

CURRICULUM

FOR

**UNITED STATES
HISTORY I/HONORS**

GRADE 10

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Stephanie Holobinko, Program Supervisor of Assessment and Social Studies

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
**United States History I/Honors
Grade 10**

Date of Board Adoption:
September 21, 2021

RAHWAY PUBLIC SCHOOLS CURRICULUM

United States History I: Grade 10

PACING GUIDE

Unit	Title	Pacing
1	Colonization and Settlement	10 weeks
2	Revolution and the New Nation	10 weeks
3	The U.S. Civil War and Reconstruction	10 weeks
4	Beginnings of Modern America	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Colonization and Settlement

Target Course/Grade Level: United States History/ Grade 10

Unit Summary:

In Unit 1 (Colonization and Settlement), students will study how trade and exploration brought Pre-Columbian societies of Africa, Europe, and the Americas into contact and conflict. By examining Europeans' motivations for exploration and the resulting exchange of resources and ideas between each of the geographically diverse regions, students will understand how new economic and political practices impacted settlers and native populations of the New World. These interactions and settlements would form the basis for the birth of a new nation founded on democratic ideals: the United States.

Topics (2): Exploring and Settling the New World, The American Colonies

Approximate Length of Unit: 10 weeks (Q1)

LEARNING TARGETS

NJ Student Learning Standards:

6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.CivicsPI.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.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

1.2.12.prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12.acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.5.12.prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12.acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12.adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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.

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.

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.

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.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

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.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

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.

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.

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.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.9-10.7. 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.

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.

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

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.

Unit Understandings:

Students will understand that...

Exploring and Settling the New World

- The migration of early peoples led to the development of diverse native populations in the Americas.
- Portugal's importing of slaves from the West African mainland to cultivate sugarcane marked the beginning of the European slave trade. (AAH)
- Technological advances, economic opportunities, and changing power structures led Europeans to discover and conquer lands in the New World.
- The transatlantic voyages of Christopher Columbus resulted in an exchange of resources, culture, and ideas between Europe, Africa, and the Americas.

The American Colonies

- Beginning in the 1600s, the English established a growing number of colonies in North America along the Atlantic Ocean.
- Early American settlements brought English settlers into conflict with native populations, other exploring European nations, and themselves.
- Southern colonies developed a predominantly agricultural economy while northern colonies developed an economy based mostly on commerce and trade.

Unit Essential Questions:

Exploring and Settling the New World

- What theories explain the arrival of the first people in the Americas?
- What effect did the development of agriculture have on nomadic hunter-gatherers?
- In what ways did geography impact food production and trade between native peoples on the American continent?
- How did Portuguese sugar plantations affect the course of history? (AAH)
- What impact did the Columbian Exchange have on native populations in Africa and the Americas?
- Why did Native Americans in New Mexico revolt against the Spanish settlers?

The American Colonies

- Why did some Puritans leave England?
- Why were Virginia colonists angered by the policies of the colony's governor, Sir William Berkeley?
- What effects did the Navigation Acts have on both Britain and its colonies?
- How did the geography and natural resources of the South contribute to the self-sufficiency of Southern plantations?
- In what ways did the northern colonies differ from southern colonies in the 1700s?
- What were the main reasons that English colonists turned to slaves from Africa to fill their depleted labor force? (AAH)
- Why did English colonists get involved in the French and Indian War?

Knowledge and Skills:

Students will know...

Exploring and Settling the New World

- **Key Terms:** plantation, colonization, Columbian Exchange (AAH)
- **Key Figures:** Christopher Columbus
- **Key Events:** The Renaissance, the Reformation, the Crusades, Treaty of Tordesillas, Pope's Rebellion
- The first Americans arrived through Beringia, an exposed land bridge between Asia and Alaska.
- Agriculture made it possible for people to remain in one place and to store surplus food.
- Trade brought Native American peoples into contact with one another.
- While Native Americans viewed land as a source of life meant to be shared, Europeans believed in private ownership of land.
- Contact between West Africans and Portuguese traders brought the coastal region into a closer relationship with Europe and began the European trade of West African slaves.(AAH)
- The success of Portuguese slave plantations provided a model that would be reproduced on a larger scale in the Americas.(AAH)
- The increasing power and authority of monarchies led to the rise of the first nation-states in Europe. These monarchs and an emerging merchant class supported and financed overseas exploration.
- By 1492, Portugal, Spain, France, and England were Europe's predominant powers.

- Roman Catholic leaders called on Christians in Europe to defend and spread their religion, motivating European explorers to convert native populations of the Americas.
- Conflict and tensions between Catholics and Protestants during the Reformation encouraged newly formed Protestant sects to seek religious freedom across the Atlantic.
- Throughout the 1500s and 1600s, the Spanish conquered much of Central and South America and settled portions of North America.
- The defeat of the Spanish Armada in 1588 ended Spain's naval dominance in the Atlantic and opened the way for the rest of Europe to venture to the Americas.

The American Colonies

- **Key Terms:** joint-stock company, headright system, indentured servant, royal company, cash crop, slave, triangular trade, middle passage, mercantilism, salutary neglect (AAH)
- **Key Figures:** John Smith, Powhatan, Nathaniel Bacon, Puritans, John Winthrop, Roger Williams, Anne Hutchinson, Metacom, William Penn, Quakers, Parliament, Benjamin Franklin, Jonathan Edwards, George Washington, Pontiac
- **Key Events:** Jamestown, Bacon's Rebellion, Pequot War, The Navigation Acts, Glorious Revolution, the Enlightenment, the Great Awakening, Stono Rebellion, French and Indian War, Proclamation of 1763, Sugar Act. (AAH)
- The first permanent English settlement in North America was at Jamestown, Virginia in 1607.
- As English settlers expanded their settlements, their desire for more land brought them into conflict with the original inhabitants of North America.
- The House of Burgesses in the Virginia colony was the first representative government in colonial America.
- English Puritans came to North America beginning in 1620.
- By the end of the colonial period, there were a total of 13 British colonies in North America.
- In relaxing enforcement of regulations in return for the colonies' economic loyalty, the British policy of salutary neglect led local governments to become more influential than British officials.
- In southern colonies, a predominantly agricultural economy developed. (AAH)
- Northern colonies developed an economy based mostly on commerce and trade.
- While the South was mostly rural, the North was mostly urban.
- Enlightenment ideas on the purpose of government and the natural rights of individuals led many colonists to question the authority of the British monarchy and launch the American Revolution.
- By deemphasizing the role of the church and instead stressing the importance of the individual, the Great Awakening caused colonists to question traditional authority.

Students will be able to...

Exploring and Settling the New World

- Explain how the geographic diversity of the Americas influenced the development of diverse Native American cultures and trade.
- Create a visual depiction of global interaction by highlighting trade between Europe, Asia, Africa, and the Americas. (AAH)
- Describe how contact between West Africans and Portuguese traders impacted West Africa, Europe, and the Americas. (AAH)
- Identify military, economic, political, religious, and social factors that led to the Age of European Exploration.
- Debate the historical legacy of Christopher Columbus's achievements and their impact on the Americas.

The American Colonies

- Trace the settlement and growth of British colonies in North America using maps, graphs, and other visual representations.
- Identify early examples of democratic ideals in colonial governments (ie: the right to self-government and the protection of individual liberties).
- Using primary sources, describe what life was like for enslaved Africans from their importation to labor on a Southern plantation. (AAH)
- List differences between Northern and Southern colonies during the 1700s.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Summative Topic Assessments
- End of Unit Assessment
- Document Based Questions (DBQs) Topics
 - European Exploration
 - Historical Legacy of Christopher Columbus
 - Effects of the Columbian Exchange
 - Ideas of the Enlightenment and Enlightenment Literature

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Guided Reading Workbook (Access Restricted to Teachers Only)
 - [Module 1 American Beginnings](#)
 - [Module 2 American Colonies](#)
- Module 1 American Beginnings
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review
- Module 2 American Colonies
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review

RESOURCES

Teacher Resources:

Exploring and Settling the New World

- **Maps:**
 - [Major Civilizations of the Americas \(1200-1600\)](#)
 - [North American Cultures in the 1400s](#)
 - [West Africa in the 1400s](#)
 - [European Powers in 1492](#)
 - [European Exploration of the Americas, 1492-1682](#)
 - [The Columbian Exchange, 1492-Present](#)
 - Spanish Explorations, 1513-1542
- **Graphs:** [North American Population, 1492-1780](#)
- **Visuals:** [The Caravel](#)
- **Tables:** [Factors Leading to the Age of Exploration](#)
- **Documents:**
 - Columbus Describes the Taino
 - [Point-Counterpoint: The Legacy of Christopher Columbus](#)

The American Colonies

- **Maps:**
 - [New England Colonies to 1675](#)
 - [Middle Colonies to 1700](#)
 - [The Thirteen Colonies to the 1700s](#)
 - Comparing Slave Populations, 1680-1750
 - [European Claims in North America, 1754 and 1763](#)
- **Graphs:** [Colonial Diversity 1700 and 1755](#)
- **Table:** [The Navigation Acts](#)
- **Visuals:**
 - The Size of the Mayflower
 - [Colonial Meetinghouses](#)
 - [Geography Spotlight: Surviving in a New World](#) (PDF)
- **Documents:**
 - [Rediscovering Fort James](#)
 - [Drawing of a Slave Ship](#)
 - [“Sinners in the Hands of an Angry God”](#)
 - [“Join or Die”](#)

Equipment Needed:

- Computer and Internet Access
- Projector
- Screen/Smartboard

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Revolution and the New Nation

Target Course/Grade Level: United States History/ Grade 10

Unit Summary:

Unit 2 (Revolution and the New Nation) guides students through the founding and formation of the United States. Inspired by Enlightenment ideas on individual rights and challenges to existing forms of government, colonists declared and ultimately gained their independence through a revolutionary war. As a system of self-governing colonies-turned-states, the country was challenged to establish a new system of government, one which checked the powers of a strong central government to protect the rights of individuals and maintain the sovereignty of its states. Differing views on the role and responsibilities of the central government in a constitutional republic continued to divide the founders and led to the emergence of political parties. Through domestic and international conflict, the nation struggled to form an American identity but continued to expand in both size and reputation.

Topics (3): The American Revolution, The U.S. Constitution, The New Nation

Approximate Length of Unit: 10 Weeks (Q2)

LEARNING TARGETS

NJ Student Learning Standards:

6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.HistoryCA.3.a: Use evidence to demonstrate 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.CivicsPI.2.a:** Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.
- 6.1.12.CivicsPD.2.a:** Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 6.1.12.CivicsPR.2.a:** Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.Civics.PI.3.b:** Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.GeoPP.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.CivicsPI.2.b:** 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.EconEM.2.a:** Explain how the United States economy emerged from British mercantilism.
- 6.1.12.EconEM.2.b:** 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.EconEM.2.c:** Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.HistoryCC.2.a:** Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
- 6.1.12.HistoryCA.2.a:** Research multiple perspectives to explain the struggle to create an American identity.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
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- 1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
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NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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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.

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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.

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.

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.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.9-10.7. 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.

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.

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

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.

Unit Understandings:

Students will understand that...

The American Revolution

- Conflict between Great Britain and its American colonies grew over the issues of taxation, political representation, and liberty.
- In 1775, tensions between the colonies and British throne erupted into a revolution which secured the United States its independence.
- The Revolutionary War resulted in the international recognition of the United States of America and its independence.

The U.S. Constitution

- Americans adopted the Articles of Confederation but found the new government too weak to solve the nation's issues.
- The Constitution invoked Enlightenment ideals of republicanism and individual rights to form a system of government which balanced the interests of states while strengthening its central government.
- Challenges to the ratification of The Constitution led to a Bill of Rights based on the ideas of federalism and the enumeration of certain individual rights.

The New Nation

- Domestic and international issues tested the nation's new system of government and challenged early American presidents to define the role and powers of the national government.
- Political division over the role of a central government in a constitutional republic continued and led to the emergence of political parties.
- The North and the South developed different economic systems that led to political differences between the region.
- The continued battle over states' rights and the expansion of federal authority heightened during the presidency of Andrew Jackson.
- As the United States increased its territorial holdings and expanded westward, Native Americans were targets of historically shameful actions and government policy.

Unit Essential Questions:

The American Revolution

- What are some fundamental American values and principles expressed in Thomas Paine's *Common Sense*?
- How did the thinking of Loyalists differ from that of Patriots?

- In what ways did women, African Americans, and Native Americans contribute to the Revolutionary War? (AAH)
- What were some exceptions to the spirit of egalitarianism that arose after the Revolutionary War? (AAH)
- How did the system of government in America change as a result of the Revolutionary War?

The U.S. Constitution

- What remnants of the colonial period survived in the new system of government under the Articles of Confederation?
- Which weakness of the Articles of Confederation was highlighted by Rhode Island's lone opposition to imposing tariffs to repay foreign loans from the Revolutionary War?
- In what ways did the new system of government under the Constitution fulfill the nation's need for a stronger central government while at the same time allaying its fears of a government having too much power?
- How did Roger Sherman's Great Compromise reconcile the interests of small states with the interest of more populous states?
- Under the Constitution, which powers were granted to the national government and to the state governments?
- What were the Antifederalists' major arguments against ratifying the Constitution?
- What purposes for the Constitution are established in the Preamble?
- Why is judicial review, although not mentioned in the U.S. Constitution, an important activity of the Supreme Court?

The New Nation

- Why did federal law have to be the "supreme law of the land"?
- Why did the new nation need to pay off its debts?
- Why did the United States want to maintain its neutrality?
- How did state and partisan challenges to the Alien and Sedition Acts challenge the authority of the federal government?
- Why did national pride grow after the War of 1812?
- How were the agricultural systems of the North and the South different?
- What was the intention of the American System?
- How did the foreign policies of presidents John Quincy Adams and James Monroe serve the national interests?
- What were the terms of the Missouri Compromise?
- Why did President Andrew Jackson think that Native Americans should be moved west of the Mississippi River?
- What were Andrew Jackson's and John C. Calhoun's differing opinions on states' rights versus federal authority?
- How did new products, communication methods, and transportation methods help the U.S. economy?
- How did the transportation revolution bind U.S. regions to one another and to the rest of the world?

Knowledge and Skills:

Students will know...

The American Revolution

- **Key Terms:** committees of correspondence, minutemen, patriots, loyalists, egalitarianism
- **Key Figures:** King George III, Samuel Adams, Sons of Liberty/Daughters of Liberty, Thomas Jefferson
- **Key Events:** Stamp Act, Boston Massacre, Boston Tea Party, Intolerable Acts, Continental Congresses, Common Sense, Declaration of Independence, the Battle of Lexington and Concord, the Battle of Trenton, Surrender at Yorktown, Treaty of Paris, Articles of Confederation Shays's Rebellion
- Parliament imposed taxes to finance debts from the French and Indian War.
- The Massachusetts and Virginia colonial assemblies established committees of correspondence to create a communication network through which leaders could share threats to American liberties and devise countermeasures.
- The First Continental Congress was assembled in response to the Intolerable Acts and the British blockade of Boston Harbor.
- The Second Continental Congress was assembled shortly after the Battles of Lexington and Concord to unite colonies and organize the Revolutionary War effort.
- *Common Sense* supported the independence movement and allayed colonists' fears about separating from Britain.
- The Declaration of Independence was authored by Virginia lawyer Thomas Jefferson.
- The Declaration lists grievances against the British throne and justifications for revolution.
- The Declaration of Independence draws from the Enlightenment ideas of English philosopher John Locke.
- Patriots were colonists who supported independence from Great Britain.
- Loyalists were colonists who opposed independence and remained loyal to Great Britain.
- The Treaty of Paris formalized recognition of U.S. independence from Great Britain and set boundaries of the new nation.

The U.S. Constitution

- **Key Terms:** republic, confederation, federalism, legislative branch, executive branch, judicial branch, checks and balances, electoral college, ratification, Federalists, Antifederalists, amendment
- **Key Figures:** James Madison, Roger Sherman, Alexander Hamilton, John Jay, Publius
- **Key Events:** Great Compromise, Three-Fifths Compromise, The Federalist, Bill of Rights, Judiciary Act of 1789 (AAH)
- The nation's first federal laws needed to balance the interests of the states with those of the nation, defining the relationship between new states and the national government.
- Shays's Rebellion made clear that, in attempting to prevent abuse of power, the Articles placed such severe limits on the national government that the government was too weak.
- Distrust of popular sovereignty led framers of the Constitution to devise the electoral college to elect the president.
- Federalists insisted that the division of power and a system of checks and balances would protect Americans from the tyranny of centralized government.

- Antifederalists doubted that a single central government could manage the affairs of a large country, feared there would be an abuse of power, and argued that the Constitution lacked a protection of individual rights.
- The Constitution is the “supreme law of the land.”
- The Constitution is a living document that can be amended and includes an “elastic clause” to allow the authority of the government to expand to meet unforeseen circumstances.
- The framers of the Constitution realized that new situations could arise that were not originally addressed in the Constitution.

The New Nation

- **Key Terms:** cabinet, two-party system, neutrality, sectionalism, nullification, judicial review, mass production, cotton gin, American System, nationalism, spoils system, sectionalism, market revolution, capitalism (AAH)
- **Key Figures:** Alexander Hamilton, Lewis and Clark, Eli Whitney, Andrew Jackson, Whig Party
- **Key Events:** XYZ Affair, Alien and Sedition Acts, *Marbury v. Madison*, Louisiana Purchase, War of 1812, Industrial Revolution, Monroe Doctrine, Missouri Compromise, Indian Removal Act, Trail of Tears, Tariff of Abominations, Nullification Crisis (AAH)
- The Judiciary Act of 1789 set up a federal court system headed by a Supreme Court and allows state court decisions to be appealed to a federal court when constitutional issues are raised.
- The executive branch of the U.S. government includes a collection of the president’s chief advisers called the cabinet.
- Alexander Hamilton believed in a strong central government led by a prosperous, educated elite of upper-class citizens. This vision, which closely mirrored Great Britain and centered on commerce and industry, found more support in the North.
- Thomas Jefferson distrusted a strong central government and the wealthy and instead favored strong state and local governments rooted in popular participation. Jefferson’s view and support for a society of farmer-citizens won support in the South and West.
- The debate over the establishment of a national bank highlighted different interpretations of the Constitution and the intended power(s) of the federal government.
- The first two political parties in American history formed around contrasting views of the intended power and size of the federal government. Federalists believed in a strong central government whereas Democratic-Republicans believed in a limited government.
- The national government’s response to the Whiskey Rebellion signaled the power and willingness of the federal government to address domestic issues.
- The Alien and Sedition Acts deepened partisan tensions because Democratic-Republicans believed the acts were unconstitutional.
- The Supreme Court’s ruling in *Marbury v. Madison* affirmed the ability of the court to declare an act of Congress unconstitutional.
- The Louisiana Purchase doubled the size of the United States. The Lewis and Clark expedition surveyed the land to collect scientific information and record the presence of native Americans.
- The War of 1812 confirmed American independence and strengthened national pride.
- Cotton became in high demand because of industrialization in the textile industry in Great Britain and the North. (AAH)
- The cotton gin made producing short-staple cotton profitable and led to an expansion of slavery. (AAH)
- By the 1820s, increases in cotton production and increases in the number of slaves owned paralleled each other. (AAH)
- The American System proposed uniting the nation’s economic interests. The increasingly industrial North would produce manufactured goods that the South and West would buy; the

predominantly agricultural South and West would produce most of the grain, meat, and cotton needed in the North.

- The Supreme Court's ruling in *McCulloch v. Maryland* strengthened the federal government's control of the economy and reaffirmed federal superiority over state governments.
- Many Americans pushed westward in search of economic and social gains.
- Western territories could petition the Union for admission by drafting a state constitution, electing representatives, and becoming a part of the United States with Congressional approval.
- The admission of new states created an imbalance between free states and slave states in Congress. (AAH)
- The Missouri Compromise temporarily resolved the free state/slave state imbalance and tensions that arose from it. (AAH)
- The Nullification Crisis exposed a crisis between states' rights and federal authority that would continue to cause conflict in the 1840s and 1850s and would become a major cause of the Civil War.
- The Whig Party formed in opposition to President Jackson's tactics and policies.
- Capitalism is the economic system in which private businesses and individuals control the means of production — such as factories, machines, and land — and use them to earn profits.
- By the 1840s, improved transportation and communication made America's regions interdependent.
- Growing links between American's regions contributed to the development of regional specialities: the South exported its cotton to England and the Northeast; grain and livestock from the West was sent to feed factory workers in eastern cities and Europe; the East manufactured textiles and machinery.

Students will be able to...

The American Revolution

- Create a graphic organizer listing objectionable British actions and the American colonies' reaction to those actions in the buildup to the American Revolution.
- Describe the causes and the results of the Boston Tea Party.
- Using the Declaration of Independence as a primary source, cite Thomas Jefferson's philosophical justifications for the American Revolution.
- List the key military strengths and weaknesses of the United States and Great Britain during the American Revolution.
- Describe significant challenges facing the new nation when the American Revolution ended.

The U.S. Constitution

- List major weaknesses of the Articles of Confederation.
- Identify key conflicts and compromises of the Constitutional Convention.
- Create a visual representation of the three branches of government and its system of checks and balances.
- Explain how the Great Compromise settled issues over states' political representation in Congress.
- Using the text of the Preamble of the U.S. Constitution, explain the purpose(s) of the Constitution.
- Examine arguments of Federalists and Antifederalists to debate ratification of the U.S. Constitution.

The New Nation

- List examples of Hamilton and Jefferson’s contrasting views of the federal government.
- Explain how the unsettled issue of states’ rights led to the emergence of political parties.
- Identify political conflicts which posed questions whether or not the federal government possessed powers not explicitly outlined in the U.S. Constitution (ie: midnight judges, *Marbury v. Madison*, *McCulloch v. Maryland* , Louisiana Purchase).
- Create a timeline of notable incidents that shaped foreign and domestic policy in the early 19th century.
- Investigate the historical legacy of President Andrew Jackson.
- Debate whether or not the Indian Removal Act of 1830 was just or necessary.
- Assess the impact of new manufacturing and agricultural technologies on the development of regional economies and the expansion of slavery. (AAH)
- Summarize the terms of the Missouri Compromise. (AAH)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Summative Topic Assessments
- End of Unit Assessment
- Document Based Questions (DBQ) Topics
 - *Common Sense* and Revolutionary Justifications
 - The Federalist Papers and Ratification of the U.S. Constitution
 - Jacksonian Democracy
 - Effects of American Indian Removal Policy

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Guided Reading Workbook (Access Restricted to Teachers Only)
 - [Module 3 The American Revolution](#)
 - [Module 4 The U.S. Constitution](#)
 - [Module 5 A New Nation](#)
 - [Module 6 Nationalism and Sectionalism](#)
- Module 3 The American Revolution
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review
- Module 4 The U.S. Constitution
 - Essential Question Essay

- Document-Based Investigation Part I
- Document-Based Investigation Part II
- Module Review
- Module 5 A New Nation
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review
- Module 6 Nationalism and Sectionalism
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review

RESOURCES

Teacher Resources:

The American Revolution

- **Maps:**
 - [Revolutionary War, 1775-1778](#)
 - [Revolutionary War, 1778-1781](#)
- **Tables:** [British Actions and Colonial Reactions, 1765-1775](#)
- **Visual:**
 - [Colonists Choose Sides](#)
 - [Military Strengths and Weaknesses: United States and Great Britain](#)
- **Documents:**
 - [The Boston Massacre](#)
 - [The Declaration of Independence](#) (PDF)

The U.S. Constitution

- **Tables:**
 - [Weaknesses of the Articles of Confederation](#)
 - [Key Conflicts in the Constitutional Convention](#)
 - [Examples of Ideas in *The Federalist*](#)
 - [The Bill of Rights](#)
- **Visuals:**
 - [The Checks and Balances of the Federal System](#)
 - [How a Bill Becomes a Law](#)
- **Documents:**
 - [Washington's Opinion on Early American Government](#)
 - [Federalist vs. Antifederalist](#)
 - [Annotated U.S. Constitution](#) (PDF)

The New Nation

- **Maps:**
 - [British Forts on U.S. Land, 1783-1794](#)
 - Expansion of the United States 1795-1898
 - [Lewis and Clark Expedition, 1804-1806](#) (PDF)
 - [The War of 1812](#)
 - [Major Roads, Canals, and Railroads, 1840](#)
 - [U.S. Boundary Settlements, 1803-1819](#)
 - [The Missouri Compromise, 1820-1821](#)
 - [Effects of the Indian Removal Act, 1830s to 1840s](#) (PDF)
- **Graphs:**
 - [African American Population, 1790-1860](#)
 - Economic Growth in Select Industries ,1800-1850
 - U.S. Cotton Production, 1800-1860
- **Tables:**
 - [Contrasting Views of the Federal Government](#)
 - [Causes and Effects of the War of 1812](#)
- **Visuals:**
 - [Politics and Style](#)
 - [Now and Then: From Telegraph to Internet](#)
 - [A New England Textile Mill](#)
- **Documents**
 - [Washington Opposition to Two-Party System](#)
 - [“The Paris Monster” XYZ Affair Political Cartoon](#)
 - [Historic Decisions of the Supreme Court: *Marbury v. Madison*](#) (PDF)
 - [Point-Counterpoint: The Indian Removal Act](#)
 - [“King Andrew the First” Political Cartoon](#)
 - [The New York *Herald* on the Telegraph](#)

Equipment Needed:

- Computer and Internet Access
- Projector
- Screen/Smartboard

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The U.S. Civil War and Reconstruction

Target Course/Grade Level: United States History/ Grade 10

Unit Summary:

Unit 3 (The U.S. Civil War and Reconstructions) examines the historic fracturing of the United States and resulting attempts to reunify the nation. As the U.S. expanded westward and reform movements reshaped American society, the expansion of slavery and the unsettled issue of states' rights divided antebellum America. Political compromises of the 19th century provided temporary respite but violent events of the 1850s highlighted a certain inevitability of war. These intense sectional differences defined the Election of 1860 and its result led to the secession of Southern states. After a deadly civil war, the nation struggled to reunify, rebuild, and protect newfound freedoms for millions of black Americans.

Topics (3): Antebellum Society, The U.S. Civil War, Reconstruction

Approximate Length of Unit: 10 Weeks (Q3)

LEARNING TARGETS

NJ Student Learning Standards:

SECTIONAL CRISIS

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).

6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

6.1.12.EconET.3.a: 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.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.HistoryCA.3.a: Use evidence to demonstrate 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.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

CIVIL WAR & RECONSTRUCTION

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1.12.CivicsPR.4.a: Draw from multiple sources to explain 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.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.

6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.

6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.

6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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.

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.

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.

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.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

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.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

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.

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.

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.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.9-10.7. 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.

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.

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

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.

Unit Understandings:

Students will understand that...

Antebellum Society

- Americans moved west, energized by their belief in the rightful expansion of the United States from the Atlantic to the Pacific.
- Tensions over the U.S. annexation of Texas led to war with Mexico, resulting in huge territorial gains for the United States.
- American settlement of the West heightened sectional tensions over the issues of slavery and brought increased conflict with Native Americans. (AAH)
- In response to industrial growth, increasing migration and immigration, new means of communication, and religious revivals, the 19th century saw a rise in reform movements.

The Civil War

- A series of controversial events heightened sectional tensions and brought the nation to the brink of war over the issues of states' rights and slavery. (AAH)
- The secession of southern states caused the North and the South to take up arms.
- The Civil War brought about dramatic social and economic changes in American society.

Reconstruction

- Congress opposed President Lincoln and Johnson's plans for Reconstruction and instead implemented its own plan to rebuild the South after the Civil War.
- During Reconstruction, African Americans gained new political and social rights but still faced discrimination and violence. (AAH)
- Southern opposition to Reconstruction, along with economic problems and political scandals in the North, ended Reconstruction.

Unit Essential Questions:

Antebellum Society

- Why did the Mormons move farther west in search of a new home?
- What did Mexico hope to gain from Anglo settlement in Texas?
- What arguments were made for and against education reform?
- What changes did the Second Great Awakening bring about in American society?
- How did the various antislavery activists differ in their approach? (AAH)
- What role did social institutions play in northern African American communities? (AAH)
- How did slave revolts harden southern white attitudes about basic liberties for blacks?(AAH)
- How did the Supreme Court's decision in *United States v. Amistad* encourage antislavery activists? (AAH)
- What gains did women make in education in the 1820s and 1830s?
- How did factory production change American manufacturing?
- Why was the national trade union movement important?
- Why was assimilation easier for British immigrants than for others?

The Civil War

- How did the issues of slavery and states' rights lead to the Compromise of 1850? (AAH)
- What were the terms of the Compromise of 1850?(AAH)
- What effect did the Fugitive Slave Act have on abolitionist sentiment in the North?(AAH)
- What were the provisions and results of the Kansas-Nebraska Act? (AAH)
- Why did the Supreme Court rule against Dred Scott?(AAH)
- What is the significance of the *Dred Scott* decision?(AAH)
- Why did John Brown's raid on Harpers Ferry increase tensions between the North and the South?(AAH)
- Why did the South object to Lincoln's victory in the 1860 Presidential Election? (AAH)
- How did new technology affect military strategy and casualty rates during the Civil War?
- What effects did the Emancipation Proclamation have on the war? (AAH)
- How did different groups react to the Emancipation Proclamation?(AAH)
- What actions did Lincoln take to address dissent?
- How did people across the country react to the use of conscription?
- How did African American contribute to the struggle to end slavery?(AAH)
- Why was the Battle of Gettysburg disastrous to the Southern war effort?
- Why was Grant determined to capture Vicksburg?
- What were Sherman's objectives in marching his troops from Atlanta to Savannah?
- What caused food shortages in the South?
- Why was the Civil War so costly in terms of human lives?

Reconstruction

- What was President Lincoln's planned approach to Reconstruction?
- How did President Johnson's plan to reconstruct the Confederate states differ from Lincoln's?
- What were the main problems that southerners had to address after the Civil War?
- Why did some southern states create black codes in the 1860s?(AAH)
- How did Henry Grady's idea of a "New South" differ from the antebellum South?
- How did former slaves try to exercise their freedom?(AAH)
- How did the Freedmen's Bureau help freed slaves adjust to their new lives? (AAH)
- What methods did African Americans use to increase their role in the democratic system? (AAH)
- What three groups made up the Republican Party in the South during Reconstruction?
- What led to the establishment of historically-black colleges and universities (HBCUs) in the South during Reconstruction?(AAH)
- What were the goals of the Ku Klux Klan (KKK)? (AAH)
- What were the economic and social effects of sharecropping and tenant farming? (AAH)
- How did southern whites regain political power during Reconstruction?(AAH)
- Why did northern attitudes toward Reconstruction change during President Grant's second term?
- How did the Compromise of 1877 bring about the end of Reconstruction?

Knowledge and Skills:

Students will know...

Antebellum Society

- **Key Terms:** manifest destiny, land grant, frontier, annex, gold rush, revival, transcendentalism, civil disobedience, cult of domesticity, temperance movement, abolition, emancipation, antebellum, strike (AAH)
- **Key Figures:** Mormons, Joseph Smith, Brigham Young, Stephen F. Austin, Antonio Lopez de Santa Anna, Sam Houston, James K. Polk, Ralph Waldo Emerson and Henry David Thoreau, Dorthea Dix, William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Nat Turner, Elizabeth Cady Stanton, Lucretia Mott, National Trades' Union (AAH)
- **Key Events:** Treaty of Fort Laramie, Santa Fe Trail, Oregon Trail, Texas Revolution, Mexican-American War, Treaty of Guadalupe Hidalgo, Gadsden Purchase, California Gold Rush, Second Great Awakening, Seneca Falls Convention, Lowell Mill Strikes
- Americans moved west to escape religious persecution, find new markets for commerce, claim land for farming, ranching, and mining, locate harbors on the Pacific coast, seek employment, and to spread the virtues of democracy.
- The increasing number of U.S. settlers moving west displaced Native Americans and depleted hunting lands of buffalo and elk.
- The Santa Fe Trail was used by American traders who brought cloth and weapons to trade for silver, gold, and furs. The Oregon Trail was used by settlers who wanted to farm the fertile soil of Oregon's Willamette Valley.
- Mexico encouraged settlers to purchase cheap land in its northern provinces in return for a pledge to obey Mexican laws and to observe the official religion of Roman Catholicism.
- As Texas's Anglo population surged, tensions grew with Mexico over cultural differences as well as the issue of slavery.
- Southerners saw the annexation of Texas as an opportunity to extend slavery and increase Southern power in Congress. Northerners mainly opposed the war and saw war with Mexico as a plot to expand slavery.

- The Treaty of Guadalupe Hidalgo and the Gadsden Purchase established the permanent southern border of the United States.
- The discovery of gold in California brought thousands of settlers called forty-niners to California.
- By emphasizing individual responsibility for salvation and insisting that people could improve themselves and society, the Second Great Awakening inspired reform movements in the 19th century.
- Reforms of the 19th century included women's rights, school and prison reform, and abolition.
- The Great Awakening brought Christianity on a larger scale to enslaved African Americans.
- Transcendentalists sought ways to improve American society while remaining apart from religious movements of the time.
- Children had more opportunities to attend public schools in the North as several states began to demand tax-supported public education.
- Events like the *Amistad* case and Nat Turner's bloody rebellion strengthened the resolve of southern whites to defend slavery and to control their slaves. (AAH)
- The various reform movements of the mid-19th century fed the growth of the women's rights movement by providing women with increased opportunities to act outside the home.
- The growing industrial work force faced problems and called for reform to the factory system by organizing for fair, safe labor conditions.
- Between 1830 and 1960, the United States saw a dramatic increase in European immigration, particularly from Ireland, Germany, and Great Britain.

The Civil War

- **Key Terms:** secession, popular sovereignty, nativism, Anaconda Plan, habeas corpus, conscription, Minié Ball, prisoner of war (POW)
- **Key Figures:** Stephen A. Douglas, Millard Fillmore, the Underground Railroad, Harriet Tubman, Harriet Beecher Stowe, Know-Nothing Party, Free Soil Party, Republican Party, Harpers Ferry, Dred Scott, Abraham Lincoln, Jefferson Davis, Confederate States of America, Fort Sumter, Stonewall Jackson, George McClellan, Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, United States Colored Troops (USCT), Clara Barton, Antietam, Andersonville, Appomattox (AAH)
- **Key Events:** Wilmot Proviso, Compromise of 1850, Fugitive Slave Act, Bleeding Kansas, John Brown's Raid, Caning of Charles Sumner, *Dred Scott v. Sandford*, Lincoln-Douglass debates, Election of 1860, Secession Crisis, Emancipation Proclamation, Gettysburg Address, Fort Pillow Massacre, March to the Sea, Surrender at Appomattox, Thirteenth Amendment (AAH)
- To satisfy the North, the Compromise of 1850 provided that California would be admitted to the Union as a free state; to satisfy the South, the compromise proposed a new and more effective fugitive slave law. (AAH)
- In the mid-1850s, the issues of slavery and other factors split political parties and led to the birth of new ones. (AAH)
- Free soilers opposed slavery because to slavery because they believed it put white workers in competition with slaves for farming jobs. (AAH)
- The Supreme Court's decision in *Dred Scott v. Sanford* ruled the Missouri Compromise was unconstitutional and prevented Congress from forbidding slavery in any part of the territories. (AAH)
- By finding that Dred Scott lacked standing to sue in federal court, the Supreme Court codified that slaves were property, not people, and did not have the rights of American citizens. (AAH)
- Lincoln's victory in the Election of 1860 convinced southerners that they had lost their political voice in the national government.
- The secession of southern states caused the North and the South to take up arms.

- Lincoln's ultimate goal as president of the United States during the Civil War was to preserve the Union.
- Both sides expected a short war, an assessment that proved shortsighted.
- The North's Anaconda Plan intended to block southern ports, capture the Mississippi to split the Confederacy in two, and capture the Confederate capital at Richmond.
- The South's military plan was defensive in nature and relied on thwarted Union invasions.
- The North's advantages were: more factories, greater food production, a more extensive railroad system, and better leadership.
- The South's advantages were: the profitability of cotton, better generals, a strong military tradition, and soldiers motivated by a cause.
- By issuing the Emancipation Proclamation, President Lincoln made slavery the focus of the war. (AAH)
- Key victories at Vicksburg and Gettysburg helped the Union wear down the Confederacy.
- The March to the Sea refers to General Sherman's wide path of destruction from Atlanta to Savannah, Georgia.
- Union military leadership justified the use of total war by arguing the damage would devastate Southern morale and force the South's surrender.
- Minié Balls caused traumatic injuries often treated by amputation.
- Two-thirds of Civil War fatalities were a result of disease and infection.
- Union and Confederate prisoner of war (POW) camps proved especially fatal due to a lack of food and the spread of disease.
- The Civil War helped the United States become an industrial giant through the federal government subsidizing the building of a national railroad, strengthening the banking system and contracting war supplies with entrepreneurs.

Reconstruction

- **Key Terms:** assassination, freedmen, black codes, impeach, carpetbagger, scalawag, sharecropping, tenant farming, home rule (AAH)
- **Key Figures:** John Wilkes Booth, Andrew Johnson, Radical Republicans, Thaddeus Stevens, Hiram Revels, Ku Klux Klan (KKK), Rutherford B. Hayes (AAH)
- **Key Events:** Wade-Davis Bill, Reconstruction Act of 1867, Fourteenth Amendment, Fifteenth Amendment, Panic of 1873, Whiskey Ring Scandal, Election of 1876, Compromise of 1877 (AAH)
- The main problems facing the South after the Civil War were: damage to physical infrastructure, the collapse of its regional economy, and a changing political landscape.
- More than one-fifth of the adult white men of the Confederacy died during the Civil War.
- After assuming the presidency, Andrew Johnson faced the issue of whether to punish or pardon former Confederates, and how to bring the defeated Confederate states back into the Union.
- Under Lincoln's Ten Percent Plan, the government would pardon Confederates and allow Confederate states to form a new state government and rejoin the Union if ten percent of its voters swore allegiance to the Union.
- Radical Republicans wanted to destroy the political power of former slaveholders and grant African Americans full citizenship and the right to vote.
- Radical Republicans rejected President Johnson's plan because, like Lincoln's, it failed to address the needs of former slaves in three areas: land, voting rights, and protection under the law.
- During a period known as Congressional Reconstruction, radical and moderate Republican factions worked together to shift the control of the Reconstruction process from the executive branch to the legislative.

- The Ku Klux Klan used terror and violence to restore white supremacy in Southern society by limiting African Americans' ability and willingness to exercise their newfound political rights and freedom. (AAH)
- Southern mob rule and violence targeted freedmen as racial violence became increasingly common (ex: Colfax Massacre). (AAH)
- The assassination of North Carolina state senator John W. Stephens is an example of the Klan's mission to drive out Republicans who supported racial equality or protected the rights of freedmen. (AAH)
- The Reconstruction Act of 1867 divided former Confederate states into five military districts headed by a Union general and set requirements for states to reenter the union: ensure African Americans the right to vote and ratify the Fourteenth Amendment.
- The southern Republican Party during Reconstruction consisted of three groups: carpetbaggers from the North, newly freed African Americans, and white Southerners (mostly small farmers) called scalawags. (AAH)
- During Grant's second term, political scandals (Credit Mobilier and Whiskey Ring) and an economic crisis (Panic of 1873) hurt Reconstruction's favorability and the public's trust in Republican leadership.
- The Compromise of 1877 removed federal troops from the South, effectively ending Reconstruction.

Students will be able to...

Antebellum Society

- Identify cultural differences between Texas's Anglo population and the Tejano population.
- Describe various sectional attitudes toward war with Mexico and the annexation of Mexico's northern provinces (Texas, New Mexico, and California).
- Compare the experience of free black Americans in each geographic region during the early 19th century: the North, the South, and the West. (AAH)
- Describe ways African American slaves coped with their enslavement. (AAH)
- List and explain justifications offered by southern proslavery advocates. (AAH)
- Identify problems faced by women in the United States during the mid-1800s and describe reforms to offer women greater social and economic opportunities.
- List demands of the organized factory workers in the 19th century.

The Civil War

- Assess the effectiveness of political compromises to address the issues of states' rights and slavery (ie: Wilmot Proviso, Missouri Compromise, Compromise of 1850). (AAH)
- Explain the similarities and differences between Lincoln's and Douglas's positions on the issue of slavery. (AAH)
- Trace the outbreak of the Civil War from Lincoln's Election to Fort Sumter.
- Explain the military strategies of the North and the South at the outset of the Civil War.
- Compare the strengths of the North and the South.
- Justify or criticize executive actions by President Lincoln during the war to maintain the Union war effort (ie: conscription, jailing dissenters, suspension of habeas corpus).
- Describe how new weapons and military technology contributed to the death and devastation of the Civil War.
- Using the text of the Gettysburg Address, define its historical significance.
- Summarize key events and factors which led to the South's surrender at Appomattox.
- Describe how the Civil War transformed the power of the federal government.

- Debate whether or not Grant and Sherman’s rationale for using total war was justified.
- Identify local landmarks in Rahway which provide insight into the Civil War in New Jersey.

Reconstruction

- Compare and contrast each of the following’s plan for Reconstruction: President Lincoln, President Johnson, and Radical Republicans in Congress
- Analyze factors that contributed to the stagnation of the southern economy.
- Explain the significance of the Fourteenth and Fifteenth Amendments to freed slaves. (AAH)
- Summarize efforts by freed African Americans to improve their lives after the Civil War. (AAH)
- Research how the use of violence and terror (ie: assassination of John W. Stephens, Colfax massacre) limited and harmed black Americans during Reconstruction. (AAH)
- Examine political, social, and economic factors which led to the nation’s shifting attitudes toward Reconstruction.
- Debate whether or not Reconstruction was a success.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Summative Topic Assessments
- End of Unit Assessment
- Document Based Questions (DBQ) Topics
 - “Man the Reformer” and Transcendentalism
 - Declaration of Sentiments and Women’s Suffrage
 - Secession and the Issue of Slavery
 - Abolitionist Ideas and Literature

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Guided Reading Workbook (Access Restricted to Teachers Only)
 - [Module 7 Opening the Frontier](#)
 - [Module 8 Reform Movements](#)
 - [Module 9 The Civil War](#)
 - [Module 10 Reconstruction](#)
- Module 7 Opening the Frontier
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review

- Module 8 Reform Movements
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review

- Module 9 The Civil War
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review

- Module 10 Reconstruction
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review

RESOURCES

Teacher Resources:

Sectional Crisis

- **Maps:**
 - [American Trails West, 1860](#)
 - [War for Texas Independence, 1835-1836](#)
 - [War with Mexico, 1846-1847](#)
 - Territorial Expansion of the United States, 1842-1898
 - [Northern Cities and Industry, 1830-1850](#)
- **Graphs:**
 - European Immigration, 1830-1860
- **Table:** [Americans Headed West To](#)
- **Visuals:**
 - Female Pioneers
 - [Workers by Region](#)
- **Documents:**
 - [Manifest Destiny](#)
 - [Geography Spotlight: Mapping the Oregon Trail](#)
 - [Biographies of Santa Anna and Sam Houston](#)
 - [Annexing Texas](#)
 - [“The Way They Go to California” Political Cartoon](#)
 - [American Literature: The Transcendentalists](#)
 - “Man the Reformer” Ralph Waldo Emerson
 - [Declaration of Sentiments](#)
 - “No Irish Need Apply” Song

The U.S. Civil War

- **Maps:**
 - Free Black Populations by State, 1860
 - [The Underground Railroad, 1850-1860](#)
 - [Free and Slave States and Territories, 1820-1854](#)
 - [Presidential Election of 1860](#)
 - Secession, 1860-1861
 - [Civil War, 1861-1862](#)
 - [Battle of Gettysburg, July 1863](#)
 - [Vicksburg Campaign, April to July 1863](#)
 - [Civil War, 1863-1865](#)
- **Graphs:**
 - African Americans in the South, 1860
 - [Northern and Southern Resources](#)
 - Sources of Great Britain's Cotton, 1861
 - Average Prices in the Confederacy, 1861-1865
 - Government Income in the Civil War, 1861-1865
 - [The Costs of the Civil War](#)
- **Tables:**
 - [Membership in the House of Representatives](#)
 - [The Compromise of 1850](#)
 - [Major Political Parties, 1850-1860](#)
- **Visuals:**
 - Prominent Abolitionists
 - New Weapons of the Civil War
 - Conscription in the Civil War
 - The Destruction of Atlanta
 - Civil War Medicine
- **Documents:**
 - Narrative of the Life of Frederick Douglass
 - Nat Turner's Rebellion
 - [Uncle Tom's Cabin](#)
 - [Caning of Charles Sumner Political Cartoon](#)
 - [Know-Nothing Party Campaign Banner](#)
 - [Historic Decisions of the Supreme Court: Dred Scott v Sandford \(PDF\)](#)
 - [South Carolina's Secession](#)
 - [Anaconda Plan](#)
 - [The Emancipation Proclamation](#)
 - [Biographies of Abraham Lincoln and Jefferson Davis](#)
 - [Biographies of Ulysses S. Grant and Robert E. Lee](#)
 - [The Gettysburg Address](#)
 - [Surrender at Appomattox Modern Painting](#)
 - [Mathew Brady's Photographs](#)
 - Picturing Military Life

Reconstruction

- **Maps:**

- [Southern Military Districts, 1867](#)
- The Election of 1876
- **Tables:**
 - [Major Reconstruction Legislation, 1865-1870](#)
 - [Civil Rights Setbacks in the Supreme Court](#)
- **Visuals:**
 - The Freedmen's Bureau
 - Conditions in the South
 - [Sharecropping: A Cycle of Poverty](#)
- **Documents:**
 - Tensions in the Government
 - ["Unwelcome Guest"](#)
 - [Education for African Americans](#)
 - The New South
 - [A Sharecropper's Story](#)
 - [Violence Against African Americans](#)
 - [Point-Counterpoint: Success of Reconstruction](#)

Equipment Needed:

- Computer and Internet Access
- Projector
- Screen/Smartboard

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The Beginnings of Modern America

Target Course/Grade Level: United States History/ Grade 10

Unit Summary:

Unit 4 (Beginnings of Modern America) traces the modernization of the United States through the early 20th century. Students will first understand that an abundance of natural resources and opportunities in the American West led to the settlement of the nation's frontier by 1890 thanks to the expansion of the nation's railroad system. However, this expansion westward also led to the continued displacement and mistreatment of Native Americans. Now settled from coast-to-coast, the United States rapidly industrialized and urban centers attracted millions of immigrants, farmers, and migrants to American cities of the North and Midwest. Students will detail these changes and investigate how reformers attempted to tackle issues that arose from the nation's rapid industrialization and the concentration of its growing urban population.

Topics (4): Westward Expansion, Industrialization, Immigration and Urbanization, The Progressive Era

Approximate Length of Unit: 10 Weeks (Q4)

LEARNING TARGETS

NJ Student Learning Standards:

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.

6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

Career Readiness, Life Literacies, and Key Skills:

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

1.2.12.prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12.acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.5.12.prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12.acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12.adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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.

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.

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.

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.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

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.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

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.

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.

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.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.9-10.7. 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.

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.

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

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.

Unit Understandings:

Students will understand that...

Westward Expansion

- Government policies sought to force Native Americans onto reservations and convince them to abandon their traditional culture as white settlers moved west.
- Native American resistance to westward expansion led to deadly conflict and massacres.
- Many settlers moved west seeking fortunes from the mining and cattle booms of the American West.
- The expansion and consolidation of the nation's railroad system opened the American West to settlers and growing industries.
- Settlers of the Great Plains transformed the land despite great hardship.
- Farmers united to address their economic problems, giving rise to the Populist movement.

Industrialization

- An abundance of natural resources, entrepreneurship, and growing markets fueled an industrial boom at the end of the 19th century.
- The growth and consolidation of the nation's railways connected the nation but also led to corruption which required increased government regulation.
- The expansion of industry resulted in the growth of big business and organized labor movements.

Immigration and Urbanization

- Immigration to the United States reached new heights in the late 19th and early 20th centuries.
- The rapid growth of cities created a slew of urban issues that required innovative solutions.
- Corruption in local and national politics led to calls for reform in the 19th century.
- New technology and leisure time led to the emergence of a modern mass culture.

The Progressive Era

- Political, economic, and social changes in the 19th century led to calls for drastic changes to American society.
- Reforms in public education led to a rise in national literacy and the promotion of public education.
- African Americans led the fight against voting restrictions and segregation. (AAH)
- As a result of social and economic change, many women entered public life as workers and reformers.
- Progressive presidents used the power of the federal government to enact reforms but policy differences led to a split in the Republican Party.

Unit Essential Questions:

Westward Expansion

- How did the horse influence Native American life on the Great Plains?
- What was the government's policy toward Native American land?
- What were the results of Custer's last stand?
- How did the destruction of the buffalo affect the lifestyle of the Native Americans?
- What events led to the Battle of Wounded Knee?
- What developments led to the rapid growth of the cattle industry?
- How did the life of a cowboy differ from common depictions in popular culture?
- How did geographical factors lead to the end of the cattle boom?
- How did the railroads help open the west?
- Why did African Americans migrate west from southern states in the late 1870s? (AAH)
- How did new inventions change farming in the West?
- What were some of the economic issues facing farmers?
- What was the Populist Party platform?
- Why was the metal that backed paper currency such an important issue in the 1890s?

Industrialization

- How did the growth of the steel industry influence the development of other industries?
- What effects did the introduction of mechanical farming equipment have on rural areas?
- How did inventions and developments of the late 19th century change the way Americans lived and worked?
- What corrupt scheme and business practices were uncovered in the Crédit Mobilier scandal?
- Why did many, including farmers, demand regulation of the railroad industry in the late 1800s?
- Why were attempts to regulate the railroads often unsuccessful?
- Why did industrial capitalists oppose government regulation?
- Why were many, like John D. Rockefeller, labelled "robber barons"?
- Why did workers unionize during the late 19th century?

- What factors limited the success of the organized labor movement?
- How did the Homestead Strike affect steelworkers and public perception of unions?

Immigration and Urbanization

- What push and pull factors prompted people to move to the United States in the late 19th and early 20th centuries?
- Where did most European immigrants come from after 1890?
- How did immigrants deal with challenges they faced in the United States?
- Why did nativists support the federal government barring entry to Chinese immigrants? (AAPI)
- What were the terms of the Gentlemen's Agreement?
- How did new immigration contribute to the urbanization of the United States?
- What problems came with rapid urban growth?
- What solutions did the settlement house movement propose?
- Why were political machines increasingly common in the late 19th century?
- What government problems arose as a result of patronage?
- How did new technologies promote urban growth?
- What factors contributed to the rising popularity of literature and dime novels?
- How did ragtime represent a blending of culture and musical styles? (AAH)

The Progressive Era

- What were the four goals of the progressive movement?
- Why did the prohibition movement appeal to reformers, particularly women?
- How did Henry Ford revolutionize workplace efficiency?
- What kinds of state laws were passed during the Progressive Era to protect workers?
- How did public schools change in the 19th century?
- Why did some immigrants oppose sending their children to public schools?
- How was racial discrimination reinforced by government policy? (AAH)
- How did conditions for African Americans in the North differ from conditions in the South? (AAH)
- How did Mexicans help contribute to the prosperity of the Southwest in the 19th century?
- What job opportunities were available to unskilled, uneducated women?
- What social and economic effects did higher education have on women?
- How did Susan B. Anthony differ from other activists in her view of the Fourteenth and Fifteenth Amendment?
- What scandalous practices did Upton Sinclair expose in *The Jungle*?
- What progressive reforms did the Bull Moose Party support?
- How did the Clayton Antitrust Act benefit and enact calls for labor reform?
- How did the Federal Reserve System help keep the economy of the 1920s stable?
- How did President Wilson defend his opposition to progressive legislation meant to protect African Americans?

Knowledge and Skills:

Students will know...

Westward Expansion

- **Key Terms:** reservation, assimilation, placer mining, hydraulic mining, boomtown, longhorn, long drive, Open Range, exoduster, homestead, bonanza farm, dry farming, inflation, populism, bimetallism
- **Key Figures:** Sitting Bull, *A Century of Dishonor*, Helen Hunt Jackson, George A. Custer, Grange, William Jennings Bryan
- **Key Events:** Sand Creek Massacre, Battle of Wounded Knee, Treaty of Fort Laramie, Dawes Act, Comstock Lode, Homestead Act, 1890 Census, Morrill Acts (1862 and 1890) (AAH)
- The Great Plains is a region of grassland extending through the Midwest and center of the United States.
- The expansion of the railroads allowed more settlers to move westward and encouraged the federal government to open the Great Plains to settlement.
- *A Century of Dishonor* by Helen Hunt Jackson criticized the government's inconsistent policies toward Native Americans and focused on increasing public awareness about the problems that Native Americans faced.
- The destruction of the buffalo (the Plains Indians' main source of food, clothing, shelter, and fuel) forced Native American groups to roam outside of their reservations.
- The Dawes Act was a failed attempt to assimilate Native Americans and turn them into farmers.
- The discovery of silver at the Comstock Lode led to an influx of thousands of miners to the Carson River valley in present-day Nevada.
- Many mining camps turned into growing towns called boomtowns as more and more settlers moved west in hopes of striking it rich.
- Conditions in mines were often dangerous and the competition and intense rivalry between prospectors frequently led to violence in the American West.
- Because they could travel long distances without much water and lived on grass alone, longhorns were well adjusted to life on the Plains and proved the most profitable breed of cattle.
- After the Civil War, the demand for beef skyrocketed partly due to the rapidly growing cities in the East.
- Barbed wire allowed farmers to protect their fields and allowed ranchers to enclose their grazing lands.
- The cattle boom came to an end because ranchers overstocked the range causing a shortage of good grazing land and a surplus of beef. This drove down prices and made the industry less profitable.
- Federal land policy and the completion of transcontinental railroad lines made the rapid settlement of the West possible.
- The nation's first transcontinental railroad was completed in 1869.
- The Homestead Act offered 160 acres of land to any citizen willing to settle and farm the land for at least five years.
- The Homestead Act gave African Americans the chance to own and farm their own land as many sought to escape segregation and violence after the withdrawal of federal troops from the South.
- African Americans of the late 1870s who settled homesteads in the West were called exodusters. (AAH)
- After recording data of the 1890 Census, the U.S. Census Bureau declared that the country no longer had a continuous frontier line.
- The federal government supported farmers by offering land grants for public universities specializing in agriculture and mechanical arts.
- The Morrill Act of 1862 was the first time the federal government provided assistance for higher education, leading to the founding of several new universities in the West.
- New agricultural technologies enabled the dry eastern plains to flourish and become the "breadbasket" of the nation.
- Railroads made it easier to travel quickly, to communicate, to recruit settlers, to ship goods, and to build towns and businesses in the West.

- The federal government's decision to take greenbacks out of circulation after the Civil War inflated the value of money that stayed in circulation, making it difficult for farmers to repay their loans.
- Many farmers in the West mortgaged their farms for credit to buy seed and supply, catching them in a cycle of credit and debt.
- Organized farming groups like the Grange and Farmers' Alliance founded the Populist Party to build a base of political power that might address their economic issues.
- In the late 1890s, the United States became split over which metal would serve as the basis of the nation's monetary system: silver or gold.
- Silverites favored bimetallism which gave citizens either gold or silver in exchange for paper currency and checks. Other Americans favored the gold standard.

Industrialization

- **Key Terms:** bessemer process, time zones, laissez-faire, vertical integration, horizontal integration, trust, monopoly, labor union, collective bargaining
- **Key Figures:** Edwin Drake, Thomas Edison, Alexander Graham Bell, Cornelius Vanderbilt, Andrew Carnegie, J.P. Morgan, John D. Rockefeller, Samuel Gompers, American Federation of Labor (AFL), Eugene V. Debs, Industrial Workers of the World (IWW) Mary Harris Jones
- **Key Events:** Credit Mobilier Scandal, Golden Spike Ceremony, Haymarket Affair, Pullman Company Strike, Munn v. Illinois, Interstate Commerce Act, Panic of 1893
- By the 1920s, the United States became the leading industrial power in the world.
- New uses for natural resources, government support for entrepreneurship and innovation, and a growing urban population led to the Second Industrial Revolution.
- Edwin Drake's successful use of a steam engine to drill for oil started an oil boom and the rise of petroleum refining industries.
- The mass production of steel, made possible by the bessemer process, helped expand the railroads and create the nation's first skyscrapers and steel bridges.
- Electrical power became available in homes and spurred the invention of time-saving appliances.
- The availability of electrical power allowed manufacturers to move factories and plants away from rivers and streams.
- The invention of the typewriter and telephone revolutionized office efficiency and created new jobs for women.
- Automation made it possible to make larger quantities of products in a shorter amount of time.
- Inventions and new processes developed in the late 1800s and early 1900s increased the standard of living, led to new wealth for business owners, and attracted immigrants seeking opportunities for a better life in America.
- The Central Pacific Railroad employed thousands of Chinese immigrants. The Union Pacific hired Irish immigrants and Civil War veterans. (AAPI)
- Accidents and diseases disabled and killed thousands of men each year during construction of the transcontinental railroad.
- In 1884, an international conference established 24 worldwide time zones (including 4 in the United States) that incorporated railroad time.
- The rapid expansion of the nation's railroads helped grow towns, establish new markets, and offer new business opportunities.
- The Crédit Mobilier scandal tarnished the reputation of the Republican Party and hurt public confidence in the efforts to regulate the railroad industry.
- The Supreme Court's ruling in *Munn v. Illinois* upheld a government's right to regulate private industry to serve the public interest (ig: regulate the railroads for the benefit of farmers and consumers)

- The Interstate Commerce Commission (ICC)'s regulation of railroad rates marked the first time the federal government regulated an industry.
- The Panic of 1893 was the result of a natural cycle of growth and contraction experienced by industrial societies.
- During the Panic of 1893, a quarter of the nation's railroads were taken over by financial companies that reorganized and consolidated the railroad industry.
- Some economists, social philosophers, and businessmen used Social Darwinism to explain why some people prospered and others did not.
- Popular literature by authors like Horatio Alger, Jr. promoted the possibility of "rags-to-riches" stories to encourage hard work and individual responsibility.
- New business strategies and complex organizations emerged to maximize profits, limit competition, and control production.
- Vertical integration controls the production of raw materials and supply chain by buying-out suppliers.
- Horizontal integration merges together companies producing similar products to gain control of suppliers and limit competition for raw materials.
- Holding companies allow financiers to take over and merge other people's businesses to gain control of industries. An example would be J.P. Morgan's United States Steel Corporation.
- Trusts allow business leaders to run separate companies as one large corporation. An example would be John D. Rockefeller's Standard Oil.
- While monopolies allow a select few individuals to amass incredible fortunes, they leave consumers with fewer choices in the marketplace.
- Industrialization raised the standard of living but increased income inequality.
- The Sherman Antitrust Act was passed to prevent monopolies and business activities that hindered competition and free trade.
- Exploration and unsafe working conditions led laborers to join a national organized labor movement.
- Workers had to perform repetitive, mind-dulling tasks in poorly ventilated factories with dangerous or faulty equipment.
- In the early 1900, twenty percent of boys and ten percent of girls under the age of 15 held full-time jobs.
- Unions fought for higher wages, shorter hours, and better working conditions.
- In collective bargaining, union officials negotiated with management on behalf of workers; if negotiations failed, workers threatened to strike or organize a boycott to support their union's demands.
- The union movement diverged into two major types of unions: craft unions (skilled workers from one or more trade) and industrial unions (skilled and unskilled in a specific industry).
- With their increasing political power, some labor activists advocated for socialism, an economic and political system based on government control of business production and property.
- Industrial leaders and government officials responded forcefully to union activity which they saw as a threat to the entire capitalist system.
- Some labor activists, like Mary Harris Jones, fought specifically for the labor rights of women, children, and immigrants.
- Public outrage in response to the Triangle Shirtwaist factory fire led New York to set up a task force to study factory working conditions.
- The Paterson Silk Strike in New Jersey was notable in that women were among the strike leadership and the striking laborers included all genders, ethnicities, and skill levels uniting for a common cause.

Immigration and Urbanization

- **Key Terms:** melting pot, nativism, Americanization movement, tenements, social stratification, social mobility, Social Darwinism, political machine, graft, patronage, civil service, pragmatism, rural free delivery (RFD)
- **Key Figures:** Ellis Island, Angel Island, Jane Addams, Boss Tweed, Thomas Nast, James A. Garfield, Orville and Wilbur Wright, Mark Twain, Joseph Pulitzer, William Randolph Hearst
- **Key Events:** Chinese Exclusion Act, Gentlemen's Agreement, First Great Migration, Pendleton Civil Service Act, Assassination of President Garfield
- Famine, hardship, and persecution forced many to emigrate from the homelands and settle in the United States.
- While waves of Europeans arrived on the East Coast, many Chinese and Japanese immigrants came to the West Coast. Immigrants from the West Indies and Mexico arrived in the eastern and southeastern United States. (AAPI)
- Almost all immigrants arrived by steamship.
- The primary immigration inspection station on the East Coast was located on Ellis Island in New York Harbor. The primary immigration inspection station on the West Coast was located on Angel Island in San Francisco Bay.
- Because most immigrants were unskilled workers, the majority of European immigrants settled in cities.
- Native-born Americans viewed the U.S. as a melting pot, a country with a mixture of people of different cultures and races who blended together by abandoning their native languages and customs.
- Many native-born Americans disliked immigrants' unfamiliar customs and languages despite being descendants of earlier immigrants.
- Nativists objected to immigrants' ethnicity, culture, language, religious beliefs, and political views.
- In effect for over 60 years, the Chinese Exclusion Act banned the entry of Chinese immigrants except for students, teachers, merchants, tourists, and government officials. (AAPI)
- The Americanization movement attempted to assimilate immigrants to the dominant culture in the United States through education.
- In time, the customs, traditions, literature, arts, and food of growing immigrant communities began to influence the national culture.
- The First Great Migration refers to the mass migration of over one million African Americans from the South to northern and midwestern cities in the early 1900s. (AAH, HG, LGBTQ/D, AAPI)
- In many cities, residents were divided along ethnic, racial, and class lines.
- Urban issues included overcrowding, poverty, lack of clean water, poor sanitation, crime/violence, and fires.
- Innovation in mass transit allowed workers to go to and from jobs more easily, and linked city neighborhoods to each other and to outlying communities.
- Despite the introduction of filtration and chlorination, many people in the early 20th century still had no access to safe water.
- Limited water supply, wooden buildings, and fire hazards (ie: candles and kerosene heaters) led to major fires in American cities.
- The Social Gospel movement preached salvation through service to the poor.
- Settlement houses were community centers in poor, urban neighborhoods that provided educational, cultural, and social services.
- The goal of the settlement house movement was to help immigrants and poor Americans increase social mobility.

- Political machines offered services to voters and businesses in exchange for political or financial support.
- By helping to solve urban issues, political machines and bosses could reinforce voters' loyalty, gain additional political support, and extend their influence.
- Because political bosses often controlled or influenced leadership in local police forces, political machines were able to freely provide "kickbacks" for businesses, accept bribes, and allow illegal activities such as gambling and prostitution.
- Reformers argued that jobs in civil service should go to the most qualified person, not those who helped a candidate get elected or who had personal connections with a candidate.
- The Republican Party split over the issue of political patronage: stalwarts opposed changes to the spoils system while half-breeds favored civil service reform based on merit.
- The assassination of President James A. Garfield brought the issue of patronage and the need for civil service reform to the national spotlight.
- The Pendleton Civil Service Act authorized a bipartisan commission to fill federal jobs through a merit system based on candidates' performance on an examination.
- The Pendleton Civil Service Act had mixed results: while it led to more competent and honest federal workers, the act led politicians to turn to wealthy business owners for donations rather than supporters and campaign employees.
- Technological advances helped meet the nation's needs for communication, transportation, and space.
- Skyscrapers solved the practical problem of how to make the best use of limited and expensive space.
- Streetcars, elevated trains, and subways expanded cities and led to the development of suburbs.
- The need for open spaces and organization in crowded commercial cities inspired the new science of urban planning.
- Crop rotation, fertilizer, and refrigerated railcars helped farmers provide a reliable food supply to cities.
- The rising literacy rate, the development of cheaper and more durable paper, and the new electrically powered web-perfecting press met the growing demand of the reading public.
- The Wright Brothers developed the first motor-operated airplane.
- George Eastman's Kodak camera and its use of flexible film helped to create the field of photojournalism and bring amateur photography to millions of Americans.
- As the standard of living rose and working hours decreased, Americans enjoyed time for new leisure activities.
- Popular leisure activities of the period included amusement parks, bicycling, tennis, and spectator sports, particularly baseball and boxing.
- As more and more Americans became educated and new media technology expanded art and literature, the fine and performing arts, philosophy, pop fiction, and newspapers became an important part of mass culture.
- The turn of the 20th century saw the beginnings of the shopping center, the development of department and chain stores, and the birth of modern advertising.
- Advertising in newspapers, magazines, and public spaces increased to match rising consumerism.
- Catalogs and rural free delivery (RFD) connected rural American to consumerism.

The Progressive Era

- **Key Terms:** prohibition, muckrakers, scientific management, initiative, recall, referendum, poll tax, grandfather clause, de jure segregation, de facto segregation, Jim Crow laws, Social Darwinism, eugenics women's suffrage (AAH)

- **Key Figures:** Florence Kelley, Robert La Follette, Henry Ford, Booker T. Washington, Tuskegee Normal and Industrial Institute, W.E.B. Du Bois, Niagara Movement, NAACP, Susan B. Anthony, Elizabeth Cady Stanton, NAWSA, NACW, Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Carrie Chapman Catt (AAH)
- **Key Events:** 17th Amendment, 18th Amendment, Prohibition, *The Jungle*, Meat Inspection Act, Pure Food and Drug Act, *Buck v. Bell*, 19th Amendment
- The four goals of progressivism were: protecting social welfare, promoting moral improvement, creating economic reform, and fostering efficiency.
- Social reformers of the Progressive Era continued the efforts of the Social Gospel and settlement house movements.
- Prohibitionists feared that alcohol was undermining American morality and that moral reform was the key to improving lives.
- The Panic of 1893 prompted some Americans to question the capitalist economic system and instead embraced socialism.
- Muckrakers worked to bring public attention to unfair business practices, inequality, child labor, unsafe products, and political corruption.
- Many progressive leaders turned to scientific principles to make society and the workplace more efficient.
- Henry Ford's production and sale of the Ford Model T automobile revolutionized manufacturing by focusing on efficiency and workers' happiness.
- Progressives sought to create more efficient and democratic governments at the local, state, and federal levels.
- Robert La Follette's efforts to ensure that government should be controlled by voters rather than business leaders became a model for progressive reform at the state level.
- By 1918, all states had enacted compulsory school attendance laws.
- Progressives' successful labor reforms included ending child labor, limiting working hours, and ensuring workmen's compensation.
- In the Presidential Election of 1888, muckraking journalists and Democratic officials exposed the Republican Party's practice of openly buying blocks of votes from "floaters" in Indiana. This led to a national movement to use secret ballots in national elections; by the next election, all states had adopted secret ballots to stop voter corruption.
- Initiatives, referendums, and recalls are progressive measures that give citizens the power to create laws.
- By empowering citizens to directly elect their senators, the 17th Amendment made Congress more receptive to the public.
- As the United States shifted to a more modern industrial economy, the need for advanced technical and managerial skills grew the importance of formal education.
- New vocational schools and courses arose and public school curricula expanded to include science, civics, and social studies.
- By 1910, only 3% of high school-aged African Americans attended high school and most attended private schools.
- Thousands of adult immigrants attended night school to learn English and to qualify for citizenship.
- Though college enrollments tripled during the Progressive Era, still just 2.3% of young Americans attended colleges and universities.
- Booker T. Washington believed that racism would end once black Americans acquired useful labor skills and proved their economic value to society. (AAH)
- W.E.B. Du Bois proposed that educated black Americans should attempt to achieve immediate inclusion into mainstream American life. (AAH)
- African American activists like Ida B. Wells and W.E.B. Du Bois believed the problems of racial inequality were too urgent to postpone and denounced gradualism. (AAH)

- After Reconstruction, southern States adopted legal policies of racial discrimination (ie: poll taxes, grandfather clauses, and Jim Crow laws) to weaken African American political power. (AAH)
- The Supreme Court’s decision in *Plessy v. Ferguson* legalized racial segregation through the “separate but equal” doctrine.(AAH)
- Race riots of the time period (ie: Wilmington, Atlanta, Tulsa) and lynching revealed the lengths that some whites in the South would go to hold on power. (AAH)
- De facto segregation is enforced by customs and social differences. (AAH)
- De jure segregation is codified by law and public policy. (AAH)
- Mexican laborers, Chinese immigrants, and Native Americans experienced discrimination in the American West. (AAPI)
- In the early 1900s, women fought to gain property rights, employment opportunities, access to higher education, and suffrage.
- Women found employment opportunities in manufacturing, offices, stores, and classrooms. Many women without formal education or industrial skills were domestic workers.
- The NACW promoted the moral education of African American women. (AAH)
- The NASWA was committed to winning women’s right to vote.
- Suffragists tried to convince states to grant women the right to vote, pursued legal challenges to expand the Fourteenth Amendment to include women, and pushed for a national constitutional amendment to grant women’s suffrage.
- Muckraking journalist Upton Sinclair’s *The Jungle* exposed unsanitary conditions in the meatpacking industry.
- President Roosevelt did not believe that all trusts were harmful but sought to curb the actions of those that hurt the public interest.
- The 1902 Coal Strike set the expectation that the federal government would play a more active role in settling labor disputes.
- The Meat Inspection Act and Pure Food and Drug Act were federal efforts to protect consumer safety and public health.
- Exploitation of the natural environment and its resources for industrial growth fueled an effort to conserve and protect land.
- The NAACP was created to highlight and address issues of racial inequality. (AAH)
- Tariffs, disputes over public land, and Taft’s cautious approach to progressivism caused the Republican Party to fragment.
- The Bull Moose Party platform included democratic reforms to government, women’s suffrage, workmen’s compensation, an eight-hour workday, a minimum wage for women, a federal law against child labor, and a federal trade commission to regulate business.
- President Woodrow Wilson enacted antitrust measures, established a new tax system, and created the Federal Reserve.
- Wilson opposed federal anti-lynching legislation, did not continue desegregation of the federal government, and appointed segregationists to his federal positions.
- The 19th Amendment granted women the right to vote.
- The Progressive Era ended, in part, due to rising international conflict and the start of World War I.

Students will be able to...

Westward Expansion

- Identity differences between the culture of the Native Americans and the culture of white settlers on the Great Plains.
- Describe attempts by the federal government to assimilate and Americanize Native Americans (ie: Dawes Act and residential schools).

- Explain the ways in which the geography of the West was a factor in its settlement and the opportunities it provided settlers.
- Relate ideas and participants of ‘prairie’ populism during the 1890s to rising populist politics today.

Industrialization

- List factors which contributed to the industrial boom of the late 1800s.
- Describe how electricity changed the way Americans lived and worked.
- Argue which innovation or development of the Second Industrial Revolution had the greatest impact on American society.
- Explain how railroad expansion influenced the growth of cities and industries.
- Defend the characterization of industrial capitalists as “captains of industry” or “robber barons.”
- Describe how industrial working conditions contributed to the growth of the labor movement.
- Summarize a notable labor strike of the time period which turned violent (ie: Great Strike of 1877, Haymarket Affair, Homestead Strike, Pullman Strike, Coal Wars/Battle of Blair Mountain).
- Explain why the Triangle Shirtwaist factory fire was so lethal.

Immigration and Urbanization

- List push and pull factors that prompted a new wave of immigration to the United States in the late 1800s and early 1900s.
- Summarize obstacles facing immigrants in search of the American Dream.
- Using primary sources detailing experiences and opportunities for immigrants, argue in favor or against restrictions and quotas on immigration.
- Debate the merits of Social Darwinism and the moral responsibility of the Social Gospel in addressing the issues of poverty and self-sufficiency.
- Use maps and statistical representations to visualize U.S. immigration patterns during the time period.
- Describe ways in which political machines exercised control over cities and local authorities.
- Contextualize the assassination of President Garfield in the debate over civil service reform.
- Using primary and secondary sources, research early advertising techniques.
- Identify the role of leisure time in the development of mass culture during the time period.

The Progressive Era

- List the four goals of progressivism.
- Explain how the progressive movement was a response to social, political, and economic changes.
- Assess the effectiveness of muckrakers in helping enact progressive reforms.
- Explain the causes and effects of Prohibition.
- Cite ways in which the federal government reinforced racial discrimination. (AAH)
- Compare and contrast the views of Booker T. Washington and W.E.B. Du Bois regarding the education of African Americans. (AAH)
- Explain how Social Darwinism was used to justify the mistreatment of racial and social minorities (ex: segregation, sterilization of the disabled and mentally-ill). (LGBTQ/D)
- List the three approaches suffragist leaders took to gain women’s suffrage.
- Provide two examples of national women’s organizations committed to social activism.
- Identify ideological and policy differences between progressive presidents (Roosevelt, Taft, Wilson).

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Summative Topic Assessments
- End of Unit Assessment
- Document Based Questions (DBQ) Topics
 - Carlisle Industrial and Residential Schools for American Indians
 - Muckrakers and Progressive Political Cartoons
 - The Organized Labor Movement

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Guided Reading Workbook (Access Restricted to Teachers Only)
 - [Module 11 Westward Expansion](#)
 - [Module 12 Industrialization](#)
 - [Module 13 Immigration and Urbanization](#)
 - [Module 14 Progressivism](#)
- Module 11 Westward Expansion
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review
- Module 12 Industrialization
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review
- Module 13 Immigration and Urbanization
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review
- Module 14 Progressivism
 - Essential Question Essay
 - Document-Based Investigation Part I
 - Document-Based Investigation Part II
 - Module Review

RESOURCES

Teacher Resources:

Settling the West

- **Maps:**
 - [Shrinking Native American Lands, and Battle Sites](#)
 - [Cattle Trails and the Railroads, 1870s–1890s](#)
- **Tables:**
 - [Gold Bugs and Silverites](#)
- **Visuals:**
 - [Importance of the Buffalo](#)
 - [Inventions that Tamed the Prairie](#)
- **Documents:**
 - [One American’s Story: The School Days of an Indian Girl](#)
 - [Chief Satanta on Negotiations with the U.S. Government](#)
 - [Changes on the Range](#)
 - [Geography Spotlight: The Klondike Gold Rush](#) (PDF)
 - [“Ho for Kansas!” Exoduster Poster](#)
 - [Life on the Plains](#)
 - [The Plight of the Farmers](#)

Industrialization

- **Maps:**
 - [Natural Resources and the Birth of a Steel Town, 1886–1906](#)
 - [Major Railroad Lines, 1870–1890](#)
- **Graphs:**
 - [The Growth of Union Membership, 1878–1904](#)
- **Tables:**
 - [New Business Organizations](#)
- **Visuals:**
 - [Timeline: The Technological Explosion, 1825–1905](#)
 - [Vertical and Horizontal Integration](#)
- **Documents:**
 - [Geograph Spotlight: Industry Changes the Environment](#) (PDF)
 - [“The Modern Colossus of \(Rail\) Roads” Political Cartoon](#)
 - [“What a Funny Little Government!” Political Cartoon](#)
 - [Injured Innocents \(Crédit Mobilier\) Political Cartoon](#)
 - [Sweatshops](#)
 - [Biographies: Eugene V. Debs and Mother Jones](#)

Immigration and Urbanization

- **Maps:**
 - [U.S. Immigration Patterns, as of 1900](#)
 - [New York City, 1910](#)
- **Visuals:**
 - [Ellis Island Mental Competency Test](#)

- [Going to the Show: Barnum & Bailey](#)
- [Hull House Art Class](#)
- [Negro Leagues Photograph](#)
- **Documents:**
 - [American Literature: A Poem for Liberty \(“A New Colossus”\)](#)
 - [Immigration](#)
 - [The San Francisco Earthquake of 1906](#)
 - [Biography of Jane Addams](#)
 - [“The Tammany Tiger Loose” Political Cartoon](#)
 - [The Wright Flyer](#)
 - [Realism: *The Champion Single Sculls* Painting](#)

The Progressive Era

- **Maps:**
 - [Federal Conservation Lands](#)
 - [Presidential Election of 1912](#)
- **Graphs:**
 - [Expanding Education/Increasing Literacy](#)
 - [Revenue from Individual Federal Income Tax, 1915-1995](#)
 -
- **Visuals:**
 - [Colored Theatre in Mississippi](#)
 - [Mexican Railroad Workers](#)
 - [U.S. Government Inspector at Meat Packinghouse](#)
 - [Suffragist Prisoners](#)
- **Documents:**
 - [American Literature: The Muckrakers](#) (PDF)
 - [Lewis Hine and Child Labor](#)
 - [Early Immigrant Education](#)
 - [The Atlanta Compromise](#)
 - [Historic Decisions of the Supreme Court: *Plessy v. Ferguson*](#) (PDF)
 - [Educational Opportunities](#)
 - [Biography of Susan B. Anthony](#)
 - [“The Lion-Tamer” Political Cartoon](#)
 - [American Architecture](#)

Equipment Needed:

- Computer and Internet Access
- Projector
- Screen/Smartboard