judges
11. Explain the process for amending the Constitution
12. Identify delegated powers of the national government, reserved powers of the state governments and concurrent (shared) powers of both the national and states governments
13. Describe the procedure by which the Constitution was ratified to become the law of the land
14. Explain the purpose of the Preamble to the Constitution
15. Explain why a Bill of Rights was added to the Constitution
16. Identify the members of George Washington's cabinet
17. Describe Hamilton's financial program for the new nation
18. Identify the areas of disagreement between Hamilton and his critics, especially Thomas Jefferson
19. Trace the development of political parties
20. Explain President Washington's actions to meet the nation's domestic and foreign problems
21. Explain how Washington's Farewell Address became the cornerstone of American foreign policy in the 19th century
22. Point out highlights of the Presidency of John Adams
23. Explain the impact of the XYZ Affair in bringing the US close to war with France
24. Identify the Alien and Sedition Acts and explain why they were controversial
25. Identify the Kentucky and Virginia Resolutions and demonstrate how they marked the beginnings of the states' rights versus federal authority debate

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations

- a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations
5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. In-class writing assignment: As a class create a working definition of a hero and a traitor.
 - a. Should the members of the Continental Congress be views as heroes or traitors? Explain.
2. Critical Thinking: What foreign relations problems did we face after the American Revolution?
 - a. What problems do we face today?
 - b. How are these problems similar/different?
 - c. Locate a current event dealing with foreign relation issues and link to the curriculum.
3. Writing: Write a letter to the state government calling for a Constitutional Convention by identifying 2 specific areas that need to be amended or omitted from the Articles of Confederation. (Could also be a blog or Wiki allowing students to comment on the ideas of their peers)
4. Federalist Papers Reading (Excepts)
 - a. How did the *Federalist Papers* impact the adoption of the Constitution?
 - b. How do news reports impact us on national issues today?
5. Graphic Organizer:- showing reserved, delegated, and concurrent powers.
6. Bill of Rights Mural/Pictogram Project
 - a. Writing Assignment Extension: Personal view on which two rights are the most important.
 - b. Extension: Locate a current event about one of the amendments in general or one they have written about.
7. Patriot Act Reading
 - a. Which amendments does the Patriot Act impact?
8. Small group activity: Students will create a report card and grade the U.S. government on how well it is fulfilling the goals of the Preamble.
9. Graphic Organizer:- comparing and contrasting Hamilton and Jefferson's viewpoints.
10. Create a list of questions for a press conference with Alexander Hamilton and President Washington regarding Hamilton's Financial Plan
11. Primary Source Reading: Washington's Farwell Address and questions.
12. Critical Thinking: Do you think that the government had the right to write the Alien and Sedition Acts?

- a. How does it conflict with the Bill of Rights?
13. Primary Source Reading & Questions *The American Spirit*:
- a. “The Shock of Shay’s Rebellion”
 - b. “The Debate over Representation in Congress”
 - c. “Singing for the Constitution”
 - d. “The Ratification Debate in Massachusetts”
 - e. “The Ratification Debate in New York”
 - f. Selections from the Federalist papers
 - g. “Alexander Hamilton vs. Thomas Jefferson on Popular Rule”
 - h. “The Clash over States Rights”
 - i. “The Retirement of Washington”/ “A President Bids Farewell”
 - j. “The Alien and Sedition Hysteria”

New Jersey Core Curriculum Content Standards

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

Literacy Standards- RH.9-10.1-6,8,10 RH.11-12.1-2,4-6,8-10

Writing Standards-WHST.9-10.1,4-6,9 WHST.11-12.1,6-8,10

Unit 3: Balancing Nationalism and Sectionalism

Enduring Understanding

Understanding how nationalism and sectionalism impact the growth of the economy and the national government.

Essential Question(s)

1. In what ways was the transfer of power between political parties significant?
2. What factors motivate people / governments to make war?
3. How does the government use foreign and domestic policy to secure and grow the economy and stability of the nation?

Learning Objectives

1. Show how the Election of 1800 led to the Twelfth Amendment
2. Evaluate the controversy of the Midnight Judges
3. Describe the ideas and personality of Thomas Jefferson and his first term as President
4. List the main changes that took place in the operation of the government when the Republicans took over the Executive and Legislative branches from the Federalists
5. State the significance of the Supreme Court’s decision in *Marbury v. Madison*
6. Describe the Louisiana Purchase and Jefferson’s concerns about its lawfulness under the

Constitution

7. Evaluate the tactic of economic coercion as demonstrated by the embargo policies of Jefferson and Madison’s administrations
8. Describe the events that led to the War of 1812
9. Identify the two phases of the War of 1812
10. Describe the Federalist resistance to the War of 1812
11. Evaluate the lasting significant results of the War of 1812
12. Point out changes noticeable in America after the War of 1812
13. Speculate whether Monroe’s administration deserved to be called an “Era of Good Feeling”
14. Show how the decisions of the Supreme Court under John Marshall strengthened the national government
15. Identify all components of Henry Clay’s American System
16. Locate boundary adjustments with Britain and Spain and identify the treaties or agreements involved
17. Identify the principles of the Monroe Doctrine
18. Show how the effectiveness of the Monroe Doctrine depended on British support
19. Explain why the East, South, and West either supported or opposed
 - a. protective tariff
 - b. a national bank
 - c. internal improvements
 - d. sale of land in the West
 - e. extension of slavery into the territories
20. Identify the technological and agricultural changes of the period
21. Show how the invention of the cotton gin promoted the continuance of slavery in the South
22. Evaluate the Missouri Compromise as a temporary solution to the issue of the balance between slave and free states

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments

- b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations
 5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Role Playing/Cabinet Meeting: Pretend that you are a cabinet member of President Jefferson to analyze the impact of the decision of Chief Justice John Marshall in *Marbury v. Madison*.
 - a. Should the Supreme Court be considered an equal branch of the government with the Executive and legislative?
 - b. Did Marshall have the right to declare the Judiciary Act of 1789 unconstitutional?
2. Writing Assignment: Thomas Jefferson believed that the national government should not be too powerful, and he argues that Alexander Hamilton did not have the right to create a National Bank.
 - a. Did Jefferson have the right to purchase the Louisiana Territory without approval why or why not? OR How did Jefferson, a strict interpreter of the Constitution and frugal government spender, justify the purchase of Louisiana?
3. Create a list of the pros and cons of buying Louisiana.
4. Louisiana Purchase Map
 - a. Extension: Students will research the Lewis and Clark expedition.
 - i. Students will write a diary or letter home as a member of the expedition party.
 - ii. Students will create a resume of a person hoping to become part of the Lewis and Clark expedition.
5. In-class activity: Hamilton and Burr duel
 - a. Have students bring Burr to trial for his crime.
 - b. Write an obituary for Hamilton.
 - c. Writing: Do you think Burr should have been punished for the death of Alexander Hamilton?
6. American System Chart: What does each section of the country gain and have to support. How will this promote nationalism over sectionalism?
7. How is the Missouri Compromise both a positive example of compromise as well as a negative precedent that paves the way for greater sectionalism?

8. Primary Source Reading & Questions *The American Spirit*:
 - a. "John Marshall and the Supreme Court"
 - b. "Jefferson Stretches the Constitution to Buy Louisiana"
 - c. Excerpts from The Journal of Lewis and Clark
 - d. "The Resort to Economic Coercion"
 - e. "President James Madison's Fateful War Message (1812)"
 - f. The Missouri Statehood Controversy"
 - g. "Launching the Monroe Doctrine"

New Jersey Core Curriculum Content Standards

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

Literacy Standards- RH.9-10.1-5,7,9-10 RH.11-12.1-2,4-5,8-10

Writing Standards- WHST.9-10.1-2,4-6,8-9 WHST.11-12.1-2,6-10

Unit 4: The Rise of the Common Man

Enduring Understanding

1. Understanding how the impact of executive power as well as average citizens' political power is fully realized.
2. Understanding how stereotypes and ignorance influence peoples' decisions.

Essential Question(s)

1. How is the presidency changed and expanded by Andrew Jackson's actions?
2. In what ways is the struggle between the federal government and states' rights expressed during this period?
3. How much government involvement should be allowed in the economic structures of the nation?
4. How do grassroots movements instigate change with the nation?

Learning Objectives

1. Show how the presidential candidates of 1824 reflected sectional interests
2. Identify the "Corrupt Bargain" and point out its significance
3. Evaluate the Presidency of John Quincy Adams
4. Explain changes in the electoral system between 1800 and 1830 with respect to
 - a. voter qualification
 - b. voting process
 - c. nominating conventions
5. Identify the Election of 1828

6. Evaluate how Andrew Jackson changed the presidency
7. Discuss the origins, advantages and disadvantages of the “spoils system”
8. Identify the “kitchen cabinet”
9. Evaluate national policies toward Native-Americans during the Jacksonian Period
10. Identify how various Native tribes responded to the policy of removal
11. Explain the motives of the southern states, and Vice-President Calhoun in particular, in advocating the doctrine of “nullification”
12. State the principal arguments in the National Theory of the Union
13. Identify how Jackson handled the threat of nullification
14. State how Jackson destroyed the second Bank of the United States
15. Link the unwise banking practices of the “pet banks” with the onset of the Panic of 1837
16. Explain the origin and principles of the new Whig party
17. Show how economic depression affected the Presidency of Martin Van Buren
18. Illustrate why the election of 1840 was the first of the modern-type campaigns
19. Identify characteristics and leaders of pre-Civil War reform movements in education, asylums, prisons, temperance, and women’s rights
20. Trace the development and evolution of the abolitionist movement

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations
5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Small group activity: Create and complete a report card on the election of 1824. Students grade Adams and Jackson and decide who should have won the election.
2. Campaigns:
 - a. Imagine that you are a campaign manager. What would you do to get your candidate elected? How many ideas did you have in common with the Jackson campaign?
3. Create a pros and cons list of a “common man” president.
 - a. Can a president be like everyone else? Why or why not?
4. Andrew Jackson political cartoon analysis
 - a. Describe his use of power and how he changed the role of the president.
5. Critical Thinking: Recall a time that you were rewarded for helping someone.
 - a. Have you ever rewarded someone for helping you?
 - b. Should the practice of rewarding someone be a part of the government?
 - c. What are some of the advantages and disadvantages of an award system?
6. Trail of Tears writing Assignment:
 - a. How could the government justify the 1838 removal of nearly 15,000 Native Americans from their homelands in the southeastern United States and forced march to “Indian territory,” all of which resulted in the death of 4,000 Cherokees?
 - i. Is there any way this wrong could be or should be righted today?
 - b. If you were a newspaper reporter assigned to cover the Trail of Tears what would you have wrote concerning the event and the significance of what the United States was doing to the native Americans
7. Map skills: expansion of the U.S.
8. Reform Movement Project: Informational Campaign
 - a. Pamphlets, slogans, PowerPoint, t-shirt, etc.
9. Jigsaw Activity: Students investigate and report on different reform movements.
 - a. Small group: create a flag representing each movement.
10. In-class reading and small group activity: Read the *Declaration of Sentiments* have groups create a “Students Declaration of Sentiments”
11. Primary Source Reading & Questions *The American Spirit*:
 - a. “A Plea for Non-property Suffrage”
 - b. “The New Spirit of Enterprise in Jacksonian America”
 - c. “Jackson Vetoes the Maysville Road Bill”
 - d. Selections from “the Nullification Crisis”
 - e. “Jackson Vetoes the Bank Recharter”
 - f. Selections from “The Forging the National Economy”- Factory Labor, Immigrants, Labor Issues, New Technologies
 - g. Selections from “The Ferment of Reform” 2nd Great Awakening, Reforms, Women’s Rights, and the arts (poetry, short stories, transcendentalism)

New Jersey Core Curriculum Content Standards

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

Literacy Standard -RH.9-10.1-6,9-10 RH.11-12.1-2,4-6,8-10**Writing Standards - WHST.9-1-1-2,4-6,8-9 WHST.11-12.1-2,6-10****Unit 5: Civil War and Reconstruction****Enduring Understanding**

1. How the acquisition of new lands impacts the nation and its people and the indigenous people from which it was taken?
2. How sectional interests manifest in political party ideology which plays a role in the maintenance and/or destruction of a unified nation.
3. To understand how the successes and failures of Reconstruction set the course for the 20th Century.

Essential Question(s)

1. How does “manifest destiny” affect the stability of the nation?
2. How much government oversight is acceptable without violating personal liberties guaranteed by the Bill of Rights?
3. In what ways was the Civil War a test of the enduring democratic tradition?
4. In what ways was Reconstruction considered a second civil war?
5. What was the impact of Reconstruction policies on future political and social institutions?
6. What factors contributed to the failure of Reconstruction?
7. Despite the democratic gains over the course of nation’s history, how were the civil rights of specific groups continually violate, specifically women, black Americans and Native Americans?

Learning Objectives

1. Tell how Americans settled in Texas, New Mexico, Oregon and California, and describe the difficulties they faced
2. Describe how Texas broke away from Mexico and declared its independence
3. Show the relationship between westward expansion and the slavery issue
4. Tell how Tyler and then Polk came to the Presidency
5. Define “manifest destiny”
6. Explain how and why Polk avoided war with Great Britain over Oregon
7. Discuss the events that led to the Mexican War
8. Discuss the outcome of the Mexican War as outlined in the Treaty of Guadalupe-Hidalgo
9. Identify the lasting significant effects of the Mexican War
10. Identify positions on the issue of slavery

11. Describe how the presidencies of Zachary Taylor, Millard Fillmore, Franklin Pierce and James Buchanan were ineffective in settling rising sectional tension
12. Explain how Clay's Compromise of 1850 settled the slavery issue only temporarily
13. Identify the principle of popular sovereignty
14. Describe the Fugitive Slave Act and northern response to the legislation
15. Explain how the popularity of the novel, *Uncle Tom's Cabin* fueled the abolitionists' cause
16. Explain how the Kansas-Nebraska Act intensified the slavery issue and led to the formation of the Republican Party
17. Indicate how "Bleeding Kansas" afforded a preview of the Civil War
18. Point out how the Supreme Court decision on the Dred Scott case widened the gulf between the North and the South
19. Tell how Lincoln, in debating Douglas, became a nationally prominent political figure
20. Describe the election of 1860 and explain its significance
21. Show why the southern states seceded despite attempts to prevent Civil War, and identify these states
22. Relate how Lincoln's decision not to give up Fort Sumter began the Civil War
23. Compare the military and economic advantages and disadvantages of the Union and the Confederate armies
24. Describe the changes in the styles of warfare as it developed in the Civil War and indicate the involvement of civilians in a "total war"
25. Examine Lincoln's motives in delaying emancipation of slaves in the border states
26. Show how the Siege of Vicksburg and the Battle of Gettysburg were turning points in the war
27. Explain the impact of the Emancipation Proclamation on the North, the South and Europe
28. Tell how and why Lincoln won reelection in 1864
29. Describe the end of the war and the terms given by Grant to Lee
30. State Lincoln's and Johnson's plan for Reconstruction of the South
31. Describe the Radical views of Congressional Reconstruction
32. Explain how southern states angered Northerners in the early months of Johnson's Presidency
33. Describe the activities of the Freedmen's Bureau
34. State the provisions of the Civil War Amendments - 13, 14 & 15
35. Explain why and how impeachment proceedings against President Johnson took place
36. Identify how the rights of blacks were restricted and violated in the South
37. Describe the controversy that clouded the election of 1876
38. Summarize how President Hayes ended federal Reconstruction in 1877
39. Evaluate the impact of Radical Reconstruction on the South

Suggested Activities / Assessments**General:**

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5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. In-class activity: Define manifest destiny
 - a. Do you think America had the right to continue to push westward?
 - b. Create a list of reasons to push west and reasons why we should not expand further.
2. Map Skill: Western trails
 - a. Would you have been a pioneer and moved west to new lands?
 - b. Choose a trail and area to travel to. Research the routes, climate, terrain, etc. Create a diary or write letters home about things you have encountered, hopes, fears, etc.
 - i. Map out your journey.
3. Develop concept maps or graphic organizers to examine solutions to sectional conflicts over slavery.
 - a. Missouri Compromise, Popular Sovereignty, Kansas-Nebraska Act, Dred Scott.
4. In-class activity: What is a terrorist/how would you describe a terrorist? OR List three things you think of when you hear the word terrorist?
 - a. Should John Brown be considered a terrorist?

- b. How many similarities did you have between your definition and John Brown's actions?
5. Small group or individual activity: Analyze the South's justification for secession with examples from: Declaration of Independence, Compromise of 1820 and 1850, and South Carolina Nullification.
6. Map Skills: Slave, Free, and Border states
7. Timeline Project: Timeline of the most significant events leading up to the Civil War
 - a. Extension: Timeline poster with pictures, have students write why they chose the event, create a PowerPoint and provide an oral presentation for the class.
8. Gettysburg Address:
 - a. Summarize Lincoln's message.
 - b. Interpret into modern day language.
9. Political cartoon analysis.
10. Civil War Newspaper
 - a. Possible topics to include: editorial on a military leader, article about a battle or new technology, advertisement, political cartoon.
 - b. Have students write either from a Union or Confederate perspective.
11. Political cartoon analysis.
12. In-class activity: small groups or individual decision making sheet
 - a. What conditions should be placed upon southern states before permitting them to return to the Union?
 - b. What political, social, and economic rights should be granted to freed slaves? How should these be enforced?
13. Graphic Organizer:- Positive and negative effects of Reconstruction.
14. Reconstruction Project
 - a. Explain your point of view on a specific event or law during Reconstruction by writing a newsletter, creating a political cartoon, or developing a blog/Wiki which reflects the perspective of a person from the North or the South.
15. Primary Source Reading & Questions *The American Spirit*:
 - a. "A Former Slave Exposes Slavery"
 - b. "William Lloyd Garrison Launches *The Liberator*"
 - c. "The Debate over Oregon"
 - d. "Provoking War with Mexico"
 - e. Selections from "Peace with Mexico"
 - f. "The Compromise of 1850"
 - g. "Reaction to the Fugitive Slave Law"
 - h. Selections from "*Uncle Tom's Cabin*"
 - i. "Lincoln and the Secession Crisis"
 - j. "Gettysburg Address"
 - k. "The Proclaiming of Emancipation"

1. Selections from “The Debate on Reconstruction policy”

New Jersey Core Curriculum Content Standards

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

Literacy Standards-RH.9-10.1-6,9-10 RH.11-12.1-2,4-6,8-10

Writing Standards-WHST.9-10.1-2,4-6,8-9 WHST.11-12.1-2,6-10

V. Course Materials

Primary Texts –

Lapsansky-Werner, Levy, Roberts, & Taylor. United States History. Upper Saddle River, NJ: Prentice Hall, 2013.

Supplemental Texts (Primary Source s)

Kennedy, David M. & Thomas Bailey. *The American Spirit Volume I to 1877 10th Edition*. Boston, Mass: Houghton Mifflin Co., 2002.

Media, DVD, Video, Software

MOVIES:

Harriet Tubman & The Underground Railroad

Colonial Williamsburg

Andrew Jackson: Towards the Civil War

Civil War-Glory

Focus on Capital Hill – Congress in Session

James Monroe: The Man & the Doctrine

Checks and Balances

U.S. Constitution Series

Boston Tea Party

George Washington in New Jersey

Battle of Yorktown

Founding Fathers 4 part series

"Era of Colonization" 1585-1763

"A New Nation" 1776-1815

"Growth of a New Nation" 1798-1814

"Nationalism & Change" -1818-1830

"National Economy - 1832-1848"

"Lewis and Clark Journey West"

A Union's Story

The Underground Railroad
"Remembering Ellis Island"
The War of 1812 (History Channel)

“The American Century”

“The Patriots”

John Adams- Miniseries

“America- The Story of Us.”

VI. Assessments

The goal of any educational program is to nurture the talents of the student it serves and to transmit the full measure of culture necessary for society to continue. Knowledge and its applications, rather than grades, should be the goal of the student. However, it must be realized that due to the character of American education and the American enterprise system, an objective measure of performance must be applied to any situation to lend it credibility as gainful employment.

For this course grades will be determined by:

1. Display through daily participation in class a sequential development of knowledge of the content.
2. Display through application and written evaluation a mastery of current research methods and an ability to analyze historical evidence.
3. Achieve a minimum of sixty-five percent accuracy on tests, quizzes, papers, homework assignments, projects, and final exams