

Pequannock Township School District Curriculum Syllabus

United States History I - Grade 10

Course Description:

US History I represents the beginning of the journey through the history of the United States at Pequannock Township High School. Throughout this course, spanning from early colonization through the Industrial Revolution of the early 20th century, students will gain an understanding of the development of our nation. They will delve into topics including the colonial tradition, the rationale for revolution and independence, the foundation of the US, its political and governmental tradition, the crisis of secession and Civil War, the social changes from Westward expansion, Industrial Revolution, and immigration, as well as the reforms that emerged as a result of the political, social, and economic changes of the new century.

Students will investigate the people inhabiting the United States - those Native to these lands, early immigrants of European background and the immigrant groups prevalent throughout the 19th and 20th century. The treatment and lives of these groups, as well as their impact on the development of the nation are integral in understanding the establishment of the United States we live in today. Student understanding will be fostered through many methods including hands-on work, discussion, reading, debate, active learning activities, simulations, project based work, analysis, and writing. Students will emerge from US History I with a well-rounded background of the United States as well as sharp analytical and thinking skills ready to the events of the United States History II course.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

NJSLS	New Jersey Student Learning Standards
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.
6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
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.

6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
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.
6.1.12.D.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
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.
6.1.12.A.2.b	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
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.
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
6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
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.
6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
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.
6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
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.
6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
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.c	Assess the role of geopolitics in the development of American foreign relations during this period.
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.
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.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.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.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.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
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.
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.
6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
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).
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
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.
6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
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.
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.
6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
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.
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.

Scope and Sequence

<p style="text-align: center;">Unit Plan 1: Colonization, Revolution, & Constitution</p> <p>Unit 1 covers a grand sweep of history - from the arrival of the first Americans after the last Ice Age through settlement by diverse colonists and up to the gaining of Independence. Complex societies of Native Americans come into contact with peoples from Europe and Africa, resulting in a cultural mingling filled with tension and adaptation. British colonies develop, expand, and mature. Eventually the colonists' differences with Great Britain impel them toward independence!</p>	<p>10 weeks</p>
<p style="text-align: center;">Unit Plan 2: New Nation, Expansion & Reform</p> <p>Unit 2 details the effort to write and ratify a new plan for the government, the US Constitution, and the struggles of the new nation with internal political divisions and challenges from abroad. As the nation expands to the west at the expense of Native Americans, disagreements over slavery drive a growing wedge between North and South. Meanwhile, reformers work to better American society, and African Americans and women push for equality.</p>	<p>9 weeks</p>
<p style="text-align: center;">Unit Plan 3: Civil War & Reconstruction</p> <p>Unit 3 opens with a description of how the US expands to the Pacific Ocean. While the nation grows, so does conflict between North & South. The Southern states decide to leave the Union to preserve their way of life. The North wins a long, bloody civil war. In its aftermath, African Americans briefly are granted full civil rights -- until the Supreme Court undermines those rights.</p>	<p>9 weeks</p>
<p style="text-align: center;">Unit Plan 4: Final Western Frontier & The Industrial Revolution</p> <p>Unit 4 describes how the US transforms itself from a mostly rural, agricultural society to an urban, industrial one. Farmers, miners, and ranchers settle all regions of the West, costing Native Americans their land. Large businesses begin to dominate the economy. Providing much of the labor for these huge new concerns are millions of immigrants who stream to the major cities of the North and East. New manufacturing and selling techniques begin to create mass consumer for goods and services.</p>	<p>9 weeks</p>

Assessments

Evaluation of student achievement in this course will be based on the following:

- a. Student understanding will be fostered through many methods including hands-on work, discussion, reading, debate, active learning activities, simulations, project based work, analysis, and both expository and document based writing. Students will emerge from US History I with a well-rounded background of the United States as well as sharp analytical and thinking skills ready to the events of the United States History II course.

Curriculum Resources

Anchor Programs/Teacher Materials

Unit 1:

- -Danzer, etc. *The Americans*. NJ ed. Evanston, IL: McDougal Littell, 2008; chapters 1-5.
- - On-line text: <http://www.learner.org/courses/amerhistory/units/>
- - Primary & Secondary sources - <http://www.digitalhistory.uh.edu/>
- <http://avalon.law.yale.edu/>
- Avalon Project through Yale is a collection of primary source documents.
- <http://teachingamericanhistory.org/>
- Teaching American history is great place for primary source documents
- <http://www.gilderlehrman.org/programs-exhibitions/for-educators>
- Provides primary and some secondary sources
- <http://edsitement.neh.gov/category/subject-areas/history-and-social-studies/ap-us-history>
- <http://edsitement.neh.gov/>
- -Jamestown online simulation: <http://www.historyglobe.com/jamestown/>
- -Background on Great Awakening: http://www.great-awakening.com/?page_id=12
- -Lloyd Museum at Morristown National Historical Park features primary source articles and artifacts regarding the Revolution:
<http://morristownnhpmuseum.blogspot.com/p/collections.html>
- -*Letters by an American Farmer*:
<http://books.google.com/books?id=pNUUujMKP84C&printsec=frontcover&dq=inauthor:%22J.+Hector+St.+John+de+Cr%C3%A8vecoeur%22&hl=en&sa=X&ei=kFWkU5iLarMsQSWwoJY&ved=0CB4Q6AEwAA#v=onepage&q&f=false>
- -New Jersey Constitution of 1776:
http://avalon.law.yale.edu/18th_century/nj15.asp
- -US Founding Documents: <http://www.archives.gov/exhibits/charters/>
- -Federalist papers: <http://thomas.loc.gov/home/histdox/fedpapers.html>
- -Anti-Federalist papers: <http://www.constitution.org/afp.htm>

Unit 2:

- -Danzer, etc. *The Americans*. NJ ed. Evanston, IL: McDougal Littell, 2008; chapters 6-9. Also refer to chapter 10, section 1.
- -Hilton, Kenneth. *Document-Based Assessment for U.S. History*. Portland, ME: Walch Publishing, 2006. DBQ #8
- -Alexis de Tocqueville, *Democracy of America*:
<http://books.google.com/books?id=inSGAAAAMAAJ&printsec=frontcover&dq=tocqueville&hl=en&sa=X&ei=WgKmU8rrNpa2sATTIA&ved=0CCEQ6AEwAQ#v=onepage&q=tocqueville&f=false>
- On-line text - <http://www.learner.org/courses/amerhistory/units/>
- Primary & Secondary Sources: -
- <http://www.digitalhistory.uh.edu/>
- <http://avalon.law.yale.edu/>
- <http://teachingamericanhistory.org/>
- <http://www.gilderlehrman.org/programs-exhibitions/for-educators>
- <http://edsitement.neh.gov/category/subject-areas/history-and-social-studies/ap-us-history>
- <http://edsitement.neh.gov/>

Unit 3:

- -Danzer, etc. *The Americans*. NJ ed. Evanston, IL: McDougal Littell, 2008; chapters 10-12.
- -Hilton, Kenneth. *Document-Based Assessment for U.S. History*. Portland, ME: Walch Publishing, 2006. DBQ #9.
- -*Uncle Tom's Cabin*, Harriet Beecher Stowe:
<http://www.gutenberg.org/ebooks/203>
- On-line text - <http://www.learner.org/courses/amerhistory/units/>
- Primary & Secondary Sources: -
- <http://www.digitalhistory.uh.edu/>
- <http://avalon.law.yale.edu/>
- <http://teachingamericanhistory.org/>
- <http://www.gilderlehrman.org/programs-exhibitions/for-educators>
- <http://edsitement.neh.gov/category/subject-areas/history-and-social-studies/ap-us-history>
- <http://edsitement.neh.gov/>
- -South Carolina's Declaration of Secession:
http://avalon.law.yale.edu/19th_century/csa_scarsec.asp
- -Texas's Declaration of Secession:
http://avalon.law.yale.edu/19th_century/csa_texsec.asp
- -Overview of wars during Civil War: <http://www.historynet.com/civil-war-battles>
- -Primary sources regarding the Civil War:
<http://www.loc.gov/teachers/classroommaterials/themes/civil-war/set.html>;
http://avalon.law.yale.edu/19th_century/csa_texsec.asp
- -Primary source analysis tool: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

- -Personal letters and accounts of the war:
<http://www.civilwar.org/education/history/primarysources/#personal-correspondence>
- -Primary sources by Abraham Lincoln:
<http://www.civilwar.org/education/history/lincoln-hub/lincoln-primary-sources/lincoln-primary-sources.html>; Horace Greeley and Lincoln, August 19 and 22, 1862: <http://www.civilwarhome.com/lincolngreeley.htm>
- -Movie: *Lincoln*. Produced and Directed by Steven Spielberg, 2012.

Unit 4:

- Danzer, etc. *The Americans*. NJ ed. Evanston, IL: McDougal Littell, 2008; chapters 14-17.
- On-line text - <http://www.learner.org/courses/amerhistory/units/>
- **Primary Source Documents:**
- <http://www.loc.gov/>
- <http://arcweb.archives.gov/arc/action/BasicSearchForm>
- <http://chroniclingamerica.loc.gov/>
- <http://www.digitalhistory.uh.edu/>
- <http://avalon.law.yale.edu/>
- <http://teachingamericanhistory.org/>
- <http://www.gilderlehrman.org/programs-exhibitions/for-educators>
- <http://edsitement.neh.gov/category/subject-areas/history-and-social-studies/ap-us-history>
- <http://edsitement.neh.gov/>
- **W.E.B Dubois vs. Booker T. Washington Poem:**
<http://www.huarchivesnet.howard.edu/9908huarnet/randall.htm>
- Student Current Events: <http://www.studentnewsdaily.com/>
- Plessey vs. Ferguson Case Study:
<http://www.pbslearningmedia.org/resource/bf09.socst.us.const.plessey/plessey-v-ferguson/>

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Quizlet
- Crash Course videos on YouTube
- Discussions
- Historical visits to museums, local sites