

**Randolph Township Schools
Randolph High School**

**United States History I Honors
Curriculum**

*“Every true history is contemporary history”
--Benedetto Croce, Philosopher of History*

Humanities Department
Benjamin Horwitz, Supervisor

Curriculum Committee
Linda Weinstein
Michael Lonie

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August 15th, 2017

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

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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 Honors**

Introduction

United States History I Honors is designed to prepare students for the United States History II Advanced Placement course. This course utilizes the College Board Advanced Placement curriculum; therefore, students will be introduced to a rigorous academic curriculum and AP caliber assignments and assessments. Students selecting this course should demonstrate a strong aptitude for writing. This course will provide students with a strong factual and analytical experience with selected themes in early American history, including American and National Identity, Politics and Power, Work, Exchange, and Technology, Culture and Society, Migration and Settlement, Geography and the Environment, and America in the World. Due to the fact that this is an advanced course, students can expect to explore these various themes through extended assignments, independent study, and the application of critical thinking in classroom discussions. Students can expect to explore crucial topics in American history through textbook and supplemental readings that help develop critical reading comprehension skills. Students will not only evaluate the historic forces that shaped the development of the United States from pre-Columbian societies to the Era of Reconstruction, but also will analyze multiple interpretations of the past and develop new interpretations that address current trends in historiography.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
United States History I Honors

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
2 weeks	I	Historiography
2 weeks	II	The Meeting of Cultures
3 weeks	III	The Planting of English America
3 weeks	IV	The Contest for Political & Social Dominance in Early Colonial Society
2 weeks	V	The Maturing of Colonial Society in the Eighteenth Century
4 weeks	VI	The Era of the American Revolution, 1754-1783
4 weeks	VII	Creating a Nation
5 weeks	VIII	Era of Change, 1800-1824
5 weeks	IX	Jacksonian Democracy and Reform, 1824-1848
6 weeks	X	Westward Expansion, Sectional Crisis, Civil War & Reconstruction

36 weeks

RANDOLPH TOWNSHIP SCHOOL DISTRICT

United States History I Honors

UNIT I: Historiography

TRANSFER: Students will be able to demonstrate their knowledge of what history is by choosing an event, analyzing it from their perspective, and comparing it to a different historical perspective studied in class.

<p>STANDARDS / GOALS:</p> <p>NJSLS Social Studies:</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.D.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.</p> <p>NJSLS- ELA Companion Standards:</p> <p>RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	<p>The study of history is essential to understanding the contemporary world because it allows us to view events from a multiplicity of perspectives.</p>	<ul style="list-style-type: none"> ● How can we use the study of history to assist us in facing challenges of the modern world?
	<p>History is an act of interpretation due to the impact of events and experiences on the lives of historians.</p>	<ul style="list-style-type: none"> ● To what extent is the study of history subjective? To what extent is it objective?
	<p>History reflects the needs of historians to make sense of their own world.</p>	<ul style="list-style-type: none"> ● How does bias impact the meaning or effectiveness of a source?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>Students will know:</p> <p>American History evolved as a discipline over the course of 200 years.</p> <p>American historians are categorized by the time period in which they write.</p>	<p>Students will be able to:</p> <p>Discriminate among the distinct periods of historical writing.</p> <p>Identify and explain how the interpretation of historical events or facts can vary by individual.</p>	

<p>RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Values, biases and experiences have played a role in how American historians have written and studied history over time.</p> <p>KEY TERMS: Historiography, bias, perspective, primary source, secondary source, Providential, Rationalist, First Generation Professional, Progressive, Consensus, New Left/Social</p>	<p>Discern bias in primary and secondary sources and the consequent need for balance in historical interpretation.</p>
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WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.

ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will orally present on the key concepts of a period in historiography and contextualize why historians from that period interpreted events in a particular manner.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read, highlight, and annotate the introduction to *Interpretations of American History* as part of their summer assignment for United States History I Honors.
- Students will take part in classroom discussions in which they apply various interpretations to selected secondary sources.
- Students will be assigned one historical period of writing presented in *Groeb & Billias*, and will meet with other members of their group to discuss and analyze historical events from that period.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
UNIT I: Historiography

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<p>Unit I-Historiography</p> <ul style="list-style-type: none"> • Periods of Historical Writing • Current Trends in Historical Writing • Primary and Secondary Source Analysis 	<p>Gerald N. Grob & George Athan Billias: <i>Interpretations of American History</i> (2003)</p> <p>Wood, Gordon S., <i>Revolutionary Characters</i>, 2006</p> <p>Samuel Eliot Morison, “<i>Christopher Goes to Sea</i>”</p> <p>“Juan Gines de Sepulveda Belittles the Indians (1547)”</p> <p>“Bartolome de Las Casas Defends the Indians (1552)”</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
Unit II: The Meeting of Cultures

TRANSFER: Students will be able to analyze instances of cultural superiority present in modern American society.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</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.D.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.</p>	<p>As native populations migrated and settled across North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.</p>	<ul style="list-style-type: none"> ● What does it mean to be “civilized”?
<p>NJSLS - ELA Companion Standards:</p> <p>RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p>	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>The spread of maize cultivation from present-day Mexico northwards to the present day American Southwest supported economic development and social diversification among societies in those areas.</p> <p>Adapting to and transforming their environments, indigenous populations of the Great Plains, Mississippi River Valley, Northwest and Northeast</p>	<ul style="list-style-type: none"> ● What are the implications of global interaction? <p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Compare the role played by environment and resources in the development of various North American societies.</p> <p>Evaluate the nature of pre-contact Native American societies to geography, religion, political and social structure and economy.</p>

<p>RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>developed distinct and increasingly complex societies.</p> <p>North American, African, and European societies developed in isolation from one another over hundreds of years, and thus held divergent worldviews regarding issues such as religion, family, land use, and gender roles; over time the groups adopted aspects of each other's cultures.</p> <p>European nations' efforts to explore and conquer the New World were fueled by a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.</p> <p>Contact between North Americans, Europeans, and Africans resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.</p> <p>The arrival of Europeans profoundly impacted the indigenous peoples in the Americas and Africa, devastating populations through warfare, disease, and enslavement, and by the introduction of crops and animals not found in the Americas.</p> <p>The development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes, including the introduction of West African slavery in the New World.</p>	<p>Compare and contrast the worldviews of Native American, African, and European societies.</p> <p>Analyze the conditions in Europe that led to the need for exploration and settlement in the New World, particularly those influencing Spain and England.</p> <p>Assess the short-term and long-term impact of the Columbian Exchange.</p> <p>Analyze the changes to the cultures of Europeans, Africans, and Native Americans as these societies converged in the late 15th century when Columbia Voyages began.</p> <p>Trace the development of West African slavery in the New World and its relationship to the growth of the Spanish Empire.</p>
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<p>WHST.9-10.7: 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>WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Native Americans sought to defend their sovereignty and culture against European encroachment by negotiation and military assistance.</p> <p>KEY TERMS: civilization, artifact, migration, sedentary, hunter-gatherer, nomadic, conquistador, polytheism, monotheism, Maya, Aztec, Cahokia, Meso-America, Columbian Exchange, Encomienda System, Pueblo Revolt, Iroquois, Chinook, Blackfeet, Anasazis</p>	<p>Analyze the extent to which Europeans, Africans, and Native Americans, accepted, resisted, or accommodated changes taking place.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Students will take part in a Socratic Seminar in which they use selected readings to discuss the extent to which Europeans affected Native American social, political, economic, and religious institutions. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will read, highlight, and annotate secondary sources that discuss various perspectives on Native American societies, such as Howard Zinn, Colin Calloway, and Jared Diamond. ● Students will conduct additional research in groups on one Native American cultural group to analyze the factors that led to its unique development. ● Students will compare and contrast various aspects of European, African, and Native American societies to determine the impact each had on the other cultural groups. ● Students will synthesize information from their research, classroom discussions, and readings to prepare for a Socratic Seminar. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
Unit II: The Meeting of Cultures

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<p>Unit II- The Meeting of Cultures</p> <ul style="list-style-type: none"> • Peoples of the Pre-Contact Americas • Spanish Colonization • Biological & Cultural Exchanges • African Societies 	<p>John Hope Franklin, “The African Way of Life”</p> <p>Calloway, Colin G., <i>New Worlds for All</i>, (1997)</p> <p>Zinn, Howard, <i>Columbus, the Indians and Human Progress</i>, (1981)</p> <p>Taylor, Alan, <i>American Colonies</i>_(2001)</p> <p>Alfred Crosby, <i>The Columbian Exchange</i> (1972)</p> <p>Diamond, Jared, <i>Guns, Germs, and Steel</i> (1997)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
Unit III: The Planting of English America

TRANSFER: Students will be able to use their knowledge of foundational colonial documents to analyze modern American policy and political discourse.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</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.C.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</p> <p>6.1.12.D.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.</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>6.1.12.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>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.</p>	<p>Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.</p>	<ul style="list-style-type: none"> • What motives lead people to migrate far from home?
	<p>In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.</p>	<ul style="list-style-type: none"> • How can geography impact the development of a society?
	<p>Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.</p>	<ul style="list-style-type: none"> • How do cultural differences between peoples influence their interactions and relationships?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Developments that prompted English settlement include the English Reformation and the consequent oppression of dissident groups; population growth and resulting poverty; the rise of mercantile capitalism.</p>	<p>Students will be able to:</p> <p>Analyze the factors in seventeenth century England that led to colonization of the New World.</p>

<p>NJSLS - ELA Companion Standards:</p> <p>RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary</p>	<p>Cultural differences were the foundation of conflict between Englishmen and Indians in the Chesapeake, particularly the disagreement regarding the concept of land.</p> <p>The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.</p> <p>The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.</p> <p>The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops.</p> <p>Because of the close alignment of religion and politics in the Massachusetts Bay Colony, those who challenged religious orthodoxy, among them Roger Williams and Anne Hutchinson, were considered guilty of sedition and driven out of Massachusetts.</p> <p>The emerging English colonies contributed to the origins of American independence and government by instituting the Mayflower Compact (1620), Virginia House of Burgesses (1619), Fundamental Orders of Connecticut</p>	<p>Assess the relationship between the English settlers and American Indians of the Chesapeake and New England areas during the seventeenth century.</p> <p>Explain the impact of the beliefs of Congregational Puritans on the economic, social, political and cultural development of the New England Colonies.</p> <p>Compare and contrast the newly developed Southern, Middle and New England colonies.</p> <p>Explain the differences among the geographic regions by constructing a map of the English colonies in North America.</p> <p>Explain the limits of democracy, toleration, and egalitarianism in New England colonial communities.</p> <p>Analyze the early political developments as precedents for American government within Puritan society.</p>
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<p>and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.7: 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>WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>(1639), New England Confederation (1643), Massachusetts Body of Liberties (1641), and the Maryland Toleration Act (1649).</p> <p>French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.</p> <p>English colonization efforts attracted a comparatively large number of male and female British migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions.</p> <p>British colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.</p> <p>KEY TERMS: royal colony, charter colony, proprietary colony, joint stock company, indentured servitude, “city upon a hill”, antinomianism, headright system, John Winthrop, Lord Baltimore, John Smith, William Penn, Mayflower Compact (1620), Virginia House of Burgesses (1619), Fundamental Orders of Connecticut (1639), New England Confederation (1643), Massachusetts Body of Liberties (1641), Maryland Toleration Act (1649)</p>	<p>Compare and contrast the colonization patterns of Spain and France.</p> <p>Discern how English colonization differed from the colonization of Spain, France, and the Netherlands.</p> <p>Analyze the relationship and interactions between English colonial settlers and Native Americans.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will create a multimedia presentation in which they analyze the political, social, economic, religious, and cultural implications of the settlement of one English colony.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read, highlight, and annotate various primary source documents from the founding of their assigned colony.
- Students will read, highlight, and annotate various secondary source documents that offer various interpretations of the founding of the assigned colony.
- Students will synthesize information from the primary and secondary source documents into a cohesive presentation that analyzes the founding of the colony from all historical perspectives.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
Unit III: The Planting of English America

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Unit III – The Planting of English America</p> <ul style="list-style-type: none"> • Motivations for English migration • The Early Chesapeake • The Growth of New England • The Middle Colonies • Restoration Colonies • New France • Dutch Settlements 	<p>“Richard Hakluyt Calls for an Empire (1582)”</p> <p>D.V. Hawke, <i>Everyday Life in Early America (1989)</i></p> <p>Taylor, Alan, <i>American Colonies (2001)</i></p> <p>Helen Roundtree, <i>The Powhatans of Virginia: Their Traditional Culture (1989)</i></p> <p>“Mayflower Compact”</p> <p>“Micmac Chief’s Observations of the French” (1691)</p> <p>John Winthrop, “A Modell of Christian Charity”</p> <p><i>Mayflower Compact (1620)</i></p> <p><i>Virginia House of Burgesses (1619)</i></p> <p><i>Fundamental Orders of Connecticut (1639)</i></p> <p><i>Massachusetts Body of Liberties (1641)</i></p>

		<p><i>Maryland Toleration Act (1649)</i></p> <p>Selection from <i>The New England Primer</i> (1683)</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
UNIT IV: The Contest for Political & Social Dominance in Early Colonial Society

TRANSFER: Students will be able to evaluate the factors that contribute to inequality in the modern United States and will be able to devise ways to combat these problems.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</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.C.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</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.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.D.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.</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>Racial slavery emerged in the British colonies in the middle of the seventeenth century and all regions profited from it.</p>	<ul style="list-style-type: none"> ● Why do people enslave others?
	<p>In order to profit from the North American colonies, English officials attempted to create a powerful, prosperous nation-state through regulated, economic self-sufficiency.</p>	<ul style="list-style-type: none"> ● How does one reconcile an economic system with the needs of individuals?
	<p>By the late 1600s, British attempts to consolidate political control over its Empire led to conflicts with American colonists, who were accustomed to considerable, local political autonomy.</p>	<ul style="list-style-type: none"> ● To what extent can diverging political visions lead to conflict?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>By the late 1600s, the English dominated the slave trade.</p> <p>The transition from indentured to enslaved labor occurred over a period of decades and was the result of ethnocentrism; need for a large labor force; landless white</p>	<p>Students will be able to:</p> <p>Explain the emergence of black slavery in the North American British colonies.</p> <p>Evaluate the various factors that led to the transition from indentured to enslaved labor in the North American colonies.</p>

<p>NJSLS - ELA Companion Standards:</p> <p>RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary</p>	<p>unrest; unsuitability of Indians as slaves; the perception that Africans made an ideal, enslaved population.</p> <p>The importation of large numbers of Africans coincided with the proliferation of tobacco cultivation in the Chesapeake, the successful introduction of rice and indigo as staple crops in South Carolina, and the shipment of surplus food from the North to plantations in the West Indies in exchange for the products of enslaved labor.</p> <p>As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.</p> <p>Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.</p> <p>British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.</p> <p>The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims.</p>	<p>Analyze the extent to which racial slavery was a national and not a sectional institution.</p> <p>Enumerate the factors that led to the codification of slavery as a legal institution throughout the colonies.</p> <p>Analyze the strategies that Africans developed in order to cope with the dehumanizing effects of slavery.</p> <p>Explain how cultural interaction, cooperation, and competition between British colonists and Native Americans led to military conflicts in North America.</p> <p>Identify the provisions of the Trade and Navigations Acts as an attempt by the British to consolidate and regulate the colonial economy.</p>
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<p>and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>King James II sought to reduce colonial political autonomy by disbanding local assemblies and consolidating colonial administration.</p> <p>A series of popular, short-lived, uprisings in response to England’s attempt at colonial unification provided the basis for later revolt against tyrannical rule.</p> <p>KEY TERMS: indentured servitude, mercantilism, Bacon’s Rebellion, Trade and Navigation Acts, salutary neglect, Dominion of New England, Leisler’s Rebellion, triangular trade,</p>	<p>Examine the motivations behind the decision of King James II to consolidate power over the colonies in the seventeenth century.</p> <p>Compare the causes, and analyze the effects of various colonial responses to the increased British attempt at colonial consolidation.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will create a historical journal from the perspective of a Native American that documents contact with colonists during the early colonial period.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will research one historical conflict from this time period involving both Native Americans and Colonists.
- Students will analyze the root causes of the conflict from both perspectives through the study of primary and secondary source documents.
- Students will use historical knowledge to craft a journal that captures their colonial conflict from the perspective of a Native American.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
Unit IV: The Contest for Political & Social Dominance in Early Colonial Society

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Unit IV: American Society Takes Shape in the Seventeenth Century</p> <ul style="list-style-type: none"> • Evolution to Racial Slavery • Mercantilism, Economic Consolidation, Trade and Navigation Acts • Political Consolidation/Dominion of New England • Colonial Uprisings 	<p>“The Maryland Statute on Negroes and Other Slaves” (1664)</p> <p>Anne Farrow, <i>Complicity</i> (2006)</p> <p>Alan Taylor, <i>American Colonies</i> (2002)</p> <p>Alexander Falconbridge, “An Account of the Slave Trade on the Coast of Africa” (London, 1788)</p> <p>Peter Wood, <i>Black Majority</i> (1974)</p> <p>“A Contract for Indenture Service” (1635)</p> <p>Nathanael Bacon, “Declaration in the Name of the People” (1676)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
Unit V: The Maturing of Colonial Society

TRANSFER: Students will be able to analyze the problems faced by twenty-first century American urban centers.		
<p>STANDARDS / GOALS:</p> <p>NJSLS Social Studies:</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.C.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</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.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights.</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>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.</p> <p>NJSLS - ELA Companion Standards:</p> <p>RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Compared with its seventeenth-century counterpart, eighteenth-century colonial society became more complex and hierarchical, more ethnically and religiously diverse, and more economically and politically developed.	<ul style="list-style-type: none"> How does increased institutional complexity impact society?
	The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, and led to the formation of a developing American identity.	<ul style="list-style-type: none"> What factors contribute to the formation of an identity?
	KNOWLEDGE	SKILLS
	Students will know:	Students will be able to:
	<p>Distance and Britain’s initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era.</p> <p>Factors contributing to a rapidly expanding population included natural increase among the white and black populations and waves of immigration from Europe and Africa.</p>	<p>Explain how and why American political ideas, beliefs, and institutions developed during the colonial era.</p> <p>Identify the factors that contributed to population growth in the American colonies in the eighteenth-century.</p>

<p>makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>The Scots-Irish, the largest group of White, non-English immigrants, were instrumental in developing a more democratic society than they had experienced under English rule in Europe.</p> <p>Slavery and the increasing numbers of indentured servants had a significant impact on the level of colonial democracy and the emergent distinct class structure, as Africans were the largest, single racial or ethnic group to come to the colonies in the 1700s.</p> <p>The colonial economy became more complex with the development of small-scale manufacturing and the creation of internal and global trading networks; regional economic distinctions emerged: the farming society of the North, the plantation society of the South and the urban society of the seaboard commercial towns.</p> <p>As a result of Enlightenment tenets, American society became more secular and increasingly focused on individual improvement and accomplishment rather than the collective good.</p> <p>The Great Awakening was a response to the decline in piety, increasing societal secularism and growing rationalism in religion, and led to a challenging of traditional deference to “betters”, and a foreshadowing of the revolutionary era.</p> <p>Whig ideology and the desire to control their own affairs were major factors that transformed elected, colonial legislatures from advisers to governing</p>	<p>Evaluate the impact of non-English ethnic groups coming to America during the 1700s on colonial society.</p> <p>Explain how the increasing numbers of indentured servants and slaves in American society contributed to the formation of a distinct class system.</p> <p>Assess the economic development of the American colonies in the 1700s.</p> <p>Identify the basic tenets of Enlightenment thought and explain the impact of this thought on eighteenth-century American society.</p> <p>Analyze the causes and the consequences of the Great Awakening.</p> <p>Assess the rise of the colonial assemblies in eighteenth-century colonial America.</p>
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<p>WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>bodies reflecting interests of the electorate and checking royal executive authority.</p> <p>KEY TERMS: Atlantic basin trading system, religious pluralism, non-sectarian, rationalism, secularism, deism, entrepreneurial ethos, evangelism, Benjamin Franklin, Half-Way Covenant, the first Great Awakening, George Whitefield, Jonathan Edwards, Whig ideology, new lights, old lights, Zenger trial</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will take part in a classroom debate on whether or not the first Great Awakening was a liberal or conservative movement in American society.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will define the concepts of “liberalism” and “conservatism” in the context of 18th century American society.
- Students will identify the root causes, characteristics, and consequences of the first Great Awakening on American Society.
- Students will analyze the first Great Awakening from a multiplicity of historical perspectives.
- Students will work together with a team to formulate a coherent argument for or against the debate topic.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
Unit V: The Maturing of Colonial Society

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<p style="text-align: center;">2 Weeks</p>	<p>Unit V: The maturing of Colonial Society</p> <ul style="list-style-type: none"> • The Rapidly Expanding Population • Variations of Colonial Society • The Urban World • Enlightenment Thought/Changing Values • The Great Awakening • Political Life 	<p>Jonathan Edwards, “Sinners in the Hands of an Angry God”</p> <p><i>Excerpts from the Trial of John Peter Zenger</i></p> <p><i>Benjamin Franklin on George Whitefield, 1739</i></p> <p>Benjamin Franklin, <i>Poor Richard’s Almanac</i> (1757)</p> <p>Jon Butler, <i>Becoming America: The Revolution before 1776</i> (2000)</p> <p>Bernard Bailyn, <i>Voyagers to the West: A Passage in the Peopling of America on the Eve of the Revolution</i> (1986)</p> <p>Laurel Thatcher Ulrich, <i>Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750</i> (1982)</p> <p>Richard Hofstadter, <i>America at 1750: A Social Portrait</i> (1973)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
Unit VI: The Era of the American Revolution, 1754-1783

TRANSFER: Students will be able to evaluate the role of the United States in the modern world.		
<p>STANDARDS / GOALS:</p> <p>NJSLS Social Studies:</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.D.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.</p> <p>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.</p> <p>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.</p> <p>6.1.12.D.2.a: Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p> <p>6.1.12.D.2.d: Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives,</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War, in which Britain defeated France and allied American Indians.</p>	<ul style="list-style-type: none"> How do the effects of war transform relationships between allies and enemies?
	<p>British attempts to exert greater political and economic control after the French and Indian War transformed the relationship with the American colonies, which led to the American Revolution.</p>	<ul style="list-style-type: none"> What are the consequences of military victory on a society?
	<p>The American colonies responded to English policies with various forms of resistance.</p>	<ul style="list-style-type: none"> What is the best way for people to bring about political and social change?
	<p>The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.</p>	<ul style="list-style-type: none"> What is revolution?
	KNOWLEDGE	SKILLS
	Students will know:	Students will be able to:

<p>examining strategies, and presenting possible actions.</p> <p>NJSLS - ELA Companion Standards:</p> <p>RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades</p>	<p>The French and Indian War was the last in a series of wars for empire fought in Europe and North America.</p> <p>To reduce massive debt, English officials levied revenue-raising taxes on the colonies for the first time and sought to strictly enforce the Trade and Navigation system.</p> <p>A broad coalition of white Americans responded to British taxes and controls by direct action: legislative petitions, mob demonstrations and protests, inter-colonial organizations, public rituals of resistance, nonimportation agreements.</p> <p>England and the American colonists fundamentally disagreed over the nature of sovereignty and the meaning of “representation.”</p> <p>Despite considerable loyalist opposition, the strategic American victory at Saratoga in 1777 assured the colonies of much needed foreign aid from France; Victory in the War was assured when the British army surrendered at Yorktown, Virginia.</p> <p>The Treaty of Paris validated American independence and gave Americans the right to settle most of the land West of the Appalachian Mountains and East of the Mississippi River but some components led to further conflict.</p>	<p>Explain the long-term and short-term causes of the French and Indian War.</p> <p>Analyze the changes in relations between England and her colonies over time with regard to economic and political issues.</p> <p>Evaluate colonial reactions to England’s implementation of the “New Colonial Policy.”</p> <p>Evaluate the political ideology of the American Revolution.</p> <p>Explain the significance of key battles and alliances of the American Revolution.</p> <p>List and explain the provisions of the Treaty of Paris of 1783.</p>
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<p>9-10 text complexity band independently and proficiently.</p> <p>WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>The Revolution had a muted social impact on blacks, women, and Native Americans, as each group experienced little change in their lives.</p> <p>The war for independence ushered in a new way of thinking about government and citizens' relationships to it.</p> <p>KEY TERMS: actual representation, virtual representation, Loyalists, republicanism, Republican Motherhood, Pontiac's Rebellion, George Grenville, George III, Boston Massacre, Coercive Acts, Patrick Henry, John Dickinson, Sons of Liberty, Stamp Act, Thomas Paine, Thomas Jefferson, Townshend Acts</p>	<p>Analyze the changes in the American economic and social structures of as a result of the Revolutionary War.</p> <p>Evaluate the impact of republicanism to the American concept of government in the aftermath of the Revolution.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will take part in a classroom debate centered on whether or not the colonies were justified in declaring independence from Great Britain.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will work with a team to analyze the specific provisions and underlying rationale of British policies towards the colonies after 1763.
- Students will work with a team to analyze the methods and rationale of colonial reactions to British policies after 1763.
- Students will read, highlight, and annotate various primary and secondary documents related to the Road to Revolution.
- Students will work with a team to craft an argument using evidence for the classroom debate.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
Unit VI: The Era of the American Revolution, 1754-1783

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Unit V - The Era of the American Revolution, 1754-1783 <ul style="list-style-type: none"> • Anglo-French Rivalry/French and Indian War • Imperial Reorganization of 1763 • Modes of American Reaction • Ideologies of the Revolution • Revolutionary War • The Treaty of Paris • Impact of the Revolution on American Society 	Benjamin Franklin, <i>Join or Die</i> Political Cartoon Patrick Henry, “Virginia Stamp Act Resolves” James Otis, Jr., <i>The Rights of the British Colonies Asserted and Proved</i> John Dickinson, <i>Letters from a Farmer in Pennsylvania</i> “Declaration of Rights and Grievances” of the First Continental Congress Thomas Paine, <i>Common Sense</i> “Olive Branch Petition” “The Declaration of Independence”

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
Unit VII: Creating a Nation

TRANSFER: Students will be able to analyze the evolving relationship between federal and state authority in twenty-first century American society.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</p> <p>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.</p> <p>6.1.12.A.2.b: Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.</p> <p>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.</p> <p>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.</p> <p>6.1.12.A.2.e: government and foreign affairs, and compare these positions with those of today's political parties.</p> <p>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.</p> <p>6.1.12.B.2.b: Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</p> <p>6.1.12.C.2.a: Assess the effectiveness of the new state and national governments attempts to respond to</p>	<p>The weak central government created by the Articles of Confederation was unable to address the economic and political problems facing the new nation.</p>	<ul style="list-style-type: none"> ● How much power should a national government have?
	<p>Economic and political factors led to the development of a Constitution that codified the roles and obligations of the state and federal governments.</p>	<ul style="list-style-type: none"> ● How should power be shared between national and state governments?
	<p>President Washington enforced the new Constitution and established important political precedents.</p>	<ul style="list-style-type: none"> ● How does a leader gain the confidence and respect of the people?
	<p>Alexander Hamilton's economic policies promoted an industrial economy and enlarged the role of government.</p>	<ul style="list-style-type: none"> ● How important is economic development for a nation's growth?
	<p>Political differences during Washington and Adams' administrations led to the development of political parties.</p>	<ul style="list-style-type: none"> ● What factors contribute to political division?

	KNOWLEDGE	SKILLS
<p>economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.</p> <p>6.1.12.D.2.a: Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p> <p>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.</p> <p>6.1.12.D.2.c: Relate events in Europe to the development of American trade and American foreign and domestic policies.</p> <p>6.1.12.D.2.d: Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.</p> <p>6.1.12.D.2.e: Determine the impact of African American leaders and institutions in shaping free Black communities in the North.</p> <p>6.1.12.A.3.a: Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <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>NJSLS - ELA Companion Standards:</p> <p>RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the</p>	<p>Students will know:</p> <p>As a response to monarchical rule, many new state constitutions placed power in the hands of the legislative branch.</p> <p>The Articles of Confederation's systemic weaknesses prevented the national government from levying taxes, remedying indebtedness, regulating trade and establishing any framework of a viable commercial policy for the nation.</p> <p>The key to the Constitution was the distribution of political authority: the separation of powers among the executive, legislative, and judicial branches of the federal government, and the division of powers between the states and the federal government.</p> <p>The delegates at the Constitutional Convention compromised over representation in Congress and the role of the federal government in regulating both slavery and the slave trade.</p> <p>James Madison in <i>The Federalist #10</i> argued that a republic form of government was the most beneficial in preserving liberty and preventing tyranny.</p> <p>Antifederalist opposed ratification because they believed that a strong central government threatened state power and the rights of common people; Federalist supported the ratification</p>	<p>Students will be able to:</p> <p>Analyze the rationale for the framework of state governments in the aftermath of the American Revolution.</p> <p>Examine the economic and political crises caused by the Articles of Confederation.</p> <p>Explain the rationale behind the framework of the United States Constitution, and assess how it addressed the weakness of the Articles of Confederation.</p> <p>Assess the importance of compromise to the construction of the Constitution.</p> <p>Explain the rationale behind James Madison's argument for the republican form of government in <i>The Federalist #10</i>.</p> <p>Compare and contrast Federalist and Antifederalist positions regarding ratification of the Constitution.</p>

<p>events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what</p>	<p>because the national government needed to be strong to function effectively.</p> <p>Antifederalists advocated for a Bill of Rights because the people needed to be protected against the powers of government officials; Federalists argued that a Bill of Rights was not necessary because the national government only had powers granted to it by the Constitution.</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, making the executive nearly the sole authority in the conduct of foreign affairs.</p> <p>Alexander Hamilton wanted his financial plan to be the mechanism to create strong nation-states, by transforming the U.S. from an agrarian economy to a complex, self-sufficient one.</p> <p>Hamilton and Jefferson both agreed on the tenets of federalism and republicanism; their disagreements over the role of government, the economy, and foreign policy were fundamental and profoundly impacted the nation, and led to the formation of political parties.</p> <p>American conduct of foreign policy was based on self-interest and driven by Washington's proclamation of U.S. neutrality in international political affairs.</p>	<p>Explain the various positions regarding the need for a Bill of Rights in the Constitution.</p> <p>Identify the precedents of the Washington Administration.</p> <p>Analyze and evaluate Hamilton's financial plan.</p> <p>Examine how the debate between Alexander Hamilton and Thomas Jefferson signified the rise of American political parties.</p> <p>Discuss and evaluate the emergence of American foreign policy.</p>
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<p>is most significant for a specific purpose and audience.</p> <p>WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>George Washington’s Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.</p> <p>Federalists perceived any political dissent as not only a threat to their power but traitorous behavior, as well, and acted by passing laws such as the Alien and Sedition Acts.</p> <p>KEY TERMS: confederation, federalism, republicanism, Great Compromise, Three-fifths Compromise, 1808 Compromise, <i>The Federalist Papers</i>, assumption, Proclamation of Neutrality, Report on Public Credit, First Bank of the United States, Democratic-Republicans, Federalists, Alien & Sedition Acts, Virginia and Kentucky Resolutions</p>	<p>Evaluate the extent to which the concepts outlined in George Washington’s Farewell Address have echoed throughout American history.</p> <p>Analyze political dissent during the Adams’ administration and the Federalist response to it.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will be able to choose ten newspaper articles, analyze their themes, and relate them to provisions of the United States Constitution.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and analyze each Article of the United States Constitution.
- Students will complete a graphic organizer in which they detail the provisions of the United States Constitution.
- Students will discuss the major themes and provisions of the United States Constitution and their current applications in American society.
- Students will research and choose ten newspaper articles and analyze these articles for their themes.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
Unit VII: Creating a Nation

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<p>Unit VII: Creating a Nation</p> <ul style="list-style-type: none"> ● State Governments ● Articles of Confederation ● Framing the Constitution ● Controversies Surrounding Ratification ● The Bill of Rights ● Presidencies of Washington and Adams 	<p>“The Articles of Confederation”</p> <p>James Madison et. al, <i>The Federalist Papers</i></p> <p><i>The Antifederalist Papers</i></p> <p>“Jefferson versus Hamilton on the Bank”</p> <p>Charles Beard, <i>An Economic Interpretation of the Constitution (1913)</i></p> <p><i>Gordon S. Wood, The Creation of the American Republic, 1776-1787 (1998)</i></p> <p>“The Constitution of the United States”</p> <p><i>Washington’s Farewell Address</i></p> <p><i>Alien and Sedition Acts</i></p> <p><i>Kentucky and Virginia Resolutions</i></p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
UNIT VIII: The Era of Change, 1800-1824

TRANSFER: Students will be able to debate whether nationalism is a force for positive or negative change in twenty-first century American Society.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</p> <p>6.1.12.A.3.a: Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <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 national 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.C.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</p> <p>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.</p> <p>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.</p> <p>6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influenced party</p>	<p>In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.</p>	<ul style="list-style-type: none"> ● How does political ideology impact society?
	<p>Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.</p>	<ul style="list-style-type: none"> ● How does sovereignty develop in a political system?
	<p>Nationalism and sectionalism exerted a strong influence on the social, economic and political cultures of the U.S. in the early 1800s.</p>	<ul style="list-style-type: none"> ● What are the issues that unite and divide a nation?
	<p>By the mid-1800s, the United States had developed a national economy, however regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.</p>	<ul style="list-style-type: none"> ● How can the rights of all people be protected in a rapidly changing society?
	<p>The changes caused by the market revolution had significant effects on American society, workers' lives, and gender and family relations.</p>	<ul style="list-style-type: none"> ● How does economic growth shape society?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p>	<p>Students will be able to:</p>

<p>politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>6.3.12.C.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.</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>NJSLS - ELA Companion Standards:</p> <p>RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p>	<p>The peaceful transfer from Federalists to the Democratic-republicans in 1801 was rare for the time period; a major indicator that the U.S. Constitution would endure challenges to it.</p> <p>Republicans were partially successful in implanting their philosophy; they reduced the size of the federal government, the debt and the armed forces, but Jefferson acted more like a federalist with the purchase of the Louisiana territory and the Embargo Act.</p> <p>From the United States' point of view, pressures leading to the War of 1812 came from several sources: continued violation of U.S. neutrality rights, the Indians' alliance with the British on the American frontier and the War Hawks.</p> <p>Although a military disappointment for the United States, the War of 1812 had a number of important consequences for the United States; devastating defeats of the Indians and the end of their alliance with England forced them to abandon massive areas of land to white settlement, and a strong feeling of nationalism grew in the country.</p> <p>Henry Clay's American System proposed government subsidies for internal improvements, protecting infant U.S. industries from European competition through tariffs and a national bank in order to support the growth of the nation's economy.</p>	<p>Explain why the election of 1800 has been called the "revolution of 1800."</p> <p>Assess the Democratic-Republicans' attempt to implement their philosophy of government.</p> <p>Debate the most significant causes of the War of 1812.</p> <p>Evaluate the effects of the War of 1812 on the development of nationalism in the United States.</p> <p>Analyze the American System as a manifestation of economic nationalism.</p>
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<p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6: Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7: 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>WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>The Marshall Court exerted its judicial power by privileging the central government over the states and supporting commercial and business interests in cases such as <i>McCullough v. Maryland</i>, <i>Gibbons v. Ogden</i>.</p> <p>Following the Louisiana Purchase, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including diplomatic efforts such as the Monroe Doctrine.</p> <p>The Missouri Compromise (1820) preserved the sectional balance for 30 years, but Americans became torn between feelings of nationalism and sectionalism.</p> <p>Although the U.S. was far too weak in 1823 to enforce the Monroe Doctrine, it became the foundation of American foreign policy in the Western Hemisphere, as John Quincy Adams took a more aggressive, nationalistic approach to foreign policy.</p> <p>As a result of the market revolution, regions of the United States developed distinct economic identities; the economy of the northern states was based on commercial farming and industry, the Old Northwest was based on large grain crops, while agriculture was the foundation of the South's economy.</p> <p>Innovations of the Industrial Revolution increased the efficiency of production methods and had significant</p>	<p>Explain the impact of the Marshall Court's decisions in shaping the relationship between the federal and state governments.</p> <p>Analyze the provisions and significance of the issuance of the Monroe Doctrine.</p> <p>Evaluate the significance of the Missouri Compromise towards solving early sectional disputes.</p> <p>Assess the evolution of U.S. foreign policy from Jefferson through the Madison and Monroe administrations.</p> <p>Compare and Contrast the various economic systems that developed in the North, South, and West.</p> <p>Analyze how technological innovation has affected economic development and society.</p>
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	<p>effects on U.S. society, workers’ lives, and gender and family relations.</p> <p>KEY TERMS: economic nationalism, cultural nationalism, John Marshall, judicial review, American System, <i>Chesapeake-Leopard Affair</i>, Embargo of 1807, Hartford Convention, Treaty of Ghent, War Hawks, nationalism, sectionalism, Henry Clay, Missouri Compromise, Market Revolution, organized labor, “wage slave”, <i>McCullough v. Maryland</i>, <i>Gibbons v. Ogden</i>, Era of Good Feeling, Monroe Doctrine.</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will take place in a mock Supreme Court to determine whether or not the Louisiana Purchase was constitutional.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will use their Constitution graphic organizers to study the provisions of the United States Constitution dealing with the authority of the government to enter into treaties.
- Students will research the protocol for making an oral argument before the Supreme Court.
- Students will be broken into small groups, with each group reading, highlighting, and annotating provisions of the Louisiana Purchase.
- Students will formulate an argument based on Constitutional Law for whether or not the Louisiana Purchase was constitutional.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
UNIT VIII: The Era of Change, 1800-1824

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	<p>Unit VIII: The Era of Change, 1800-1824</p> <ul style="list-style-type: none"> ● The Jefferson Administration ● Madison and the War of 1812 ● Era of Good Feelings ● John Quincy Adams as Secretary of State ● Judicial Nationalism ● Sectionalism ● Market Revolution/Developing Sectional Economies ● The Industrial Revolution 	<p>Lawrence Goldstone, <i>The Activist</i> (2008)</p> <p>Jefferson’s First Inaugural Address</p> <p>Gordon S. Wood, <i>The Empire of Liberty</i> (2009)</p> <p>“The Monroe Doctrine”</p> <p>Bruce Collins, <i>White Society in the Antebellum South</i> (1985)</p> <p>“Wage Slavery in New England, 1832”</p> <p>“The Abuse of Female Workers, 1836”</p> <p>“The Impact of the Erie Canal, 1853”</p> <p>Gordon S. Wood, <i>The Creation of the American Republic</i> (1969)</p> <p>Douglass C. North, <i>The Economic Growth of the United States, 1790-1860</i> (1961)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
UNIT IX: Jacksonian Democracy and Reform, 1824-1848

TRANSFER: Students will be able to identify and analyze areas of contemporary American society in need of reform.		
STANDARDS / GOALS: NJSLS Social Studies: 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. 6.1.12.A.3.e: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. 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. 6.1.12.A.3.f: Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. 6.1.12.A.3.h: Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. 6.1.12.A.3.i: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. 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).	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Andrew Jackson’s election to the presidency signaled a new spirit of mass democracy and popular involvement, bringing new energy as well as conflict to public life.	<ul style="list-style-type: none"> ● What factors energize political participation?
	The Second American Party System took shape as the Whigs challenged the Democrats.	<ul style="list-style-type: none"> ● What causes political differences to arise?
	Religious revivalism played an important role in society by fueling reform movements.	<ul style="list-style-type: none"> ● How do religious movements change society?
	Women were important advocates for political and social change during the antebellum period.	<ul style="list-style-type: none"> ● How do the roots of reform shape perceptions of the individual’s role in society?
	KNOWLEDGE	SKILLS
	Students will know: Specific political innovations during the Age of Jackson were the end of property qualifications for voting, the end of the caucus system and the rise of political conventions, the popular election of presidential electors, and campaigns focusing on the	Students will be able to: Evaluate the emergence of the “new politics” during the Jacksonian Era.

<p>6.1.12.D.3.d: Analyze the role education played in improving economic opportunities and in the development of responsible citizens.</p> <p>6.1.12.D.3.e: Determine the impact of religious and social movements on the development of American culture, literature, and art.</p> <p>6.3.12.A.1: Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p>6.3.12.A.2: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</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>NJSLS - ELA Companion Standards:</p> <p>RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>interests and prejudices of the common people.</p> <p>Western states newly admitted to the Union adopted state constitutions that allowed all white males to vote; the eastern states were pressured to amend their constitutions to make them more democratic, also.</p> <p>Blacks, women and American Indians were excluded from the movement toward political democracy.</p> <p>Jackson sympathized with white settlers who wanted the fertile land held by American Indians, and signed the Indian Removal Act that forced the resettlement of thousands of Indians to infertile lands in America's West.</p> <p>Believing it to favor the interests of the wealthy, Jackson vetoed the re-charter of the Bank of the United States, but did not replace it with an effective economic institution; consequently, the U.S. would be subject to periods of great economic instability for a hundred years.</p> <p>Jackson's use of presidential power, especially the numerous vetoes, prompted the rise of the second party system. The opposition to Jackson's Democrats called themselves Whigs, in reference to those in England who had opposed tyranny of the monarch.</p>	<p>Discuss the emergence of the West as relevant to the Jacksonian Era.</p> <p>Analyze the limits of the extension of democracy during the Age of Jackson.</p> <p>Evaluate Andrew Jackson's policy toward American Indians.</p> <p>Examine the Bank War and its implications on the continued development of the American economy.</p> <p>Explain the rise of the Second American Party System.</p>
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<p>RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>The Second Great Awakening was represented by such evangelical preachers as Charles G. Finney who preached spiritual rebirth, individual self-improvement and perfectionism.</p> <p>Charles G. Finney's belief that the individual had the moral obligation to perfect society as well as oneself led to the proliferation of social reform movements in antebellum America.</p> <p>A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.</p> <p>Abolitionist and antislavery movements gradually achieved emancipation in the North, but many state governments restricted African Americans' rights, and efforts in the South were largely limited to unsuccessful slave rebellions.</p> <p>While reformers made strides in such areas as education and asylum and prison reform, for the most part, reform movements such as abolition and women's suffrage only laid the foundation for the success of later movements.</p> <p>VOCABULARY & KEY TERMS: Jacksonian Democracy, nullification, John C. Calhoun, Tariff of Abominations, <i>Worcester v. Georgia</i>, Indian</p>	<p>Compare and contrast the First and Second Great Awakenings in American society.</p> <p>Analyze the connection between the Second Great Awakening and social reform movements.</p> <p>Explain how ideas about women's rights and gender roles have affected society and politics.</p> <p>Compare and contrast the strategies and effects of the antislavery and abolitionist movements in the North and South in antebellum America.</p> <p>Evaluate the development and impact of the reform movements in the United States.</p>
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	Removal Act, Trail of Tears, “corrupt bargain”, spoils system, Whigs, Nicholas Biddle, specie circular, Daniel Webster, Robert Hayne, Frederick Douglass, William Lloyd Garrison, Horace Mann, Elizabeth Cady-Stanton, Dorothea Dix, Angelina and Sarah Grimke, transcendentalism, Henry David Thoreau, Ralph Waldo Emerson, Joseph Smith, Mormonism, Shakers	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will evaluate whether Andrew Jackson was a tyrant or a champion of democracy through a “CNN *Crossfire* Debate.”

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will be assigned one event from Jackson’s presidency (e.g. Indian Removal, the Bank War, the Nullification Crisis, etc.), and will read, highlight, and annotate primary and secondary source documents surrounding that event.
- Students will be assigned a role in the debate (for or against Jackson), and will develop an argument as to why Jackson’s role in the event was either that of a tyrant or champion of democracy.
- Students will take part in a flash debate in which they argue their case for or against Jackson against a counterpart from the class.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
UNIT IX: Jacksonian Democracy and Reform, 1824-1848

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<p style="text-align: center;">5 Weeks</p>	<p>Unit IX:</p> <ul style="list-style-type: none"> • Andrew Jackson and his Presidency • The Second Party System • Presidents van Buren and Tyler • The Age of Reform 	<p>Alexis de Tocqueville, <i>Democracy in America</i> (1835)</p> <p>John C. Calhoun, “Address to the People of the United States” (1832)</p> <p>Chief Justice Roger B. Taney, “Creative Destruction”, 1837</p> <p>“Jackson Vetoes the Maysville Road Bill”, 1830</p> <p>“Senator Robert Hayne Advocates Nullification”, 1830</p> <p>“Daniel Webster Pleads for the Union”, 1830</p> <p>Edward Everett, “Congressional Debates on Indian Removal (21st Congress, 2nd Session, February 14, 1831)”</p> <p>Anthony Wallace, <i>The Long, Bitter Trail: Andrew Jackson and Indian Removal</i> (1993)</p> <p>Henry L. Watson, <i>Liberty and Power: The Politics of Jacksonian America</i> (1990)</p>

		<p>“Joseph Smith Has a Vision”, 1820</p> <p>Stanton, Elizabeth Cady, et. al, “The Seneca Falls Manifesto” (1848)</p> <p>Thoreau, Henry David, <i>Walden</i>, (1854)</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
UNIT X: Westward Expansion, Sectionalism, Civil War, and Reconstruction

TRANSFER: Students will be able to analyze the strengths and shortcomings of Civil Rights legislation in the modern United States, and will be able to evaluate whether or not the government succeeds at protecting all citizens.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</p> <p>6.1.12.A.3.a: Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <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.B.3.a: Assess the impact of Western settlement on the expansion of United States political boundaries.</p> <p>6.1.12.D.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</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>Americans moved West, energized by their belief in the divinely inspired expansion of the United States from the Atlantic to the Pacific and control over lands held by Mexico and American Indians.</p>	<ul style="list-style-type: none"> • Why does a nation expand its territory?
	<p>Intensified by expansion and deepening regional divisions, debates over slavery and other economic cultural, and political issues led the nation into civil war.</p>	<ul style="list-style-type: none"> • What internal issues create conflict and how can they be resolved?
	<p>The North’s greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decisions to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.</p>	<ul style="list-style-type: none"> • What factors impact the outcome of war?
	<p>The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.</p>	<ul style="list-style-type: none"> • What is the impact of military victory on a society?
<p>6.1.12.A.4.a: Analyze the ways in which prevailing</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>

<p>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.</p> <p>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.</p> <p>6.1.12.A.4.c: Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>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.</p> <p>6.1.12.B.4.b: Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p> <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.C.4.c: Explain why the Civil War was more costly to America than previous conflicts were.</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.b: Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.</p> <p>6.1.12.D.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted</p>	<p>Students will know:</p> <p>The concept of “manifest destiny” was used to justify hemispheric expansion.</p> <p>Expansion was driven by a number of forces: nationalism, population increase, rapid economic development, technological advances, and reform ideals.</p> <p>The Mexican War started over border disputes, land grants and western settlement into the territories of the southwestern lands of the United States.</p> <p>The United States’ interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups’ economic self-sufficiency and cultures.</p> <p>The United States added large territories in the West through victory in the Mexican-American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.</p> <p>Westward expansion led to the divisive issue of whether to allow slavery in the newly acquired western lands.</p>	<p>Students will be able to:</p> <p>Analyze the meaning of the term “manifest destiny”.</p> <p>Summarize the reasons American settlers moved West during the mid-1800s.</p> <p>Analyze the causes and effects of the Mexican War.</p> <p>Appraise the impact of Manifest Destiny on the culture of the American Indian and Mexican American populations.</p> <p>Evaluate how westward expansion intensified the sectional conflict, and the growing conflict between the North and South during the antebellum period.</p> <p>Evaluate how issues such as extension of slavery and westward expansion contributed to the polarization of the nation.</p>
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<p>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>6.3.12.A.2: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p> <p>NJSLS - ELA Companion Standards:</p> <p>RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>Attempts to resolve the myriad of issues accompanying “slavery in the territories” represented by the Compromise of 1850, the Kansas-Nebraska Act, <i>Dred Scott v. Sanford</i> and the Lecompton Constitution, either merely postponed or fueled the sectional divisions and the road to the Civil War.</p> <p>The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.</p> <p>Abraham Lincoln’s victory on the Republicans’ free-soil platform in the presidential election of 1860 led to most slave states voting to secede from the Union.</p> <p>The South initially had a major military advantage with its capable leadership. However, the diverse resources of the North eventually enabled the Union to achieve its military goals as outlined in the Anaconda Plan.</p> <p>The Confederacy hoped that England would enter the war on its side due to “cotton diplomacy”. However, political developments, including the issuance of the Emancipation Proclamation, kept England out of the Civil War.</p>	<p>Analyze various interpretations of the causes of the Civil War through the framework of sectional disputes.</p> <p>Describe the circumstances surrounding the emergence of Abraham Lincoln and the Republican Party.</p> <p>Analyze the relationship between the Election of Lincoln and Southern secession from the Union.</p> <p>Examine the military aspects of the Civil War.</p> <p>Discuss the diplomacy of the Civil War, particularly as it relates to the formation of the Confederacy.</p>
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<p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers.</p> <p>Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.</p> <p>Presidents Lincoln and Johnson proposed lenient plans and wanted to readmit the rebellious states with few conditions. The Congressional Radical Republicans felt the South should be treated as conquered territory and its plans were punitive.</p> <p>The 13th Amendment abolished slavery, while the 14th and 15th Amendments granted African Americans citizenship, equal protection under the laws, and voting rights.</p> <p>Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative sharecropping system limited blacks' and poor whites' access to land in the South.</p>	<p>Evaluate the significance of the Emancipation Proclamation to the outcome of the Civil War.</p> <p>Explain the relationship between America's founding democratic ideals and efforts to reunify the country.</p> <p>Compare and contrast Presidential Reconstruction with Congressional Reconstruction.</p> <p>Evaluate how changes to the Constitution addressed the citizenship of freed blacks in American society.</p> <p>Analyze the failure to redistribute land on blacks' economic and social status during Reconstruction.</p>
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	<p>Segregation, violence, Supreme Court decisions and local political tactics progressively stripped away African American rights, but the 14th and 15th Amendments events became the basis for court decisions upholding civil rights in the 20th century.</p> <p>Reconstruction ended when President Hayes took office. Among the “agreements” of the compromise was the withdrawal of federal troops from the South.</p> <p>KEY TERMS: Manifest Destiny, John L. O’Sullivan, James K. Polk, annexation, Webster-Ashburton-Treaty, Bear Flag Republic, “Fifty-four Forty or Fight,” Treaty of Guadalupe Hidalgo, Gadsden Purchase, Ostend Manifesto, Wilmot Proviso, Free Soil Party, popular sovereignty, Free-Soil Movement, “slave power,” “barnburners,” Compromise of 1850, Henry Clay, Daniel Webster, John C. Calhoun, Fugitive Slave Law, Harriet Beecher Stowe, Kansas-Nebraska Act, Stephen Douglas, secession, Abraham Lincoln, Anaconda Plan, <i>Dred Scott v. Sandford</i>, Crittenden Compromise, habeas corpus, Copperheads, Reconstruction Amendments, Radical Reconstruction, Charles Sumner, Redeemers, Freedmen’s Bureau</p>	<p>Evaluate the extent to which Reconstruction succeeded at protecting the rights of African Americans.</p> <p>Evaluate the importance of the Compromise of 1877.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Students will be able to take part in a Socratic Seminar in which they evaluate the legacy of Reconstruction in American history. 		

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will work individually to read, highlight, and annotate documents that trace the evolving perspectives of historians regarding American Reconstruction.
- Students will craft five questions in preparation for the Socratic Seminar that touch upon themes mentioned in the historical perspectives.
- Students will synthesize information from primary source documents from the time period that support or refute various interpretations.
- Students will craft their own opinion and draw conclusions on the topic in preparation of the Socratic Seminar.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History I Honors
UNIT X: Westward Expansion, Sectionalism, Civil War, and Reconstruction

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<p>Unit X: Westward Expansion, Sectionalism, Civil War, and Reconstruction</p> <ul style="list-style-type: none"> • Manifest Destiny • The War with Mexico • Revival of Sectional Conflict • The Crisis of the 1850s • The Election of 1860 • The Civil War • Reconstruction 	<p>President James K. Polk, “Inaugural Address” (1845)</p> <p>David Wilmot, “Wilmot Proviso” (1846)</p> <p>Reginald Horsman, <i>Race and Manifest Destiny</i> (1981)</p> <p>Susan Butuille, ed, <i>Women’s Views from the Oregon Trail</i> (1994)</p> <p>Robert W. Merry, <i>A Country of Vast Designs</i> (2009)</p> <p>Eric Foner, <i>Free Soil, Free Labor, Free Men</i> (1995)</p> <p>James McPherson, <i>Battle Cry of Freedom</i> (1998)</p> <p>Eric Foner, <i>Reconstruction: America’s Unfinished Revolution, 1863-1877</i></p> <p>Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i> (1852)</p> <p>“The Inaugural Addresses of Abraham Lincoln”</p> <p>“The Gettysburg Address”</p>

		<p>“The Emancipation Proclamation”</p> <p>Walt Whitman, “O Captain! My Captain!”</p>
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APPENDIX A

Resources:

Billias, George A., et. al, *Interpretations of American History: Patterns and Perspectives*, 7th ed., New York: The Free Press, 2000.

Brinkley, Alan, *American History: A Survey*, 13th ed., Boston: McGraw Hill, 2008.

Kennedy, David M., *The American Spirit Volume I: To 1877*, 10th ed., Boston: Houghton Mifflin Company, 2002.

McClellan, Jim R., *Changing Interpretations of America's Past*, 2nd ed., Boston: McGraw Hill, 1999.

Nash Gary, et al, *The American People: Creating a Nation and a Society*, 7th ed., New York: Pearson, 2010.

Taylor, Alan, *American Colonies: The Settling of North America*, 2nd ed., New York: Penguin, 2002.