

AP [ADVANCED PLACEMENT] UNITED STATES HISTORY I GRADES 11-12

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Course Description

The Advanced Placement (AP) Program:

The Advanced Placement (AP) Program is a collaborative effort between motivated students, dedicated teachers and committed high schools, colleges and universities. Since its inception in 1955, the Program has enabled millions of students to take college-level courses and exams and to earn college credit or placement while still in high school.

Most colleges and universities in the United States, as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement or both on the basis of their AP Exam grades. Many of these institutions grant up to a full-year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high schools, colleges and universities turn to the AP Program as a model of educational excellence. More information about the AP Program is available at AP Central, the College Board's online home for AP professionals (apcentral.collegeboard.com). Students and parents can find more information at the AP student site (www.collegeboard.com/apstudents).

Advanced Placement United States History:

The AP Program offers a course and exam in AP United States History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in United States history. The AP U.S. History exam presumes at least one-year of college-level preparation. The exam tests skills and knowledge gained from an introductory survey in U.S. history.

Purpose:

The AP U.S. History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability and importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The aim of this AP course will be to provide the student with a learning experience equivalent to that obtained in most college introductory United States.

Course Presentation:

Most AP courses are designed to give students a foundation in the subject matter of and in major interpretative questions that derive from the study of selected themes. One common approach is to conduct a survey course in which a textbook, with supplementary readings in the form of documents, essays or books on special themes, provides substantive and thematic coverage. A second approach is the close examination of a series of problems or topics through reading specialized writings by historians and through supplementary readings. The offering of this course at this institution will adhere more closely to the initial approach, but will from time adhere to an approach more closely aligned with the second model. Whichever approach is used, students will have access to materials that provide them with an overview of and enable them to establish the context and significance of specialized interpretative problems.

To be successful in this course, students must develop a reservoir of knowledge from which to draw analytical conclusions. As such, an attempt will be made to strike a balance between teaching factual knowledge and the necessary skills involved in successful critical analysis of that knowledge.

Themes and Topic Outline in AP U.S. History:

For a listing of Course Themes and a Topic Outline, students are to view the United States History Course Description:

<https://apcentral.collegeboard.org/media/pdf/ap-us-history-course-and-exam-description.pdf>

AP United States History Exam

The exam is 3 hours and 5 minutes in length and consists of two sections:

- Section I
 - Part A: Multiple Choice, 55 questions, 55 minutes, 40% of exam score
 - Part B: Short answer, 3 questions, 40 minutes, 20% of exam score
- Section II
 - Document-based question, 1 hour (includes 15 minute reading period), 25% of exam score
 - Long essay, 40 minutes, 15% of exam score

Both multiple-choice and the free-response sections cover the period from the first European explorations of the Americas to the present, although a majority of questions are on the nineteenth and twentieth centuries. Together, the multiple-choice section and free-response sections cover political institutions, behavior and public policy; social change and cultural and intellectual developments; diplomacy and international relations; and economic developments. The following breakdown of periods and material covered is indicative of the material to be anticipated on the exam.

Period covered and approximate percentage of multiple-choice portion of test:

Unit 1: 1491-1607	4-6%
Unit 2: 1607-1754	6-8%
Unit 3: 1754-1800	10-17%
Unit 4: 1800-1848	10-17%
Unit 5: 1844-1877	10-17%
Unit 6: 1865-1898	10-17%
Unit 7: 1890-1945	10-17%
Unit 8: 1945-1980	10-17%
Unit 9: 1980-Present	4-6%

Themes covered:

Theme 1: American and National Identity
Theme 2: Work, Exchange, and Technology
Theme 3: Geography and the Environment
Theme 4: Migration and Settlement
Theme 5: Politics and Power
Theme 6: America in the World
Theme 7: American and Regional Culture
Theme 8: Social Structures

For a sample of multiple-choice and written response questions, students should view the United States History Course Description:

<https://apcentral.collegeboard.org/media/pdf/ap-us-history-course-and-exam-description.pdf>

Historical Thinking Skills:

- Historical causation
- Patterns of continuity and change over time
- Periodization
- Comparison
- Contextualization
- Historical Argumentation
- Appropriate use of relevant historical evidence
- Interpretation
- Synthesis

The APUSH I curriculum was designed for the 87-minute semester block schedule currently in place at Ewing High School. One week equals five instructional days.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (6-8)

Companion Standards - History, Social Studies, Science and Technical Subjects (9-10)

Companion Standards - History, Social Studies, Science and Technical Subjects (11-12)

Unit 1: Colonization and Settlement [8 Days] **(Pre Columbian Cultures and European Settlement of the Americas)**

Why Is This Unit Important?

Information from this unit can be used to understand the causes of imperialism, inter-imperialist competition and the clash of cultures that arise from exploration. As Europe emerged from its feudal period, the decentralization of power and the rise of nation-states helped to fuel competition between monarchs and stimulate explorations in the New World. The various nations that colonized North and South America used a variety of approaches for controlling or subjugating Native Americans. Long term effects of European colonization on Native Americans included the destruction by disease and war of large segments of Native populations and the establishment of a permanent legacy of subjugation.

Enduring Understandings:

- Students will be able to recognize the influence of European government, economic and cultural structure on colonies in the New World (topical).
- Students will debate the impact of slavery throughout American history (overarching).
- Students will identify the events leading to the start of the system of indentured servitude (topical).
- Students will be able to recognize the effects of mercantilism on the British North American colonies (topical).
- Students will argue the consequences of North American colonization on Native American groups.

Essential Questions:

- Was the treatment of Native Americans during the Colonial Era justified?
- Was the use of slavery and indentured servants necessary for the success of the British North American colonies?
- Did the British system of government and economics promise the best model for life in the British North American colonies?

Acquired Knowledge:

- Identify the importance of Jamestown colony.
- Compare and contrast the systems of indentured servitude and slavery.
- Recognize the various treatments of Native Americans throughout the regions of North America.
- Explain the causes and effects of Bacon's Rebellion.
- Describe the effects religious tolerance had on the development of new colonies (i.e., Salem, Massachusetts).
- Define mercantilism.
- Why was the Great Awakening an indirect challenge to the social order of the colonies?
- Identify the goals of the French, Spanish, Dutch and British in exploration.
- Explain the role of Native Americans in the success or failure of early foreign colonization.
- Identify contrasting political and economic forces behind colonization.

Acquired Skills:

- Compare and contrast Jamestown and the Massachusetts Bay Colony.
- Analyze primary and secondary sources to analyze the causes and effects of the Salem Witch Trials.
- Propose a sample charter for a new colony.
- Explain the significance of the Middle Passage.
- Compare and Contrast the different European approaches to colonization.
- Compare and Contrast the New England, Middle, and Southern colonies in economics, political structures, and social norms.
- Analyze the change and continuity over time of the colonies.

Assessments:

Formative:

- Discussion: Explain the significance Jamestown had as the foundation for further British colonization in North America.
- Debate: How did the use of torture impact the Puritan culture in the New World?
- Discussion: What contributions did Native Americans make to the British colonies?
- Written analysis: Write a diary entry as an indentured servant or slave in the New World explaining a typical day.
- Scaffolding activity for primary source packets leading to document based question.
- Class discussions on the rise of the English state, the Glorious Revolution, and the French and Indian War.
- Students conduct an in-depth document analysis of the Mayflower Compact and compare the beliefs of seventeenth-century English thinkers associated with the different migrations to North America (Separatists, Puritans, Quakers, and the Crown).
- Students collaboratively work on developing a thesis statement concerning the impact of the Columbian Exchange on Native Americans in North America during the sixteenth century. Each student then individually writes an essay on that topic which develops the thesis.
- Socratic Discussion- Did the Europeans have a positive or a negative impact on the development of North and South America? How did Europeans influence the Native American societies of North and South America? How did the Spanish, French, and British approaches to colonization differ? Were the British colonists of North America already uniquely 'American' by 1700 or were they still essentially European?

Summative:

- Unit Test: Multiple choice, short answer and long answer responses

Benchmark:

- Document based questions (DBQs) on the colonial period

Alternative:

- Portfolio of primary and secondary source analysis; includes responses to teacher feedback

Interdisciplinary Connections:

- Analysis of scientific data relating to delusions, vomiting and muscle spasms leading Salem leaders to engage in the 1692 Witch Hunt: Science and Health
- Analysis of new technologies developed in colonial agriculture: Technology

Accommodations and Extensions:

- Visual-spatial learners will benefit from using an interactive website to better understand how torture was used during the Salem Witch Hunts. Students will be able to access the simulation here:
<http://www.nationalgeographic.com/salem/>

2020 NJCS:

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|------------------------|---------------------|
| • 6.1.12.CivicsPI.1.a | 6.1.12.CivicsPD.1.a |
| • 6.1.12.GeoGI.1.a | 6.1.12.EconGE.1.a |
| • 6.1.12.HistoryCC.1.a | |

Resources:

Core:

- Kennedy, David. *The American Pageant*, 15th edition, 2013.
- Bigham, Barbara. "Colonists in Bondage: Indentured Servants in America". *Early American Life*. October 1979
- Cayton, Andrew. *America: Pathways to the, MA*: Prentice Hall, 2003
- Demos, John. "Entertaining Satan". *American Heritage*. August/September 1978

Supplemental:

- John Winthrop: Model of Christian Charity
- Jonathan Edwards. *Sinners in the Hands of an Angry God*
- *Unsolved Mysteries: What Caused the Salem Witch Hunt?*
- *Witnessing America: The Slave Trade*
- *Taking Sides: Was the Great Awakening a Key to the American Revolution?*
- Frethorne, Richard: *Our Plantation Is Very Weak* (1693)
- *Mayflower Compact*

Technology Integration:

- Use interactive websites to simulate witch hunt craze
- During class discussions, students can use blogging programs (Today'sMeet/Edmodo) to share reactions to information being shared by teacher and peers

Unit 2: Revolution and the New Nation [13 Days]

Why Is This Unit Important?

This unit will examine the war for independence, which was a result of growing ideological, political, geographic, economic and religious tensions resulting from Britain's centralization policies and practices. These tensions and concerns helped shape the language of the United States Constitution and the arguments surrounding the Bill of Rights.

Enduring Understandings:

- Human conflict is often the result of economic distress.
- The philosophies embedded in the Declaration of Independence reflect major ideas rooted in the Enlightenment and the Renaissance.
- The concept of individual rights finds roots in the humanist movement and modernization.
- Being an informed citizen can protect you from exploitation by government leaders.
- The historiography of America's founding period can be framed in a variety of different arguments and perspectives.
- Historiographical arguments regarding the Revolution and the Constitutional period influence an individual's overall interpretation of American History.
- The United States is unique in that current citizens are preoccupied with attempting to decode the Founders' true intentions to legitimize current political arguments.

Essential Questions:

- How does a populace become influenced by the rhetorical strategies of their leaders to act en masse?
- Can freedom exist without government or any regulation?
- What is the best approach to governance?
- Do the guiding principles of the Constitution correlate with the ideology of the Revolution?
- Should we judge the Founding Fathers by today's standards of morality and ethics?

Acquired Knowledge:

- Recognize that the revolution in America did not unite the colonists nor was it a united front.
- Explain different historians' arguments regarding the causes of the American Revolution.
- Identify the basic chronology of the American Revolution and the events leading up to the Construction of the Constitution.
- Recognize the differences between several state constitutions, including New Jersey's 1776 constitution.
- Several American ideals in the U.S. Constitution, such as due process, rule of law and individual rights have been denied to different groups of people throughout time.
- 18th century society limited women's aspirations.
- Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
- Identify and explain the basic schools of thought regarding the historiography of this time period.
- Identify the basic concepts of the articles of the Constitution and the Bill of Rights.
- Explain the arguments of the Anti-Federalists and the Federalists.

Acquired Skills:

- Compare and contrast the arguments expressing a need for a strong federal government versus significant protection for individual rights.
- Analyze primary and secondary sources to uncover the debate between Federalists and Anti-Federalists.
- Explain how judicial review made the Supreme Court an influential branch of government.
- Assess the continuing impact of the Supreme Court on policy, legislative and civil issues today.
- Examine the emergence of early political parties and their views on centralized government and foreign policy.
- Compare and contrast the political parties of today with those of the past.
- Analyze how the United States has attempted to account for regional identities while also striving to create a national identity.
- Question the viability of creating the Northwest Ordinance on Native American land.
- Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.
- Explain the effects of inflation and public debt and the effects of new state and government policies to rebuild the economy by addressing issues of foreign and internal trade, banking and taxation.
- Analyze contributions and perspectives of African Americans, Native Americans and women during the American Revolution.
- Relate events in Europe to the development of American trade and American foreign and domestic policies

Assessments:

Formative:

- Write an essay discussing how one philosopher's thoughts (e.g., Rousseau, Locke, Cato) influenced and reappeared in the documents that would govern and inspire the new nation. Students will have to make direct comparisons between at least one Founding Father and one Enlightenment thinker.
- Debate the concerns of Federalists and Anti-Federalists with peers.
- Write a narrative of the Revolution and the Constitutional period using at least one view point from one of the major schools of thought in historiography.
- Socratic Circle Discussion- Anti Federalist vs. Federalist Views. Students will evaluate their personal views of both schools of thought.
- Students will write a two-paragraph document analysis on an excerpt from Common Sense in which they comment on the purpose of Thomas Paine's argument, purpose, point of view, intended audience, the document's historical context, and the limitations or flaws of his argument.
- After reading Revolutionaries by Jack Rakove, The Birth of the Republic, 1763-1789 by Edmund Morgan and The Radicalism of the American Revolution by Gordon Wood, students give an oral presentation explaining how the actions of specific colonial leaders did or did not influence the outcome of the American Revolution.
- In-class document analysis activity: excerpt from Marbury v. Madison decision.

Summative:

- Unit Test: Multiple choice; short answer; and long answer responses.

Benchmark:

- Document Based Question on the experience of women during the Revolution and Constitutional Convention.
- Document Based Question analyzing the arguments of the Federalists and Anti Federalists.

Alternative:

- Performance Task (GRASPS):

Goal: Students will understand that the beliefs and ideals of a society are influenced by the philosophies and social, economic and political conditions that they inherited.

Role: Students will act as attorneys, completing research and preparing written statements.

Audience: The presumed audience members consist of a jury and judge.

Situation: The framers of the Constitution have been framed with plagiarism. A group representing the estates of several political philosophers and writers has served a complaint against the members of the Constitutional Convention. In this activity, students will be members of a law firm to assemble a case for the plaintiffs or the defendants. See Appendix for resources.

Product: Students will prepare a 10-point document that analyzes the Constitution's similarities and/or differences with the political philosophers cited in the case.

Standards: Rubrics will be provided for presentation and demonstration of content knowledge.

Interdisciplinary Connections:

- Interpreting [landscape and battle paintings](#) to understand the values and perceptions of those fighting for independence from British rule: visual arts

2020 NJCS:

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|------------------------|----------------------|
| • 6.1.12.CivicsPI.2.a | 6.1.12.CivicsPI.2.b |
| • 6.1.12.CivicsPR.2.a | 6.1.12.GeoPP.2.a |
| • 6.1.12.GeoPP.2.b | 6.1.12.EconEM.2.a |
| • 6.1.12.EconEM.2.b | 6.1.12.EconEM.2.c |
| • 6.1.12.HistoryCC.2.a | 6.1.12.HistoryCC.2.b |
| • 6.1.12.HistoryUP.2.a | 6.1.12.HistoryUP.2.b |
| • 6.1.12.HistoryUP.2.c | 6.1.12.HistorySE.2.a |

Resources:

Core:

- Kennedy, David. *The American Pageant*, 15th edition, 2013.
- "American Revolution and the New Nation: Primary Documents of American History (Virtual Programs & Services, Library of Congress)." Library of Congress Home.Web.02 Sept.2010
<<http://www.loc.gov/rr/program/bib/ourdocs/NewNation.html>>
- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003
- Gordon, Thomas and John Trenchard. *Cato's Letters or Essays on Liberty, Civil and Religious, and Other Important Subjects: Four Volumes in Two.2 Books (4 Volumes in each)* ed. Indianapolis: Liberty Fund Inc., 1995

Supplemental:

- "The Radicalism of the American Revolution" – Gordon S. Wood
- The American Revolution (introduction) – Gordon swoon
- Declaration of Independence
- "Join or Die" Political Cartoon
- "Common Sense"- Thomas Paine
- "American Crisis" – Thomas Paine
- "Letters from a Farmer in Pennsylvania"-John Dickinson
- Federalist Papers- James Madison and Alexander Hamilton

Technology Integration:

In order to complete their GRASPS performance assessment, students will need to:

- Use typing and word processing skills to collaborate online using Google Docs or an alternative service
- Use internet search engines and academic search engines to research several philosophers and secondary sources citing their influence on American government and politics
- Prepare slides to present as evidence during their formal court sessions

Unit 3: Expansion and Reform [18 Days]

Why Is This Unit Important?

This unit will examine various influences on American expansion from 1800-1860 and their effects on American society, culture and politics.

Enduring Understandings:

- The expansion of capitalist enterprise is associated with social upheaval (overarching).
- Nationalism plays an integral role in encouraging economic progress and social change (overarching).
- Manifest Destiny had a significant impact on developing American foreign policy (topical).
- New technologies and an abundance of natural resources spurred economic developments in the United States (overarching).
- 19th century religious and social movements inspired transformations in American culture, literature and art (topical).

Essential Questions:

- Why do historians apply titles to eras in history (e.g., Era of Good Feelings) when the simplification results in inaccurate descriptions?
- How should societies balance political and economic progress with social responsibility?
- How do different attitudes concerning education, women, slavery and religion between the North and the South help to identify ways the Industrial Revolution sparked social reformations?

Acquired Knowledge:

- Compare the foreign policies of Jefferson, Madison, Monroe and Jackson.
- Discuss the needs and uses of slavery in the early 19th century.
- Describe how the Supreme Court increased the power of the national government and American migration and growth.
- Explain the political, economic and social effects of the Industrial Revolution.
- Trace the events that highlight expansion leading from the Louisiana Purchase to the Compromise of 1850.
- List the changes of women's roles in society during the 1800s.

Acquired Skills:

- Analyze primary source documents connected to American foreign policy and expansion.
- Compare and contrast the effects American foreign policies had on different groups of people.
- Debate the responsibility America had to rectify its actions towards Native Americans.

Assessments:

Formative Assessments:

- Write a persuasive essay either supporting or refuting the title "Era of Good Feelings"
- Discuss the role slaves played in the development of the Southern economy during the early 19th century
- Create a series of journal entries from the perspective of a frontiersman moving west
- Students will run their own campaigns for one of the elections from 1820-1860. The cooperative learning activity will involve campaign slogans, posters, commercials, debates, speech writing activities, etc.

Summative:

- Unit Test: Multiple choice; short answer; and long answer responses.
- Group presentations on three major social movements from this era including: temperance, Transcendentalists, Abolitionists, Suffragist movement, Labor Movements, and the Second Great Awakening.
- Long Form Free Response Essay: To what extent did the Second Great Awakening impact the development of social movements in the Antebellum Time Period?

Benchmark:

- Document-based question on the impact of Manifest Destiny on minority groups and Native Americans over time

Alternative:

- Performance Task (GRASPS):
- **Goal:** Students will commemorate and visually represent the importance of westward expansion.
- **Role:** Students will act as designers and artists participating in a government sponsored contest.
- **Audience:** The presumed audience members will be member of the U.S. Postal Service. Class members will serve as preliminary judges for the best designs from their class.
- **Situation:** The U.S. government is seeking a new postage stamp to commemorate expansion during the 1800s.
- **Product:** Students will design a commemorative stamp and write an explanation of the symbols used in their design. Students will then present their designs for judging.
- **Standards:** Rubrics will be provided for presentation and demonstration of content knowledge.

Interdisciplinary Connections:

- Listen to, and interpret, African-American spiritual songs sung by slaves during the early-to-mid 1800's, and reflect upon the significance of rhythms, lyrics and vocal styles and their reflection of the slave experience: Music

Accommodations and Extensions:

- Provide modified primary source documents for students who struggle with reading English.
- Provide a graphic organizer outlining information about the effects of industrialization in the North and South in order to prepare for the class discussion of the role of slavery during the 1800s.

2020 NJCS:

6.1.12.CivicsPI.3.a
6.1.12.CivicsDP.3.a
6.1.12.CivicsDP.3.c
6.1.12.EconET.3.a
6.1.12.EconNE.3.a
6.1.12.HistoryUP.3.b
6.1.12.HistoryCA.3.b

6.1.12.CivicsPI.3.b
6.1.12.CivicsDP.3.b
6.1.12.GeoSV.3.a
6.1.12.EconGE.3.a
6.1.12.HistoryUP.3.a
6.1.12.HistoryCA.3.a
6.1.12.HistoryCC.3.a

Resources:

Core:

- Kennedy, David. *The American Pageant*, 15th edition, 2013.
- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003
- Maddox, Robert J., ed. *Annual Editions: American History*. Guilford, CT: Dushkin Publishing Group, 1995, Print

Supplemental:

- Turner, Frederick Jackson, "The Significance of the Frontier in American History"
- Remini, Robert. *The Life of Andrew Jackson*
- Conway, J. David. *The Louisiana Purchase*. October 2010
<www.unyahea.org/lesson_plans/The%20Louisiana%20Purchase.doc>

Technology Integration:

In order to complete their GRASPS performance assessment, students will need to:

- Use typing and word processing skills to collaborate online using Google Docs or an alternative service.
- Use internet search engines and academic search engines to research the experiences of Americans who migrated west for their journal entries.
- Use phones to create campaign video.

Unit 4: Civil War and Reconstruction [23 Days]

Why Is This Unit Important?

Compromises over the issue of slavery were complicated by its link to the legislative political process in the U.S. Congress. Could any region of states accept the concept on being dictated to by another region because they had a numerical advantage in Congress? Was this a democracy or an aristocracy with northern industrialists and moralists at the helm? The Civil War erupted when compromise was no longer a solution to these problems but a threat to the life's blood of democracy: individual liberty and autonomy. The War pitted a family against itself and the nation felt the consequence deeply, economically and in terms of human capital. Reconstruction attempted to restore peace, order and wealth, but did so as Congressmen skirted the boundary between helping the South and punishing it for its treason. Eventually, the freed men and women who were the supposed beneficiaries of this War became again enslaved by a system of black codes and Jim Crow after the Compromise of 1877.

Enduring Understandings:

- Tensions between the North and the South were caused by rapid expansion and transformation of the American economy (overarching).
- Physical strife may bring quick resolutions however it may not always be the most efficient method for resolving conflict (overarching).
- Although freedom is often touted as the highest attainable human goal, at times leaders must forfeit democratic ideals to maintain order (overarching).
- Efforts to reunite the country through Reconstruction were contested, resisted and had long term consequences (topical).
- Though the intentions of the 14th Amendment are clear in historical context, the general language of it has been open to interpretation and has caused tension between state and federal governments (topical).

Essential Questions:

- Why did compromising on the issue of slavery result in such chaos if compromise is one of the hallmarks of democracy?
- How do the events leading up to the Civil War exemplify democracy's greatest strengths and weaknesses?
- How can one balance the economic need for slavery with the moral dilemma the institution of slavery presents?
- For what reasons would military leadership be ill-equipped to build strategies that account for modernization of military technologies?
- What are acceptable circumstances for suspending habeas corpus and enforcing martial law?
- What are the dangers of compromising democratic principles in the name of placating fiery sensibilities on sensitive issues?
- Considering the work of Radical Republicans and new leaders in the South, was legislation regarding race proactive or reactionary?

Acquired Knowledge:

- Identify reasons for the institution of slavery in the U.S. and details of a slave's daily life.
- Discuss major events leading up to the Civil War that increased tensions between the North and South.
- Evaluate the major results of the Election of 1860 and its effects on the start of the Civil War.
- Debate the reasons for Southern secession.
- Compare how prepared the North and South were for the Civil War.
- Define sectionalism and its impact on politics in the U.S.
- Explain the role African Americans played during the Civil War and Reconstruction Era
- Identify differences between the North and the South during the early and mid-1800s in the following categories: geography and climate, economy, population and transportation.
- Explain the chronological logic of the 13th, 14th and 15th Amendments.
- Determine the extent to which enacted Reconstruction policies achieved their goals.

Acquired Skills:

- Analyze how ideas found in the Emancipation Proclamation and Gettysburg Address contributed to demanding equality for all.
- Use maps and primary sources to assess the impact that geography, improved military strategies and new modes of transportation had on the outcome of the Civil War.
- Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- Compare and contrast the immediate and long term effects of the Civil War on the Northern and Southern economies.
- Use political cartoons to evaluate reactions to Presidential and Congressional Reconstruction plans.
- Graph data regarding regional preparedness for war that illustrates the advantages the North had over the South before the war began.
- Read textbooks as secondary sources and analyze them for revisionist biases.

Assessments:

Formative:

- Write an analytical essay comparing the Emancipation Proclamation and the Gettysburg Address.
- After reading slave narratives housed at the Library of Congress and seeing information about slave life through multimedia presentations, create a slave narrative.
- Quiz on Civil War battles.
- Create a PowerPoint presentation that shows significant events during Reconstruction, highlighting the different proposed plans.

Summative:

- Unit Test: Multiple choice; short answer; and long answer responses.
- Putting Lincoln on Trial Activity: Lincoln's Legacy on Trial:
 - Directions: As a class, you will work on creating a trial for Abraham Lincoln. The class will be divided into groups based on separate roles. One group will play the role of Lincoln, the role of prosecution team, the role of the jury and the role of defense team. The goal is not to convict Lincoln of legal charges, but to determine his legacy. How should Lincoln be viewed based on each topic below (prosecution negative because... and defense positive...). Each group can create two witnesses that will help their cause. Each group should focus their questions and responses around the following topics: - Lincoln's presidential campaign - Lincoln's stance on slavery - Lincoln's management of the war - Lincoln and habeas corpus/civil liberties.
 - Roles for Each Group: Prosecution:
 - Lead Prosecutor: delivers opening remarks, handles objections and delivers closing remarks.
 - Issue Lawyer: four individual lawyers focus on one particular issue from the above list
 - Researcher: helps lawyers prepare arguments based on primary and secondary source analysis (evidence)
 - Witnesses: two witnesses can be created for each team. Be sure to explain each individual witness' regional background, political views and any other pertinent information.
 - Defense:
 - Lead Defense: delivers opening remarks, handles objections and delivers closing remarks
 - Issue Lawyer: four individual lawyers focus on one particular issue from the above list
 - Researcher: helps lawyers prepare arguments based on primary and secondary source analysis (evidence)
 - Witnesses: two witnesses can be created for each team. Be sure to explain each individual witness' regional background, political views and any other pertinent information.

- Lincoln: Four students will take on the role of Lincoln. One student will act as Lincoln for each of the topics listed above. The student should be able to answer questions from the prosecution and the defense as thoroughly as possible.
- Jury: Eight students will serve as the jury. They should be taking notes throughout the trial. These notes will later be posted as a Google doc. The jury will then deliberate and come up with a decision for each topic based on the arguments and facts presented by each legal team. The jury will have to explain the reason for their decisions.

Benchmark:

- Document-based question response on the motives and virtues of Abraham Lincoln

Alternative:

Performance Task (GRASPS):

- **Goal:** Students will participate in a simulated trial of John Brown.
- **Role:** Students will act as plaintiff, defendant, lawyers, witnesses and jury members.
- **Audience:** The presumed audience members will be the court and judge. Situation: John Brown has been put on trial for murder and treason. The jury must decide if John Brown is innocent or guilty of those charges.
- **Product:** Students will use research to develop arguments for or against John Brown. Students will simulate and role-play major procedures of the court case.
- **Standards:** Rubrics will be provided for presentation and demonstration of content knowledge.

Interdisciplinary Connections:

- Spatial and quantitative analysis of families' choices of allegiance during the Civil War: Mathematics

Accommodations and Extensions:

- Provide modified primary source documents for students who struggle with reading English.
- Provide a graphic organizer for comparing the Emancipation Proclamation and Gettysburg Address.
- Use political cartoons to help ELL students understand different perspectives of Lincoln's roles during the Civil War.
- Have gifted learners participate in a discussion concerning the right of secession in light of healthcare reform, Tea Party advocates and Tenters.

2020 NJCS:

6.1.12.CivicsDP.4.a
6.1.12.CivicsPR.4.a
6.1.12.GeoPP.4.a
6.1.12.EconNE.4.a
6.1.12.HistoryUP.4.a
6.1.12.HistoryCC.4.b

6.1.12.CivicsDP.4.b
6.1.12.GeoSV.4.a
6.1.12.EconET.4.a
6.1.12.HistoryCC.4.a
6.1.12.HistoryUP.4.b
6.1.12.HistoryCA.4.a

Resources:

Core:

- Kennedy, David. *The American Pageant*, 15th edition, 2013.
- "Abraham Lincoln Research Site." Information About Abraham Lincoln's Life, Assassination, and Family. N.p., n.d. Web.1 September 2010 <<http://www.rogerjnorton.com/Lincoln2.html>>.
- Bogue, Allan G. *The Congressman's Civil War*. Cambridge: Cambridge UP, 1989
- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003

Supplemental:

- Hine, Darlene Clark., William C. Hine and Stanley Harrold. *African-American History*. Upper Saddle River, NJ: Prentice Hall, 2006
- Maddox, Robert J., ed. *Annual Editions: American History*. Guilford, CT: Dushkin Publishing Group, 1995, Print
- Nordquist, Marty and June M.Howland. *The Civil War and Reconstruction*. Cleveland, Ohio: Modern Curriculum, 1994
- Northup, Solomon. *Twelve Years a Slave*. Mineola, NY: Dover Publications, 2000, Print
- Organization of American Historians. (2010, July 12). *OAH Magazine of History: A Quarterly Magazine for Teachers of History*. Retrieved September 2010, from Organization of American Historians: <<http://www.oah.org/pubs/magazine/>>.
- Stowe, Harriet Beecher. *Uncle Tom's Cabin*. New York: Random House Inc., 2003: 249-250, 358, 507
- *Unchained Memories: Readings from the Slave Narratives*. Prod. Jacqueline Glover. HBO, 2003.DVD

Technology Integration:

In order to complete their formative and GRASPS performance assessments, students will need to:

- Use typing and word processing skills to collaborate online using Google Docs or an alternative service.
- Use Power Point, Prezi and other presentation software to disseminate information to students as well as Back Channeling (TodaysMeet or edmodo).
- Use internet search engines and academic search engines to research specific events during Reconstruction for Power Point presentations.
- Use Power Point to create a presentation on Reconstruction.

Unit 5: The Gilded Age [11 Days]

Why Is This Unit Important?

This unit traces the growth of the U.S. from isolationism to its more active and visible role in international affairs. Students will wrestle with the promise and reality of the American experiment and seek answers to contemporary questions through economic, political and social analyses of the time period. This unit discusses how the Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment and cultural values and created tensions between ethnic and social groups. Students will also discuss technological developments and how unregulated business practices revolutionized transportation, manufacturing and consumption and changed the daily lives of Americans.

Enduring Understandings:

- Capitalism fuels economic growth through competition (overarching).
- Transportation, manufacturing and consumption changed the daily lives of Americans (overarching).
- Urbanization and the struggle for upward mobility led to tensions between social and ethnic groups (overarching).

Essential Questions:

- Was the growth of industry in the late 1800s primarily detrimental or beneficial to American politics, economics and society?
- Why is there a connection between the growth of business and industry and the growth of poverty?
- How does the statement 'all men are created equal' become 'gilded' considering the experiences of immigrants, minorities, the poor and women?

Acquired Knowledge:

- Relate industrial growth to the need for social and governmental reforms.
- Explain how the development of transcontinental railroads promoted the growth of a nationwide economy and the movement of populations.
- Describe the effects big business policies had on industry and society.
- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

Acquired Skills:

- Analyze the effectiveness of governmental policies to address discrimination against new immigrants, Native Americans and African Americans.
- Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- Compare and contrast the economic development of the North, South and West in the post-Civil War period.
- Research the experiences of impoverished people referencing their personal narratives.

Assessments

Formative:

- After reading about the inventions and technologies of the Gilded Age, students will design a Sears Catalog highlighting those major advancements.
- Interpret competing images of the American entrepreneur through political cartoons.
- Develop plans that appease the following parties involved in a labor dispute: politicians, business owners, high wage workers and low wage workers.

Summative:

- Unit Test: Multiple choice; short answer; and long answer responses

Benchmark:

- Document-based question response on the relationship between government, business and society during the Gilded Age

Alternative:

Performance Task (GRASPS):

- **Goal:** Students will create a scrapbook detailing social aspects of the Gilded Age.
- **Role:** Students will act as researchers, historians, designers and marketers.
- **Audience:** The museum directors will serve as the audience.
- **Situation:** A local museum needs souvenirs to sell in order to raise money for a new Gilded Age exhibit.
- **Product:** Students will use primary and secondary sources to design a scrapbook that accurately portrays social aspects of the Gilded Age including:
 - - Entertainment
 - - Sports
 - - Immigration
 - - Urbanization
 - - Women's issues
 - - Education
 - - Migration
 - - City life and reform
- **Final:** Presentations will be made to market the scrapbooks to the museum for use.
- **Standards:** Rubrics will be provided for presentation and demonstration of content knowledge.

Interdisciplinary Connections:

- Analyze the myriad consumer technologies and innovations which surfaced during the Gilded Age, and determine/compare their values to individuals in society, and to captains of industry/robber barons: Science; Technology

Accommodations and Extensions:

- Provide modified primary source documents for students who struggle with reading English.
- Provide a graphic organizer to help prepare for the performance assessment.

List of Applicable NJCCS and Standards/CPIs:

6.1.12.CivicsDP.5.a
6.1.12.GeoPP.5.a
6.1.12.EconEM.5.a
6.1.12.HistoryNM.5.b
6.1.12.HistoryUP.5.a

6.1.12.EconEM.5.a
6.1.12.GeoHE.5.a
6.1.12.HistoryNM.5.a
6.1.12.HistoryCC.5.a
6.1.12.HistoryCA.5.a

Resources:

Core:

- Kennedy, David. *The American Pageant*, 15th edition, 2013.
- Cayton, Andrew. *America: Pathways to the*, MA: Prentice Hall, 2003
- Maddox, Robert J., ed. *Annual Editions: American History*. Guilford, CT: Dushkin Pub. Group, 1995. Print

Supplemental:

- "Downloads: 11th Grade Curriculum / Voting Rights and Citizenship Curriculum." Welcome to CUNY - The City University of New York. N.p., n.d. Web. 27 Apr. 2011
<http://www1.cuny.edu/portal_ur/content/voting_curriculum/11th_grade.html>
- "The Gilded Age to the Depression [Beyond Books]." Beyond Books. N.p., n.d. Web. 27 Apr. 2011 <<http://www.beyondbooks.com/ush11/>>
- "The Rich Are Good-Natured": William Graham Sumner Defends the Wealthy." History Matters: The U.S. Survey Course on the Web. N.p., n.d. Web. 27 Apr. 2011 <<http://historymatters.gmu.edu/d/4998>>
- *The Way We Say It: Robber Barons or Captains of Industry?* Fort Atkinson: Highsmith, Inc., 2001. Print
- "The Workingman's Ten Commandments." History Matters: The U.S. Survey Course on the Web. N.p., n.d. Web. 27 Apr. 2011
<<http://historymatters.gmu.edu/d/5747/>>
- Carnegie, Andrew. *The Gospel of Wealth*
- Zinn, Howard. *A People's History of the United States*
- 1897 Sears Roebuck catalogue. New York: Chelsea House Publishers, 1968

Technology Integration:

In order to complete their formative and GRASPS performance assessments, students will need to:

- Use typing and word processing skills to collaborate online using Google Docs or an alternative service.
- Use internet search engines and academic search engines to research social aspects of the Gilded Age.

Sample Standards Integration

21st Century Skills & Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas in performance tasks and written essays

Unit 2 offers a great opportunity to explore fields of law and law enforcement. While learning about the Constitution and Bill of Rights, students can practice applying the law to real situations and supreme court cases.

Unit 5 focuses on industrialization and the role of labor unions in protecting worker's rights. In class, this is a great opportunity to discuss modern trade unions and educate students about potential career paths.

9.3.12.AG-

NR.2 Analyze the interrelationships between natural resources and humans.

For Example: Unit 1 focuses on trade relationships between Europe and the American colonies, with particular attention paid to the raw materials Europeans were looking to exploit and how this leads to the Transatlantic Slave Trade. Unit 3 includes discussion of Native American Removal Policies which were motivated by desire for natural resources. Finally, Unit 5 includes an investigation of Gilded Age Industrialists and their use/exploitation of natural resources.

Technology Integration

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

For Example: in Unit 4, students work collaboratively to research and create accurate historical timelines in order to craft an historical narrative. Students examine primary documents from the National Archives and other secondary sources to create the historical backdrop. The end result is a project prepared for a professional audience.

Interdisciplinary Connection

The GRASPS tasks require students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: The Document Based Questions in all units involve detailed analysis of primary and secondary sources in order to compose an analytical essay. Students are encouraged to look “beyond of the words” included in a document to look for an author’s purpose, intended audience and additional historical context to understand the document.

Holocaust Mandate

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: Units 1-4 discuss issues of discrimination and hate against African Americans, Native Americans, and immigrants from both Europe and Asia. Throughout the curriculum issues of bias and prejudice are addressed and debunked, advocating a theme of tolerance.

Amistad Mandate

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example

Units 1-4 outline the beginning of the slave trade, southern reliance on slavery, abolition and finally the end of the slavery. Units 4-8 investigate issues concerning the continued fight for civil rights for African Americans in the United States after the period of Reconstruction ends.

LGBTQ/Disabilities Resources

Unit 2:

Garden State Equality: [How Gender and Mainstream Ideas of American Feminine Beauty Influenced Roles in the War](#)

History Channel: [The Revolutionary War Hero Who Was Openly Gay](#)

Johns Hopkins: [Revolutionary War Invalid Pensions and the Bureaucratic Language of Disability in the Early Republic](#)

Unit 3:

PBS, Out of the Past: [A Timeline of LGBT History in the United States](#)

National Park Service: [A Theme Study on LGBTQ History in America](#) (this version is relevant to 19th century)

Minnesota Department of Administration: [A History of Developmental Disabilities, The Rise of the Institutions](#)

Unit 4:

LGBTQ History: [Timeline](#)

Joshua Bader, [A Queer Civil War Soldier's Story](#)

JSTOR Daily: [The Invisible Struggles of the Civil War's Veterans](#)

Unit 5:

LGBTQ History: [Timeline](#)

National Park Service: [LGBTQ Heritage](#)

Society for Historians of the Gilded Age & Progressive Era: [Rethinking Sexuality in the Progressive Era](#)

National Park Service: [The Very Queer History of the Suffrage Movement](#)