

**Randolph Township Schools
Randolph High School**

United States History I Curriculum

“I know that we can win, I know that greatness lies in you. But remember from here on in, history has its eyes on you.”

-Lin Manuel Miranda

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**Randolph Township Schools
Department of Social Studies
United States History I**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools
Department of Social Studies
United States History I Curriculum**

Introduction

The tenth grade social studies program is a survey of United States history from the economic, social, and political origins of the American Republic through Civil War Reconstruction and its effects. To achieve this goal, the course will be guided by New Jersey Learning Standards in the Social Studies and the standards and goals established by the Randolph Township Board of Education.

This program will integrate and infuse information on New Jersey history and social studies oriented vocations into the course of study as mandated by the New Jersey Department of Education.

This course is taught as an inclusion history of the United States. The role of women, immigrants, African-Americans, Native Americans, and the diverse racial, religious, and ethnic groups of America will be highlighted throughout the course of study.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
United States History I

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	Colonial America
6 weeks	II	Pre-Revolutionary Period and the War for Independence
5 weeks	III	A New American Government
6 weeks	IV	A New Nation
5 weeks	V	Nationalism and the Growth of Sectional Differences
3 weeks	VI	Westward Expansion
6 weeks	VII	Disunion and Reconstruction
2 weeks	VIII	Changes on the Western Frontier

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Curriculum
UNIT I: Colonial America

<p>TRANSFER: Students will be able to use the knowledge of early European immigration to North America to better understand and evaluate current immigration trends throughout the world.</p>		
<p>STANDARDS/GOALS:</p> <p>6.1.12.A.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p>6.1.12.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.B.1.a: Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.</p> <p>6.1.12.C.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</p> <p>6.1.12.C.1.b: Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.</p> <p>RH.11-12.1: Accurately cite strong and</p>	<p>ENDURING UNDERSTANDINGS</p> <p>The origins of the English colonies varied, as did their political, economical, and social systems.</p> <p>Political, economic, social, and religious factors led to the development of successful English colonies in North America.</p> <p>The colonists explored new economic systems that altered colonial development and the relationship with Great Britain.</p> <p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>While Roanoke was England’s first attempt at a permanent settlement in North America, the first successful permanent English settlement in North America was founded at Jamestown, Virginia, in 1607.</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What motivates people to create settlements far from home? • How did religion and economics shape the formation of the governments of the colonies? • How can geography impact the development of society? <p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Identify why and how the Roanoke colony failed and the Jamestown colony was successful.</p>

<p>thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g.,</p>	<p>English Puritans came to North America, beginning in 1620.</p> <p>Colonial political precedents such as the Mayflower Compact, Virginia House of Burgesses, Fundamental Orders of Connecticut, Massachusetts Bay Colony, and Political and Religious dissenters all had an impact on modern political thought.</p> <p>People and events including Roger Williams, Anne Hutchinson, Maryland Toleration Act and the “Holy Experiment” in Pennsylvania, illustrated that religious tolerance and intolerance in the colonies prompted change.</p> <p>England and its largely self-governing colonies prospered under a mutually beneficial trade relationship.</p> <p>In the Southern colonies, a predominantly agricultural society developed which led to the institution of slavery.</p> <p>The Northern colonies developed a predominantly urban society, based on commerce, and trade which highlighted the concepts of Salutary neglect, Mercantilism, and the Navigation Acts.</p> <p>The Enlightenment encouraged social changes such the events surrounding the Great Awakening, Salem Witch Trials, and Immigration.</p>	<p>Examine how the principles of tolerance and equality played a role in the establishment of the colonies.</p> <p>Analyze the early political precedents that influenced the American government.</p> <p>Evaluate the ways religion, politics, and social equality can lead to intolerance/tolerance.</p> <p>Discuss the impact of British economic policies on the North American colonies.</p> <p>Analyze reasons why English colonists turned to African slaves as a labor force and the reactions of the slave population.</p> <p>Assess how Americans gained control over their own economic and political institutions between 1607 and 1763.</p> <p>Debate the positive and negative effects of the growing diversity of the colonies that were brought about by the new enlightened way of thinking.</p>
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<p>visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>KEY TERMS: Colonization, John Smith, joint-stock company, Jamestown, headright system, indentured servant, Nathaniel Bacon, Puritans, John Winthrop, Separatists, Plymouth Colony, Massachusetts Bay Colony, Roger Williams, Anne Hutchinson, Pequot War, King Philip’s War, William Penn, proprietor, Quakers, New Netherland, mercantilism, Parliament, Navigation Acts, Glorious Revolution, salutary neglect, cash crop, slave, triangular trade, middle passage, Stono Rebellion, Enlightenment, Benjamin Franklin, Jonathan Edwards, Great Awakening</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Formulating a writing assignment followed by class discussion that critiques the successes and failures of early European settlement in North America.
- Creating a thesis statement that focuses on why certain groups of people would want to move to specific colonies.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will participate in an inquiry-based lesson to hypothesize possible reasons for the failure of the lost colony of Roanoke and discuss what differences were used to make Jamestown a success.
- Students will create graphic organizers to compare and contrast the similarities and differences between the North, Middle, and Southern colonies.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Curriculum
UNIT I: Colonial America

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Unit I: Colonial America</p> <ul style="list-style-type: none"> • An English Settlement at Jamestown • England and its Colonies • The Agricultural South • The Industrial North 	<p>Mayflower Compact</p> <p>Decks of a Slave Ship. Blake, W.O. <i>The history of slavery and the slave trade, ancient and modern (null)</i>. Columbus, Ohio: H. Miller, 1860.</p> <p><i>America: The Story of US</i>. History Channel. 2010. Television.</p> <p>The London Company Indentured Servant Advertisement</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Curriculum
UNIT II: Pre-Revolutionary Period and the War for Independence

TRANSFER: Students will be able to analyze ways in which human rights are violated and propose solutions to current issues.

STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.A.2.a: Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.	The British and Colonial success in the war with France transformed the relationship between Britain and its American colonies, and led to the American Revolution.	<ul style="list-style-type: none"> • How can war alter the relationship between a mother country and its colonies?
6.1.12.B.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	The British and Colonial success in the war with France transformed the relationship between Britain and its American colonies, and led to the American Revolution.	<ul style="list-style-type: none"> • Were the colonists justified in resisting British policies after the French and Indian War? Why or why not?
6.1.12.C.2.a: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.	Revolutions and civil unrest tend to occur when political, social, and economic needs of people are not met.	<ul style="list-style-type: none"> • Was the American War for Independence inevitable? Explain.
6.1.12.D.2.a: Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.	American revolutionaries resorted to the use of boycotts, protests, and armed rebellion in order to create their own country separate from British rule.	<ul style="list-style-type: none"> • What is the best way for people to bring about political and social change?
6.1.12.D.2.a: Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations.	KNOWLEDGE	SKILLS

<p>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate</p>	<p>Students will know:</p> <p>The British victory over the French in North America enlarged the British empire but led to new conflicts with the colonists over land, power, and taxation.</p> <p>Conflict between Great Britain and the Colonies grew over taxation, representation, and liberty through policies and events such as the Stamp Act, Sugar Act, Intolerable Act, Proclamation of 1763, and the Townshend Acts.</p> <p>American colonists were divided over what course of action to take in response to British policies.</p> <p>Tensions increased throughout the colonies until the Continental Congress declared independence on July 4, 1776.</p> <p>American colonies became similar and unified by the start of the revolution.</p> <p>Strategic victories in the North led to decisive foreign military and economic intervention which enabled the Americans to defeat the British.</p> <p>Strategic victories in the South and at Yorktown enabled the Americans to defeat the British.</p> <p>The military and political personalities of George Washington, John and Samuel Adams, Ben Franklin,</p>	<p>Students will be able to:</p> <p>Explain the causes and effects of the French and Indian War.</p> <p>Describe how the colonists organized to resist British policies.</p> <p>Identify and explain the policies that caused tensions between the colonies and Great Britain.</p> <p>Justify the British actions and colonial reactions in regard to economic and political policy.</p> <p>Explain the influence of the following documents during the struggle for independence: Olive Branch Petition and Common Sense.</p> <p>Evaluate the political significance of the Declaration of Independence.</p> <p>Evaluate the impact of the revolution on daily life in the colonies.</p> <p>Explain why France joined in to support the colonies during the revolution.</p> <p>Evaluate the military and political strategies of the British and colonists.</p> <p>Identify and explain the significance of the key battles and personalities of the American</p>
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<p>multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Thomas Paine and Thomas Jefferson played significant roles during the conflict which helped to achieve victory over the British.</p> <p>The Treaty of Paris validated American independence yet some components led to further conflict.</p> <p>KEY TERMS: George Washington, French and Indian War, William Pitt, Pontiac, Proclamation of 1763, Sugar Act, Stamp Act, Samuel Adams, Townshend Acts, Boston Massacre, committees of correspondence, Boston Tea Party, King George III, Intolerable Acts, martial law, minutemen, Second Continental Congress, Olive Branch Petition, Common Sense, Thomas Jefferson, Declaration of Independence, Patriots, Loyalists, Valley Forge, Trenton, Saratoga, inflation, profiteering, Yorktown, Friedrich von Steuben, Marquis de Lafayette, Charles Cornwallis, Treaty of Paris, egalitarianism</p>	<p>Revolution.</p> <p>Explain the provisions and the impact of the Treaty of Paris of 1783.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Curriculum
UNIT II: Pre-Revolutionary Period and the War for Independence

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<p>Unit II – Colonial America</p> <ul style="list-style-type: none"> • The French and Indian War • The Stirrings of a Rebellion • The Ideas that Help Start the Revolution • The Revolution Begins • The Struggle Toward Saratoga • Winning the War 	<p>T. Paine, Common Sense</p> <p>The Declaration of Independence</p> <p><i>America: The Story of US.</i> History Channel. 2010. Television.</p> <p>Paul Revere’s Engraving of the Boston Massacre, 1770</p> <p>Treaty of Paris, 1783</p> <p>William Trego, <i>The March to Valley Forge</i>, 1883</p> <p>Emanuel Gottlieb Leutze, <i>Washington Crossing the Delaware</i>, 1851</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I
UNIT III: A New American Government

TRANSFER: Students will be able to evaluate and debate the constitutionality of modern day laws and policies in order to become active citizens in the 21st Century.

STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.A.2.a: Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.	The Articles of Confederation were unable to address the economic and political problems facing the new nation and instead created a weak central government, leading to national crisis called the “Critical Period.”	<ul style="list-style-type: none"> • What should be the responsibilities of state and national governments to their citizens?
6.1.12.A.2.c: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.	Americans developed a unique political culture that encompassed both state sovereignty and federal power.	<ul style="list-style-type: none"> • How can power be shared?
6.1.12.C.2.a: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.	Economic and political factors led to the development of a new Constitution which codified the roles and obligations of the state and federal governments.	<ul style="list-style-type: none"> • What makes a government weak or strong?
6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.	The Bill of Rights guarantees citizens certain necessary protections from the government.	<ul style="list-style-type: none"> • How can the rights of citizens be protected?
	KNOWLEDGE	SKILLS
6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil	Students will know:	Students will be able to:

<p>rights/ privacy.</p> <p>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>	<p>Enlightenment thinkers, such as Locke and Rousseau, believed that reason could be used to solve all human problems.</p> <p>New social and political theories on government emphasized democratic concepts, individual and natural rights, and the relationship between government and its citizenry.</p> <p>The Articles of Confederation’s systemic weaknesses were unsustainable as a system for governing the new nation and became evident after Shays’ Rebellion.</p> <p>Compromises, through debates, led to the development of the Constitution, which promoted national unity while maintaining state sovereignty.</p> <p>The addition of a Bill of Rights to the Constitution was prompted by public demand and ultimately led to the ratification of the Constitution.</p> <p>The Bill of Rights protects citizens by outlining specific freedoms for individuals.</p> <p>The Constitution created guidelines for concurrent federal and state government through a system of checks and balances that limited and divided power.</p> <p>The roles, responsibilities, and obligations of the executive, legislative, and judicial branches set forth in the Constitution limits government power in order to protect</p>	<p>Identify problems that arise in the state of nature and determine solutions utilized by governments to solve the problems.</p> <p>Explain the concepts of social contract, natural rights, and consent of the governed.</p> <p>Identify the strengths and weaknesses of the Articles of Confederation.</p> <p>Evaluate the “bundle of compromises” which ultimately led to the Constitution.</p> <p>Analyze the role of the Federalists and Anti-Federalists in the ratification of the Constitution.</p> <p>Explain why the Bill of Rights was added to the Constitution.</p> <p>Describe how the Bill of Rights protects personal liberties and limits the federal government from becoming tyrannical.</p> <p>Synthesize the principles and purposes of the Constitution including the roles of the three branches of government and how the system of checks and balances works.</p> <p>Debate the responsibilities of government officials and citizens.</p>
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<p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>citizens.</p> <p>KEY TERMS: Republicanism, Confederation, Federalism, Articles of Confederation, Shays’ Rebellion, James Madison, Alexander Hamilton, Great Compromise, New Jersey Plan, Virginia Plan, Three-Fifths Compromise, Separation of Powers, Checks and Balances, Legislative Branch, Executive Branch, Judicial Branch, Electoral College, Ratification, Federalists, Anti-Federalists, <i>Federalist Papers</i>, Bill of Rights</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Writing a justification of their opinion related to the constitutionality of a controversial Supreme Court decision (i.e. *Tinker v. Des Moines*, *Miranda v. Arizona*, *Morse v. Frederick*) and discussing it with the class.
- Completing a graphic organizer about the specific powers of the three branches of government and explaining how the branches can check each other.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will critique the Articles of Confederation and create a list of reasons that they were unsuccessful as a form of government for the United States during and after the Revolutionary War.
- Students will read and analyze primary sources written by Federalists and Anti-Federalists.
- Students will evaluate scenarios to determine which constitutional amendment is being violated.
- Students will examine Supreme Court decisions by reading background information (secondary sources) and Supreme Court opinions (primary sources).

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I
UNIT III: A New American Government

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	<p>Unit III- A New American Government</p> <ul style="list-style-type: none"> • Experimenting with the Articles of Confederation • Drafting the Constitution • Ratifying the Constitution • The Bill of Rights 	<p>United States Constitution</p> <p>Articles of Confederation</p> <p>Supreme Court Cases: https://constitutioncenter.org/</p> <p><i>America: The Story of US.</i> History Channel. 2010. Television.</p> <p>The Federalist Papers</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT

United States History I Curriculum

UNIT IV: A New Nation

TRANSFER: Students will be able to evaluate a government’s function in an ever-changing society to determine if government responses are appropriate or necessary to any specific stimulus.

STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.	President Washington enforced the new Constitution and established important political precedents.	<ul style="list-style-type: none"> • Was George Washington’s leadership indispensable in creating the new national government? Justify.
6.1.12.A.2.e: Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.	Political differences during Washington’s administration led to the development of new political theories and political parties.	<ul style="list-style-type: none"> • Are political parties good for the country? Justify.
6.1.12.B.2.b: Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	Determining effective domestic, foreign, and economic policies were essential in establishing the United States as a functioning nation.	<ul style="list-style-type: none"> • How does a new nation develop legitimacy on the world stage and how is its progress measured?
6.1.12.D.2.c: Relate events in Europe to the development of American trade and American foreign and domestic policies.	President Jefferson’s actions as president often contradicted beliefs he held while running for the office.	<ul style="list-style-type: none"> • When is it justified for a political leader to evolve his/her views?
6.1.12.D.2.e: Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	KNOWLEDGE	SKILLS
6.1.12.A.3.c: Assess the role of geopolitics in the development of American foreign	Students will know:	Students will be able to:

<p>relations during this period.</p> <p>6.1.12.A.3.d: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</p> <p>6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.</p> <p>6.1.12.A.3.h: Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author's perspective(s) develop over the course of the text.</p>	<p>Washington established domestic and foreign policies that set precedents for the new nation, such as remaining neutral in global conflicts, instituting term limits, delivering a farewell address, and adhering to the Constitution.</p> <p>George Washington's leadership qualities were effective in setting standards for mutual respect, in raising public confidence in political leaders and in the acceptance of the role of political compromise in the new nation.</p> <p>The Marshall Court defined the role and powers of the judicial branch.</p> <p>The opposing political ideologies of Hamilton and Jefferson led to the establishment of the two party political systems.</p> <p>The XYZ Affair led to a rise in anti-French sentiment in the United States as well as the creation of the Alien and Sedition Acts.</p> <p>Impressments, the British Blockade, the Embargo Act, War Hawks, the Native alliance system, and other events in Europe impacted America's developing foreign policy with Spain, France, and England.</p> <p>President Thomas Jefferson acquired the Louisiana Territory from France and chose Meriwether Lewis and William Clark to explore the newly acquired land.</p>	<p>Identify the political precedents established by President Washington.</p> <p>Define characteristics of a good leader and compare the definition to Washington's style of leadership.</p> <p>Assess the significance of the Judiciary Act of 1789.</p> <p>Evaluate how judicial rulings granted more power to the federal government.</p> <p>Contrast the views of Hamilton and Jefferson regarding the power of the federal government.</p> <p>Appraise the constitutionality of the Alien and Sedition Acts during the political climate when they were passed.</p> <p>Compare and evaluate the different foreign and domestic policy actions taken by Washington, Adams, and Jefferson.</p> <p>Summarize the significance of the Louisiana Purchase and the Lewis and Clark expedition as they apply to American expansionism.</p>
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RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH. 11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10: By the end of grade 12, read

KEY TERMS:

George Washington, Alexander Hamilton, Thomas Jefferson, Judiciary Act of 1789, Cabinet, National Bank, Democratic-Republicans, Federalists, Two-Party System, Protective Tariff, Excise Tax, Whiskey Rebellion, Neutrality, John Jay, Sectionalism, XYZ Affair, Alien and Sedition Acts, Nullification, Aaron Burr, Judiciary Act of 1801, Midnight Judges, John Marshall, *Marbury v. Madison*, Judicial Review, Louisiana Purchase, Meriwether Lewis, William Clark, Sacajawea

<p>and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Writing an interpretation of Washington’s Farewell Address in their own words.
- Completing a written assessment comparing different aspects (foreign policy, domestic policy, precedent setting events, constitutional concerns) of the presidencies of George Washington, John Adams, and Thomas Jefferson.
- Debating the necessary functions and items of an optimal government in which both the people and government flourish.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will critique and compare the presidencies of George Washington, John Adams, and Thomas Jefferson.
- Students will read and analyze Washington’s Farewell Address.
- Students will examine Supreme Court decisions by reading background information (secondary sources) and Supreme Court opinions (primary sources) to determine how the federal government began amassing power over state governments.
- Students will interpret a map and journal excerpt from the Lewis and Clark expedition.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Curriculum
UNIT IV: A New Nation

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<p>Unit IV- A New Nation</p> <ul style="list-style-type: none"> • Washington Heads the New Government • Foreign Affairs Trouble the New Nation • Jefferson and Adams Alter the Nation’s Course 	<p>George Washington: "Farewell Address," September 19, 1796.</p> <p><i>Lewis & Clark: The Journey of the Corps of Discovery.</i> PBS. 1997. Television.</p> <p>Supreme Court Cases</p> <p><i>America: The Story of US.</i> History Channel. 2010. Television.</p> <p>Alien and Sedition Acts, 1798.</p> <p>John Adams: <i>XYZ Affair</i>, May 16, 1797, Philadelphia, PA.</p> <p>The Federalist Papers</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II Curriculum
UNIT V: Nationalism and the Growth of Sectional Differences

TRANSFER: Students will be able to make connections between this period of nationalism and the current day to assess the role nationalism plays in global affairs.

STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.A.3.b: Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.</p> <p>6.1.12.A.3.c: Assess the role of geopolitics in the development of American foreign relations during this period.</p> <p>6.1.12.A.3.d: Describe how the Supreme Court increased the power of the national government and promoted economic growth during this era.</p> <p>6.1.12.A.3.e: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.</p> <p>6.1.12.A.3.h: Examine multiple perspectives on slavery and evaluate the</p>	The growing conflict between the United States and Britain led to the War of 1812.	<ul style="list-style-type: none"> • How does war impact nationalism?
	Nationalism and exceptionalism exerted a strong influence in the courts, foreign affairs, and westward expansion that redefined America in the early 1800s.	<ul style="list-style-type: none"> • Can a nation develop a strong national identity while addressing the needs of all its constituents? Justify.
	The north and south developed different economic systems that led to sectionalism.	<ul style="list-style-type: none"> • In what ways can geography lead to economic, political, and cultural conflict?
	Andrew Jackson and his administration instituted policies that expressed the views of the common people but violated the rights of Native Americans.	<ul style="list-style-type: none"> • Did Andrew Jackson advance or hinder the cause of democracy? Explain.
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Impressments, the British Blockade, the Embargo Act, War Hawks, and the Native alliance system provoked the War of 1812 between the U.S. and Great Britain.</p>	<p>Students will be able to:</p> <p>Assess the effects of the causes of the War of 1812 on the developing nation.</p>

<p>claims used to justify the arguments.</p> <p>6.1.12.D.3.b: Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</p> <p>6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>The United States' military victory and the Treaty of Ghent established diplomatic compromises with England that helped to redefine the U.S. borders and territorial rights.</p> <p>The Industrial Revolution led to key changes in technology and work procedures that resulted in increased sectionalism between the north and south.</p> <p>The institution of slavery and the expansion of slavery in new territories created political, economic, and social differences that furthered sectional animosity.</p> <p>The federal government exerted its judicial power to promote nationalism through the following: <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, <i>Gibbons v. Ogden</i>, <i>Worcester v. Georgia</i>, etc.</p> <p>The political and diplomatic implications of decisions such as the Monroe Doctrine, Missouri Compromise, American System, and the states' rights debate furthered sectional tension.</p> <p>The physical expansion of America led to the sectional debate over nullification, states' rights, the National Bank, and Indian Removal.</p> <p>The presidency of Andrew Jackson led to an expansion of the democratic process through the spoils system, suffrage, new political parties, and by encouraging greater involvement in politics.</p>	<p>Explain how the outcomes of the War of 1812 correlated with the political and military goals of both Great Britain and America.</p> <p>Analyze how shifts in population and politics might be attributed to advances in technology and changes in regional economies during America's Industrial Revolution.</p> <p>Describe the factors that contributed to feelings of nationalism and sectionalism.</p> <p>Interpret Marshall Court decisions and describe how the Marshall Court increased the power of the federal government.</p> <p>Identify the changes of territorial expansion and summarize the issues that divided the nation as it expanded.</p> <p>Debate the judicial validity and impact of government decisions during this era.</p> <p>Evaluate the benefits and consequences of Jacksonian Democracy.</p>
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RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH. 11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

KEY TERMS:

Blockade, impressment, embargo, war hawk, Treaty of Ghent, armistice, Eli Whitney, interchangeable parts, mass production, Industrial Revolution, Henry Clay, American System, Tariff of 1816, National Road, Erie Canal, John Quincy Adams, nationalism, Monroe Doctrine, Missouri Compromise, Andrew Jackson, Democratic Republican Party, spoils system, Indian Removal Act, Trail of Tears, Daniel Webster, John C. Calhoun, Tariff of Abominations, Bank of the United States, Whig, Martin Van Buren, Panic of 1837, William Henry Harrison, John Tyler

WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Writing to answer the question: Did Andrew Jackson advance or hinder the cause of democracy?
- Discussing the factors that promoted nationalism and/or sectionalism and evaluating why sectionalism became a big issue in the early 1800s.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will listen to and analyze the lyrics of “The Star-Spangled Banner” and make inferences about the War of 1812/Battle at Fort McHenry.
- Students will analyze Supreme Court decisions individually or in groups and discuss how the Marshall Court increased the role of the federal government/limited the power of state governments.
- Students will analyze political cartoons and primary sources about the Monroe Doctrine.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II Curriculum
UNIT V: Nationalism and the Growth of Sectional Differences

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	<p>Unit V: Nationalism and the Growth of Sectional Differences</p> <ul style="list-style-type: none"> • War of 1812 • Regional Economies Create Differences • Nationalism at Center Stage • The Age of Jackson • Jackson, States' Rights, and the National Bank 	<p>Key, Francis Scott, 1779-1843. "The Star-Spangled Banner." 1942.</p> <p>Supreme Court Cases (Marshall Court)</p> <p><i>Cherokee Trail of Tears</i>, Robert Lindneux, 1942, Oil Painting.</p> <p><i>America: The Story of US</i>. History Channel. 2010. Television.</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Curriculum
UNIT VI: Westward Expansion

TRANSFER: Students will be able to evaluate the perceived responsibility of the United States to expand democracy and debate whether or not the United States should still act as global ambassadors of democracy.

STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.A.3.a: Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.	Manifest Destiny had an enduring impact on both U.S. foreign and domestic policies.	<ul style="list-style-type: none"> • Why does a nation expand its territory?
6.1.12.B.3.a: Assess the impact of Western settlement on the expansion of the United States political boundaries.	Americans moved west, energized by their belief in the rightful expansion of the United States from the Atlantic to the Pacific.	<ul style="list-style-type: none"> • Does the United States have a mission to expand freedom and democracy? Defend.
6.1.12.C.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	Westward expansion intensified sectional conflict during the antebellum period.	<ul style="list-style-type: none"> • How did westward expansion create conflict in the United States?
6.1.12.C.3.b: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	KNOWLEDGE	SKILLS
6.1.12.D.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to	<p>Students will know:</p> <p>Economic concepts such as free enterprise, private ownership of property, capitalism, technological change, and standardization fueled economic expansion and diversity.</p>	<p>Students will be able to:</p> <p>Assess how the new developments in the American economy and technology helped to link America’s regions and make them interdependent.</p>

<p>support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a</p>	<p>The concept of Manifest Destiny was used to justify America’s expansion.</p> <p>American settlers in Mexican-Texas launched the Texas Revolution, fought for Texan independence, and after much controversy, the Republic of Texas was annexed by the United States.</p> <p>The Mexican-American War started over border disputes, land grants, and western settlement into the territories throughout the Southwestern area of lands subsequently incorporated into the United States.</p> <p>The effects of the Mexican-American War led to the physical expansion of the United States and redefined our international relationships with Mexico, Britain, Canada, and Russia.</p> <p>KEY TERMS: Market revolution, capitalism, telegraph, manifest destiny, Santa Fe Trail, Oregon Trail, Mormons, Joseph Smith, Brigham Young, Fifty-Four Forty or Fight, Stephen F. Austin, land grant, Antonio Lopez de Santa Anna, Texas Revolution, Alamo, Sam Houston, Republic of Texas, annex, James K. Polk, Zachary Taylor, Stephen Kearny, Bear Flag Republic, Winfield Scott, Treaty of Guadalupe Hidalgo, Gadsden Purchase, forty-niners, gold rush</p>	<p>Explain the concept of Manifest Destiny and its political, economic, and social effects on American society.</p> <p>Judge the impact of westward expansion on various groups of people including Native Americans, immigrants, slaves, etc.</p> <p>Debate why the United States was divided on the issue of making Texas part of the union.</p> <p>Categorize the causes and effects of the Mexican-American War.</p> <p>Assess the various arguments for and against the controversial Mexican-American War.</p> <p>Predict the impact that the accumulation of new territories may have on the nation’s politics and social or cultural interactions.</p>
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<p>question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Completing a writing assignment about John Gast’s painting *American Progress* and how it relates to the concept of Manifest Destiny.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and analyze primary sources that look at the causes of and differing opinions on the Mexican-American War.

- Students will complete a map activity that illustrates the newly acquired territory during this time of expansion.
- Students will analyze and compare/contrast the various westward trails through a reading and/or simulation.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Curriculum
UNIT VI: Westward Expansion

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Unit VI: Westward Expansion</p> <ul style="list-style-type: none"> • The Market Revolution • Manifest Destiny • Expansion in Texas • The War with Mexico 	<p>"American Progress," Painting by John Gast, 1872.</p> <p><i>America: The Story of US.</i> History Channel. 2010. Television.</p> <p>James K. Polk: "Special Message to Congress on Mexican Relations," May 11, 1846.</p> <p>John L. O'Sullivan on <i>Manifest Destiny</i>, 1839.</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Curriculum
UNIT VII: Disunion and Reconstruction

TRANSFER: Students will be able to identify issues that are divisive in the United States that could result in conflict, and propose potential solutions.		
STANDARDS/GOALS: 6.1.12.A.4.a: Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. 6.1.12.A.4.b: Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all. 6.1.12.A.4.c: Judge the effectiveness of the 13 th , 14 th , and 15 th Amendments in obtaining citizenship and equality for all African Americans. 6.1.12.B.4.a: Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The issue of slavery, as well as fundamental disagreements between the North and South about the Constitution, dominated United States politics and led to the Civil War.	<ul style="list-style-type: none"> Was the Civil War inevitable? Defend.
	Slavery and states' rights issues were the key causes of the Civil War.	<ul style="list-style-type: none"> Was slavery the primary cause of the Civil War? Explain.
	The political struggle, accomplishments, and failures of Reconstruction in the years following the Civil War continued to challenge state sovereignty and federal authority.	<ul style="list-style-type: none"> Did the Union have a moral obligation to rebuild the South? Justify.
	The emotional, economic, and political implications of Reconstruction affected race relations throughout America.	<ul style="list-style-type: none"> Was it possible to have a peace or reconciliation after the Civil War? Why or why not?
	KNOWLEDGE	SKILLS
	Students will know: Slavery created political and social obstacles in the United	Students will be able to: Explain the political ramifications of the

<p>6.1.12.C.4.a: Assess the role that economics played in enabling the North and South to wage war.</p> <p>6.1.12.C.4.b: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12.D.4.a: Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.</p> <p>6.1.12.D.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.D.4.d: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.D.4.e: Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.</p> <p>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of</p>	<p>States because of the challenging of states' rights, popular sovereignty, and the expansion of federal power.</p> <p>Various political debates, compromises, and events leading up to the Civil War illustrated the failure of various groups to compromise, which reinforced political divisions within the nation.</p> <p>The American Civil War was considered a modern war because of new weapons, technology, and tactics.</p> <p>Political and military leaders such as Lincoln, Davis, Lee, McClellan, Jackson, Sherman, and Grant sought to bring about a rapid end to the war through new tactics and strategies.</p> <p>African-Americans and women played an important role in bringing success to the Union cause.</p> <p>The Emancipation Proclamation freed slaves in rebelling states and created new military and political challenges for the federal government.</p> <p>The federal government increased its power during the Civil War through events such as conscription, taxation, the suspension of habeas corpus, among other judicial challenges.</p> <p>The American Civil War established political, economic, social, and technological challenges that altered American society and laid the foundations for the industrialization and urbanization of America.</p>	<p>expansion of slavery into the new territories.</p> <p>Assess the different methods of protest and resistance employed in reacting to the issue of slavery.</p> <p>Describe the events that led to Lincoln's election and the establishment of the Confederate States of America.</p> <p>Formulate an argument about which side should have won the Civil War based on the advantages and disadvantages of each side.</p> <p>Identify the political and military strategies of both the Confederacy and the Union and evaluate their effectiveness.</p> <p>Describe the role of citizens, such as African-Americans and women, during war time.</p> <p>Debate the effectiveness of the Emancipation Proclamation.</p> <p>Assess the constitutionality of the federal government's use of power during the war.</p> <p>Describe the immediate and long-term implications of the war.</p>
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<p>how key events, ideas, and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding</p>	<p>There was much debate within the federal government about how to rebuild the nation after the Civil War, as a result, various reconstruction plans were created and proposed.</p> <p>The 13th, 14th, and 15th Amendments granted new freedoms to African-Americans.</p> <p>The failure of Congress and the Supreme Court to protect rights of African Americans during Reconstruction delayed African American’s achievement of full civil rights (Jim Crow Laws, Black Codes, Ku Klux Klan, etc.)</p> <p>KEY TERMS: Wilmot Proviso, secession, Compromise of 1850, popular sovereignty, Stephen A. Douglas, Millard Fillmore, Fugitive Slave Act, personal liberty laws, Underground Railroad, Harriet Tubman, Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, Kansas-Nebraska Act, John Brown, Bleeding Kansas, nativism, Know-Nothing Party, Free-Soil Party, Republican Party, John C. Fremont, James Buchanan, Abraham Lincoln, Dred Scott, Roger B. Taney, Harpers Ferry, Confederate States of America, Jefferson Davis, Fort Sumter, Anaconda Plan, Bull Run, Stonewall Jackson, George McClellan, Ulysses S. Grant, Shiloh, Robert E. Lee, Antietam, Emancipation Proclamation, habeas corpus, Copperhead, conscription, bounty, Gettysburg, Chancellorsville, Vicksburg, Gettysburg</p>	<p>Evaluate the potential positive and negative outcomes of the proposed Reconstruction plans.</p> <p>Recognize that the impeachment of Andrew Johnson impacted plans for Reconstruction.</p> <p>Explain the significance of the three important civil rights amendments to the Constitution.</p> <p>Assess the impact that major pieces of Reconstruction legislation had on American society.</p> <p>Evaluate the impact that intimidation against African Americans (Jim Crow Laws, etc.) had on society at the turn of the 20th century.</p>
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<p>of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Address, William Sherman, Appomattox, <i>Monitor</i>, <i>Merrimack</i>, Thirteenth Amendment, Fourteenth Amendment, Fifteenth Amendment, John Wilkes Booth, Andrew Johnson, Reconstruction, Radical Republican, Wade-Davis Bill, Freedman’s Bureau, black codes, scalawag, carpetbagger, sharecropping, tenant farming, Ku Klux Klan, Panic of 1873, Rutherford B. Hayes, home rule</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a timeline of the major events that led the United States into the Civil War.
- Presenting about the main idea of each major Reconstruction Plan.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will analyze primary sources such as *Uncle Tom’s Cabin*, the Emancipation Proclamation, the Gettysburg Address, and the Lincoln-Douglas debates to evaluate the impact those documents had on dividing the United States during the Civil War.
- Students will read various Reconstruction Plans in order to compare and contrast the impact the proposed plans might have had on American society.
- Students will participate in a jigsaw-lesson or gallery walk to learn about the major battles of the Civil War.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I
Unit VII: Disunion and Reconstruction

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<p>Unit VII: Disunion and Reconstruction</p> <ul style="list-style-type: none"> • The Divisive Politics of Slavery • Protest, Resistance, and Violence • The Birth of the Republican Party • Slavery and Secession • The Civil War Begins • The Politics of War • Life During Wartime • The North Takes Charge • The Legacy of the War • The Politics of Reconstruction • Reconstructing Society • The Collapse of Reconstruction 	<p>Lincoln, Abraham. "The Gettysburg Address." 19 Nov. 1863.</p> <p>Emancipation Proclamation, January 1, 1863; Presidential Proclamations, 1791-1991; Record Group 11; General Records of the United States Government; National Archives.</p> <p>Stowe, Harriet Beecher, 1811-1896. Uncle Tom's Cabin. London: J. Cassell, 1852. Print.</p> <p><i>America: The Story of US.</i> History Channel. 2010. Television.</p> <p>Burns, Ken, Geoffrey C. Ward, Ric Burns, David G. McCullough, Colleen Dewhurst, Laurence Fishburne, Morgan Freeman, Jeremy Irons, Derek Jacobi, Jason Robards, Sam Waterston, Hoyt Axton, and Bruce Shaw. <i>The Civil War.</i> Burbank, CA: PBS Home Video, 2004.</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Curriculum
UNIT VIII: Changes on the Western Frontier

TRANSFER: Students will be able identify and evaluate the advantages and disadvantages of cultural assimilation.

STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.A.5.b: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	After the Civil War, many Americans turned their energies to settling the final western frontier.	<ul style="list-style-type: none"> To what extent should a nation’s potential for expansion be limited?
6.1.12.B.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.	The goals of Native Americans and those of white settlers and immigrants conflicted, and violent confrontations often resulted.	<ul style="list-style-type: none"> Can the conquest of Native Americans ever be justified? Explain.
6.3.8.B.1: Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.	Various segments of the population responded differently to changes in the American economy and social structure in the late 19th century.	<ul style="list-style-type: none"> Did populism provide an effective solution to the nation’s problems? Justify.
	KNOWLEDGE	SKILLS
RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.	<p>Students will know:</p> <p>Native Americans attempted to hold onto their land and culture when confronted with the movement of people from the Atlantic and Pacific coasts.</p>	<p>Students will be able to:</p> <p>Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against Native Americans.</p>
RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s)	The U.S. government put forth failed programs to assimilate Native Americans into U.S. culture.	Assess the consequences of America’s westward expansion on Native Americans.

<p>presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from</p>	<p>The Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.</p> <p>Rising costs, falling prices, and high interest rates made economic prosperity increasingly difficult for farmers.</p> <p>KEY TERMS:</p> <p>Great Plains, Homestead Act, Exodusters, Sand Creek Massacre, Sitting Bull, George Armstrong Custer, assimilation, Dawes Act, Ghost Dance, Battle of Wounded Knee, longhorn, James Butler “Wild Bill” Hickok, Martha Jane Cannary (Calamity Jane), long drive, cowboy, homesteaders, soddy, Morrill Land Grant Acts, bonanza farms, Oliver Kelly, The Grange, populism, bimetallism, William McKinley, William Jennings Bryan, “Cross of Gold” speech</p>	<p>Justify why the assimilation policies, such as the Dawes Act, failed to bring unity in the west.</p> <p>Understand the cause and effect relationship between the Homestead Act and transportation initiatives.</p> <p>Explain how in order to find new businesses, the railroads intensified their efforts to attract settlers.</p> <p>Evaluate the causes and effects of economic factors that led to the populist movement.</p>
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<p>diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a Venn Diagram detailing Native American culture and that of the “homesteaders” and discussing how potential conflicts might arise between the two groups.
- Writing to address the following prompt: “Who was responsible for the Battle of Little Bighorn? Defend.”

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will analyze primary sources about the Homestead Act (including advertisements and legislation) in order to justify westward movement.
- Students will complete a graphic organizer that details conflicts that occurred between Native Americans and frontiersman.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Curriculum
Unit VIII: Changes on the Western Frontier

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit VIII – Changes on the Western Frontier <ul style="list-style-type: none"> • Native American Culture in Crisis • Settling on the Great Plains • Farmers and the Populist Movement 	William Jennings Bryan: <i>Cross of Gold Speech</i> , July 18, 1896, Chicago, IL. Homestead Act <i>America: The Story of US</i> . History Channel. 2010. Television.

APPENDIX A: Additional Resources

The Americans, McDougal-Little, 2009.

Library of Congress, loc.gov

Gilder Lehrman Institute of American History, gilderlehrman.org

Stanford History Education Group, sheg.stanford.edu

National Archives and Records Administration, archives.gov

The Presidents. History Channel. 2005. Television.

10 Days that Unexpectedly Changed America. History Channel. 2006. Television.

Unit I: Colonial America

- William Penn's Charter of Privileges
- John Winthrop's "City Upon a Hill" sermon
- "The Declaration of the People, against Sr: Wm: Berkeley, and Present Governors of Virginia," 1676.
- William Berkeley, "On Bacon's Rebellion", 19 May 1676.
- Testimony on the Salem Witch Trials

Unit II: Pre-Revolutionary Period and the War for Independence

- Washington's Letter to Governor George Clinton, February 16, 1778.
- McCullough, David G. 2005. *1776*.
- Mort Kunstler's painting, "Washington's Crossing at McKonkey's Ferry," 2011.
- Olive Branch Petition
- Text of the Stamp Act
- Text of the Townshend Acts
- Text of the Tea Act
- Text of the Intolerable Acts
- Miranda, Lin Manuel, *Hamilton: Original Broadway Cast Recording*
- Sons of Liberty. History Channel. 2015. Television.

Unit III: The New American Government

- I'm Just a Bill, Schoolhouse Rock, ABC, Television, 1976.
- The Constitution
- The Articles of Confederation

- Supreme Court Cases

Unit IV: A New Nation

- George Washington's Mount Vernon, mountvernon.org
- John Adams. HBO. 2008. Television.
- Marbury v. Madison, Supreme Court Case
- Miranda, Lin Manuel, *Hamilton: Original Broadway Cast Recording*
- Joyce Appleby "Commercial Farming and the 'Agrarian Myth' in the Early Republic" *Journal of American History* 68:4, March 1982.
- "Property Protected," XYZ Affair Political Cartoon
- "The Paris Monster," XYZ Affair Political Cartoon
- Tucker, Abigail. "Meriwether Lewis' Mysterious Death." *Smithsonian.com* Smithsonian Institution, 08 Oct. 2009.

Unit V: Nationalism and the Growth of Sectional Differences

- Various political cartoons about Andrew Jackson
- Monroe Doctrine political cartoons
- Henry Clay's American System picture
- Eli Whitney's Cotton Gin patent, eliwhitney.org
- A detail from a broadside urging the abolition of slavery in Washington, DC, published by the American Anti-Slavery Society, 1836. (Gilder Lehrman Collection).
- Indian Removal Act, Congress.
- Horten, Johnny. The Battle of New Orleans. Song. 04, 1957.

Unit VI: Westward Expansion

- Texas' Constitution
- Texas Declaration of Independence (March 2, 1836).
- George Harvey: Pittsford on the Erie Canal, 1837.
- de la Teja, Jesus F. (1997), "The Colonization and Independence of Texas: A Tejano Perspective", in Rodriguez O., Jaime E.; Vincent, Kathryn, *Myths, Misdeeds, and Misunderstandings: The Roots of Conflict in U.S.–Mexican Relations*, Wilmington, DE.
- Scholarly Resources Inc., pg. 89. http://en.wikipedia.org/wiki/Mexican_Texas#Rising_racial_tension
- Juan Seguin, Alamo Defenders' Burial Speech, April 4, 1837.
- Benjamin Lundy, The War in Texas in 1836, <http://www.tamu.edu/ccbn/dewitt/lundy.htm>
- "[The Oregon Trail: American Settler](#)". Meteoritic. 1971.
- McIntyre, Sterline C. "View of San Francisco Harbor." LOC. 1851.

Unit VII: Disunion and Reconstruction

- Lincoln's Inaugural Address, 1861.
- Dredd Scott v. Stanford, 1857.
- Transcript of the Lincoln-Douglas Debates
- Civil War Trust, civilwar.org
- Various Civil War Photographs
- Wade-Davis Bill
- President Johnson's Amnesty Declaration
- President Lincoln's Declaration of Amnesty and Reconstruction
- Louisiana State Literacy Test, 1964.

Unit VIII: Changes on the Western Frontier

- Homestead Act Advertisements
- Chief Satanta's Speech at the Medicine Lodge Creek Council, 1867.
- Hamilton, Grant E. "The Sacrilegious Candidate." LOC. 01 Jan.1896.
- Abbott, Franky. The Wounded Knee Massacre. Digital Public Library of America, 20 Jan. 2016. Web. 26 July 2017.
- *American Anthem*, Holt, Rinehart, & Winston, 2006, p. 441.
- J.D. Cameron, Letter to President Ulysses S. Grant, July 8, 1876. <http://www.littlebighorn.info/Articles/gra8876.htm>
- Kate Bighead, Interview with Dr. Thomas Marquis, 1922. http://www.nmculturenet.org/heritage/kicking_bear/narrativ.htm