

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

United States I Honors History Course Syllabus

Updated: June 2024

Course Overview:

This course is for capable, self-motivated students who wish to stimulate their intellectual curiosity and who are considering taking the Advanced Placement Exam in US History. The subject matter is similar to the traditional USI History course – including a study of American history from the pre-colonial period to America’s emergence as a world power in the 1890s.

Over the two year curriculum in USI Honors and AP US History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. At the end of the AP curriculum, students will have the opportunity to take the Advanced Placement exam and qualify for college credits.

Learning methods will include summer reading assignments, extensive writing, exploration and analysis of primary source and secondary source documents, historiography, and skill development for the Advanced Placement style test questions (Stimulus Based Questions, Short Answer Questions, Long Essay Questions, and Document Based Questions). This course satisfies the NJ graduation requirement for one of the two years of American History.

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).

Course Content and Outline:

	Timeline and Topics	NJSLS
Unit 1: APUSH Period 1: 1491-4607	Native American Societies European Exploration Columbian Exchange Spanish Colonial System Cultural Interactions in the Americas	1. 6.1.12.GeoGI.1.a 2. 6.1.12.EconGE.1.a 3. 6.1.12.HistoryCC.1.a

Unit 2: APUSH Period 2 1607-1754	European Colonization Regions of British Colonies Transatlantic Trade Interactions between American Indians and Europeans Slavery in British Colonies Colonial Society & Culture	<ol style="list-style-type: none"> 1. 6.1.12.CivicsPI.1.a 2. 6.1.12.CivicsPD.1.a 3. 6.1.12.GeoGI.1.a 4. 6.1.12.EconGE.1.a 5. 6.1.12.HistoryCC.1.a 6. 6.1.12.EconEM.2.a
Unit 3: APUSH Period 3 1754-1800	Seven Years' War Causes of the Revolution American Revolution Articles of Confederation Constitutional Convention & Ratification The Constitution Shaping a New Republic Developing an American Identity Movement in the Early Republic	<ol style="list-style-type: none"> 1. 6.1.12.CivicsPI.2.a 2. 6.1.12.CivicsPI.2.b 3. 6.1.12.CivicsPD.2.a 4. 6.1.12.GeoPP.2.a 5. 6.1.12.GeoPP.2.b 6. 6.1.12.EconEM.2.a 7. 6.1.12.EconEM.2.b 8. 6.1.12.EconEM.2.c 9. 6.1.12.HistoryCC.2.a 10. 6.1.12.HistoryCC.2.b 11. 6.1.12.HistoryUP.2.a 12. 6.1.12.HistoryUP.2.b 13. 6.1.12.HistoryUP.2.c 14. 6.1.12.HistorySE.2.a 15. 6.1.12.HistoryCA.2.a
Unit 4: APUSH Period 4 1800-1848	Rise of Political Parties & Era of Jefferson 'Era of Good Feelings' America on the World Stage Market Revolution Expanding Democracy Age of Jackson Development of American Culture Second Great Awakening Age of Reform African Americans in the Early Republic Southern Society	<ol style="list-style-type: none"> 1. 6.1.12.CivicsPR.2.a 2. 6.1.12.EconEM.2.b 3. 6.1.12.EconEM.2.c 4. 6.1.12.HistoryCC.2.a 5. 6.1.12.HistoryCA.2.a 6. 6.1.12.CivicsPI.3.a 7. 6.1.12.Civics.PI.3.b 8. 6.1.12.CivicsDP.3.a 9. 6.1.12.CivicsDP.3.b 10. 6.1.12.CivicsDP.3.c 11. 6.1.12.GeoSV.3.a 12. 6.1.12.EconET.3.a 13. 6.1.12.EconGE.3.a 14. 6.1.12.EconNE.3.a 15. 6.1.12.HistoryUP.3.a 16. 6.1.12.HistoryUP.3.b 17. 6.1.12.HistoryCA.3.a 18. 6.1.12.HistoryCA.3.b 19. 6.1.12.HistoryCC.3.a
Unit 5: APUSH Period 5 1844-1877	Manifest Destiny & the Mexican-American War Compromises over Slavery Sectional Conflict & Regional Differences Failure of Compromise & Secession Military Conflict in the Civil War Governmental Policies in the	<ol style="list-style-type: none"> 1. 6.1.12.GeoSV.3.a 2. 6.1.12.HistoryUP.3.b 3. 6.1.12.HistoryCA.3.a 4. 6.1.12.CivicsDP.4.a 5. 6.1.12.CivicsDP.4.b 6. 6.1.12.CivicsPR.4.a 7. 6.1.12.GeoSV.4.a 8. 6.1.12.GeoPP.4.a 9. 6.1.12.EconET.4.a

	Civil War Reconstruction	10. 6.1.12.EconNE.4.a 11. 6.1.12.HistoryCC.4.a 12. 6.1.12.HistoryUP.4.a 13. 6.1.12.HistoryUP.4.b 14. 6.1.12.HistoryCC.4.b 15. 6.1.12.HistoryCA.4.c
Unit 6: APUSH Period 6 1865-1898	Post-Civil War Westward Expansion The “New South” Technological Innovations & Rise of Industrial Capitalism Labor in the Gilded Age Immigration & Migration in the Gilded Age Development of a Middle Class Reform in the Gilded Age Government & Politics in the Gilded Age	1. 6.1.12.CivicsDP.5.a 2. 6.1.12.EconEM.5.a 3. 6.1.12.GeoPP.5.a 4. 6.1.12.GeoHE.5.a 5. 6.1.12.EconEM.5.a 6. 6.1.12.HistoryNM.5.a 7. 6.1.12.HistoryNM.5.b 8. 6.1.12.HistoryCC.5.a 9. 6.1.12.HistoryUP.5.a 10. 6.1.12.HistoryCA.5.a

Course Expectations and Skills

1. Demonstrate ability in compiling resource material and preparing research projects.
2. Exhibit proficiency in speaking before a group.
3. Become familiar with current events and develop an ability to evaluate those events with an analytical process.
4. Develop literacy in civics as it is reflected in the on-going governmental changes of the United States.
5. Explain the functions and organizations of our three branches of government: legislative, executive and judicial.
6. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
7. Develop skills in reading comprehension, research, communication and technology.
8. Gain practice to succeed on standardized testing such as ACT, SAT, NJSLA, and ASVAB.
9. Maintain an organized notebook or electronic portfolio of notes and work collected throughout the year.
10. Develop skills in note-taking and outlining guided practice and repetition.
11. Explain the economic, political, and social changes that occurred in the US through 1900.
12. Develop proficiency in writing SAQ's, LEQ's and DBQ's.
13. Develop skills necessary for a successful completion of the AP US test presentations.

Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper (as needed)
- Daily planner/Student organizer
- Pen or pencil

Resources

AMSCO Advanced Placement United States History, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020)

American Pageant, AP Edition, 16th Edition - David M. Kennedy, Lizabeth Cohen (Cengage Learning, 2016)

Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40%
- Minor Assessments: 35%
- Classwork/Participation: 25%

Teacher Information

TBA

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

USI History Honors Unit #1

APUSH Period 1 1491-1607

Updated: June 2024

Unit Overview:

This unit of the USI History Curriculum spans the time period from 1491-1607. The focus of this unit will be the diverse Native American cultures that had developed in the Americas by the 1490s, the European exploration in the Americas from the 1490s to the early 1600s, and the interactions between Europeans and Native Americans in the period from 1492 to 1607.

Today, the United States is a synthesis of people from around the world. The first people arrived in the Americas at least 10,000 years ago. A survey of how these indigenous people lived before the arrival of Christopher Columbus in the Americas in 1492 provides the context for understanding the interaction of the Europeans and Native Americans and the impact this had on both groups. Columbus's first voyage was a turning point in world history because it initiated lasting contact between people on opposite sides of the Atlantic Ocean. His voyages, followed by European exploration and settlement in the Americas, had profound results on how people on every continent lived.

Another landmark change came in 1607 with the founding of the first permanent English settlement at Jamestown, Virginia. The Jamestown settlement marked the beginning of the framework of a new nation.

Essential Questions	Enduring Understandings
<p>1.2 Native American Societies Before European Contact</p> <ol style="list-style-type: none">1. What was the influence of the natural environment on the society and culture that various Native Americans had developed? <p>1.3 European Exploration in the Americas</p> <ol style="list-style-type: none">2. What supported and motivated European exploration and colonization in the New World? <p>1.4 Columbian Exchange, Spanish Exploration, and Conquest</p> <ol style="list-style-type: none">3. How did the Columbian Exchange develop, and what was its impact on both sides of the Atlantic Ocean? <p>1.5 Labor, Slavery, and Caste in the Spanish Colonial System</p> <ol style="list-style-type: none">4. How was the society and economy of North America affected by the expansion of the Spanish Empire? <p>1.6 Cultural Interactions Between Europeans,</p>	<p>1.2 Native American Societies Before European Contact</p> <ol style="list-style-type: none">1. As Native Americans adapted to the varied environments they encountered, they evolved into hundreds of tribes speaking hundreds of languages. By 1491, the population in the Americas was probably between 50 million and 100 million people. <p>1.3 European Exploration in the Americas</p> <ol style="list-style-type: none">2. Starting in the 1400s, religious and economic motives prompted Europeans to explore more widely than before. As a result, they brought the two parts of the world into contact with each other. <p>1.4 Columbian Exchange, Spanish Exploration, and Conquest</p> <ol style="list-style-type: none">3. Christopher Columbus's voyages, and the Columbian Exchange that resulted, permanently changed the entire world. Never again would people live in isolation from the

<p>Native Americans, and Africans</p> <p>5. How did the views of the Europeans and Native Americans toward each other evolve during the period of European exploration?</p>	<p>other hemisphere.</p> <p>1.5 Labor, Slavery, and Caste in the Spanish Colonial System</p> <p>4. Spain dominated the initial colonization of the Americas. With its adventurous explorers and conquerors and the labor provided by Indians and enslaved Africans, Spain rapidly expanded its wealth and power.</p> <p>1.6 Cultural Interactions Between Europeans, Native Americans, and Africans</p> <p>5. Europeans and Native Americans held conflicting worldviews, which often led to violent conflict between the two groups.</p>
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Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLs -Social Studies
<p>1.1 Contextualizing Period 1</p> <p>1. Explain the context for European encounters in the Americas from 1491 to 1607.</p> <p>1.2 Native American Societies Before European Contact</p> <p>2. Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.</p> <p>1.3 European Exploration in the Americas</p> <p>3. Explain the causes of exploration and conquest of the New World by various European nations.</p> <p>1.4 Columbian Exchange, Spanish Exploration, and Conquest</p> <p>4. Explain the causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.</p> <p>1.5 Labor, Slavery, and Caste in the Spanish Colonial System</p> <p>5. Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.</p> <p>1.6 Cultural Interactions Between Europeans, Native Americans, and Africans</p> <p>6. Explain how and why European and Native American perspectives of others developed and changed in the period.</p> <p>1.7 Causation in Period 1</p> <p>7. Explain the effects of the development of transatlantic voyages from 1491 - 1607.</p>	<p>1. 6.1.12.GeoGI.1.a</p> <p>2. 6.1.12.EconGE.1.a</p> <p>3. 6.1.12.HistoryCC.1.a</p>

Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources

<ul style="list-style-type: none"> ● HIPPO Documents Warm-ups (used throughout the year) ● 1.2-1.6 AMSCO Reading Guide ● Period 1 Discussion Google Slides ● “When Should a Course in U.S. History Begin?” Group Work & Discussion ● Valladolid Debates Excerpts Analysis ● Christopher Columbus Journal Entries Analysis ● Aztec Drawings of Smallpox Victims 1575-1580 Analysis ● ‘How Should Columbus Be Remembered?’ Lesson <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> ● <i>American Pageant</i>, AP Edition, 16th Edition - David M. Kennedy, Lizabeth Cohen (Cengage Learning, 2016) ● <i>AMSCO Advanced Placement United States History</i>, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020) ● Valladolid Debates Excerpts, 1542 & 1547 (primary sources) ● Christopher Columbus Journal Entries, 1492 & 1493 (primary sources) ● ‘Was Columbus a Great Hero?’ John Newman, 2015 (secondary source) 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EDpuzzle
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> ● HIPPO documents warm-ups ● AMSCO reading guides about each topic ● Whole-class discussion during content lectures ● AP-style stimulus-based multiple choice questions ● AP-style short-answer questions ● Analysis of/response to primary & secondary sources ● EDpuzzle videos 	<ul style="list-style-type: none"> ● Pre-Assessment ● 1.2-1.6 Quiz ● 1.2-2.3 Test (includes Topics 2.2-2.3 from Unit 2) - major assessment ● First Marking Period Quarterly Exam - major assessment

Interdisciplinary Connections
English Language Arts

- RI.CR.9–10.1 Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2 Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.PP.9–10.5 Perspective and Purpose: Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6 Diverse Media and Formats: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9–10.7 Analysis of Argument: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8 Comparison of Texts: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- W.AW.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.
- W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.SE.9–10.6 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 (MLA or APA Style Manuals).
- W.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mathematics

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9 Distinguish between correlation and causation
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 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

Computer Science

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

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

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USI History Honors Unit #2

APUSH Period 2 1607-1754

Updated: June 2024

Unit Overview:

This unit of the USI History Curriculum spans the time period from 1607-1754. The focus of this unit will be the interaction between the Native Americans and the Europeans as colonies were established in North America, the development of slavery in the European colonies in North America, and the development of society and culture in the 13 British colonies in the period from 1607 to 1754.

The period in the Americas from 1491 to 1607 was a time of European exploration, dominated by the Spanish. In the period from 1607 to 1754, exploration began giving way to expanding colonization. In North America, the Spanish, French, Dutch, and British established colonies, with the British dominating the region from Canada to the Caribbean islands. In particular, the British established 13 colonies along the Atlantic coast. Most of these provided a profitable trade and a home to a diverse group of Native Americans, Europeans, and Africans.

From the establishment of the first permanent English settlement in North America in 1607 to the start of a decisive war for European control of the continent in 1754, the colonies evolved. At first, they struggled for survival. Over time, they became a society of permanent farms, plantations, towns, and cities. European settlers brought various cultures, economic plans, and ideas for governing the Americas. In particular, with varying approaches, they all sought to dominate the native inhabitants.

Essential Questions	Enduring Understandings
<p>2.2 European Colonization in North America</p> <ol style="list-style-type: none">1. What were the motivations and methods that supported European colonial growth during the period from 1607 to 1754? <p>2.3 The Regions of British Colonies</p> <ol style="list-style-type: none">2. What forces, including the environment, played a role in the growth of the British colonies? <p>2.4 Transatlantic Trade</p> <ol style="list-style-type: none">3. What brought about transatlantic trade, and what were its long-term impacts? <p>2.5 Interactions Between American Indians and Europeans</p> <ol style="list-style-type: none">4. How and why did the relationship between Europeans and Native Americans evolve over time? <p>2.6 Slavery in the British Colonies</p> <ol style="list-style-type: none">5. What were the reasons for slavery in the	<p>2.2 European Colonization in North America</p> <ol style="list-style-type: none">1. Exploration in the new world by Europeans was quickly followed by colonization. The primary motivations for setting in the Americas in the 17th century were the desires for wealth, to spread Christianity, and to escape persecution. <p>2.3 The Regions of British Colonies</p> <ol style="list-style-type: none">2. The English colonies developed regional differences based on many influences including topography, natural resources, climate, and the background of their settlers. <p>2.4 Transatlantic Trade</p> <ol style="list-style-type: none">3. European nations that controlled their colonies in the Americas looked at them to increase their power. A principal way to become stronger was through transatlantic trade.

various British colonies, and what was its impact on them?

2.7 Colonial Society and Culture

- 6. How did the contributions of various migrant groups crossing the Atlantic influence the growth of an American culture?

2.5 Interactions Between American Indians and Europeans

- 4. In general, Europeans viewed American Indians as inferior people who could be used as forced laborers or pushed off their land, but also as potential allies in conflicts with other Europeans or other American Indians. In response, Native Americans who survived the devastation of European diseases defended themselves and their cultures.

2.6 Slavery in the British Colonies

- 5. With the colonial emphasis on agriculture came a demand for labor. Colonists increasingly turned to the labor of enslaved Africans, especially in the southern colonies.

2.7 Colonial Society and Culture

- 6. Each of the 13 British colonies developed distinct patterns of life. However, they all also shared a number of characteristics. In all colonies, both Africans and non-English immigrants brought diverse influences that modified the culture of the majority in significant ways.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLS -Social Studies
<p>2.1 Contextualizing Period 2</p> <ul style="list-style-type: none"> 1. Explain the context for the colonization of North America from 1607 - 1754. <p>2.2 European Colonization in North America</p> <ul style="list-style-type: none"> 2. Explain how and why various European colonies developed and expanded from 1607 to 1754. <p>2.3 The Regions of British Colonies</p> <ul style="list-style-type: none"> 3. Explain how and why environment and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754. <p>2.4 Transatlantic Trade</p> <ul style="list-style-type: none"> 4. Explain the causes and effects of transatlantic trade over time. <p>2.5 Interactions Between American Indians and Europeans</p> <ul style="list-style-type: none"> 5. Explain how and why interactions between various European nationals and American Indians changed over time. <p>2.6 Slavery in the British Colonies</p> <ul style="list-style-type: none"> 6. Explain the causes and effects of slavery in the various British colonial regions, as well as how enslaved people responded to slavery. <p>2.7 Colonial Society and Culture</p> <ul style="list-style-type: none"> 7. Explain how and why the movement of a variety of people 	<ul style="list-style-type: none"> 1. 6.1.12.CivicsPI.1.a 2. 6.1.12.CivicsPD.1.a 3. 6.1.12.GeoGI.1.a 4. 6.1.12.EconGE.1.a 5. 6.1.12.HistoryCC.1.a 6. 6.1.12.EconEM.2.a

and ideas across the Atlantic contributed to the development of American culture over time, as well as how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

2.8 Comparisons in Period 2

8. Compare the effects of the development of colonial society in the various regions of North America.

Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> • HIPPO Documents Warm-ups (used throughout the year) • 2.2-2.7 AMSCO Reading Guide • Period 2 Discussion Google Slides • Richard Hakluyt's 'Reasons for Colonization,' 1585 SBQ • First Charter of Virginia Excerpts, 1606 • John Smith's 'The Generall Historie of Virginia,' 1624 Analysis & SBQ • Chief Powhatan's 'Address to Captain John Smith,' 1609 • <i>Voyages of Samuel de Champlain</i>, 1608 • <i>Mayflower Compact</i>, 1620 SBQ • John Winthrop's 'City Upon a Hill' Speech, 1620 Analysis • <i>Fundamental Orders of Connecticut</i>, 1639 • <i>The New England Confederation</i>, 1643 • Roger Williams, 'A Plea for Religious Liberty,' 1644 • Puritans SAQ • Maryland Act of Toleration, 1649 SBQ • Letter from English Colonel Richard Nicolls to Peter Stuyvesant, 1664 SBQ • William Hubbard, 'A Narrative of the Indian 	<ul style="list-style-type: none"> • <i>American Pageant</i>, AP Edition, 16th Edition - David M. Kennedy, Lizabeth Cohen (Cengage Learning, 2016) • <i>AMSCO Advanced Placement United States History</i>, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020) • Richard Hakluyt's 'Reasons for Colonization,' 1585 (primary source) • First Charter of Virginia Excerpts, 1606 (primary source) • John Smith's <i>The Generall Historie of Virginia</i>, 1624 Excerpts (primary sources) • Chief Powhatan's 'Address to Captain John Smith,' 1609 (primary source) • <i>Voyages of Samuel de Champlain</i>, 1608 (primary source) • <i>Mayflower Compact</i>, 1620 (primary source) • John Winthrop's 'City Upon a Hill' Speech, 1620 (primary source) • <i>Fundamental Orders of Connecticut</i>, 1639 (primary source) • <i>The New England Confederation</i>, 1643 (primary source) • Roger Williams, 'A Plea for Religious Liberty,' 1644 	<ul style="list-style-type: none"> • Stanford History Education Group • Gilder Lehrman Institute of American History • Actively Learn • EDpuzzle

Wars in New-England,'
1677 SBQ

- William Penn's 'Frame of Government,' 1682
- Navigation Acts Excerpt
- Bacon's Rebellion SBQ
- Molasses Act of 1733 SBQ
- John Peter Zenger Case Excerpt, 1736 SBQ
- John Locke, 'Second Treatise of Government,' 1690 SBQ
- "Slavery & Empire" Lesson
- Colonial Slavery SAQ
- First Great Awakening Source Analysis Lesson
- Colonial Culture SAQ

Folder of Lesson Resources

(primary source)

- 'Maryland Act of Toleration,' 1649 (primary source)
- Letter from English Colonel Richard Nicolls to Peter Stuyvesant, 1664 (primary source)
- William Hubbard, 'A Narrative of the Indian Wars in New-England,' 1677 (primary source)
- William Penn's 'Frame of Government,' 1682 (primary source)
- Navigation Acts Excerpt, 1660 (primary source)
- Samuel Kercheval's 'On Bacon's Rebellion in Virginia,' 1833 (secondary source)
- Molasses Act of 1733 (primary source)
- John Peter Zenger Case Excerpt, 1736 (primary source)
- John Locke, *Second Treatise of Government*, 1690 (primary source)
- Thomas Phillips's 'The Conscience of a Slave Trader,' 1694 (primary source)
- Robert Beverly's *A Virginian Describes the Difference Between Servants and Slaves*, 1722 (primary source)
- *The Stono River Rebellion in South Carolina*, 1739 (primary source)
- John Woolman's *An Early Abolitionist Speaks Out Against Slavery*, 1757 (primary source)
- Olaudah Equiano's *The Middle Passage*, 1788 (primary source)
- George Whitefield's 'Marks of a True Conversion,' 1739 (primary source)
- Jonathan Edwards's 'Sinners in the Hands of an Angry God,' 1741 (primary

source)

List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:

Formative	Summative
<ul style="list-style-type: none">• HIPPO documents warm-ups• AMSCO reading guides about each topic• Whole-class discussion during content lectures• AP-style stimulus-based multiple choice questions• AP-style short-answer questions• Analysis of/response to primary & secondary sources• EDpuzzle videos	<ul style="list-style-type: none">• 2.2-2.3 Quiz• 1.2-2.3 Test (includes Topics 1.2-1.6 from Unit 1) - major assessment• 2.4-2.6 Quiz• 2.7-2.8 Quiz• 2.4-2.8 Test - major assessment• First Marking Period Quarterly Exam - major assessment

Interdisciplinary Connections

English Language Arts

- RI.CR.9–10.1 Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2 Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.PP.9–10.5 Perspective and Purpose: Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6 Diverse Media and Formats: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9–10.7 Analysis of Argument: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8 Comparison of Texts: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

- W.AW.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.
- W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.SE.9–10.6 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 (MLA or APA Style Manuals).
- W.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mathematics

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9 Distinguish between correlation and causation
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences

- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 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

Computer Science

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

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

USI History Honors Unit #3

APUSH Period 3 1754-1800

Updated: June 2024

Unit Overview:

This unit of the USI History Curriculum spans the time period from 1754-1800. The focus of this unit will be the changing relationship between the American colonists and the British government following the Seven Years' War, the development of new constitutions and declarations of rights by American political leaders after 1776, and the regional differences over economic, political, social, and foreign issues that continued along with the formation of the new U.S. cultural and political institutions.

In the 150 years after 1607, the 13 British colonies in North America began to develop an identity distinct from Great Britain. In the following 50 years, these colonies helped fight a war against France, won their own independence, wrote a constitution, and established a democratic republic. The transformation from colonies to a new country resulted from a change in how the British ruled their colonies, the impact of European affairs and ideas on the colonists, and the development of American leaders and people who wanted self-government.

As the United States established its place as a new country, people began to form their own cultures. While the United States declared independence in 1776 and ratified the Constitution in 1788, it was not until after 1800 that a national identity could be recognized.

Essential Questions	Enduring Understandings
<p>3.2 The Seven Years' War</p> <ol style="list-style-type: none">1. What were the major causes and effects of the Seven Years' War? <p>3.3 Taxation Without Representation</p> <ol style="list-style-type: none">2. How did changes in British policies toward the colonies lead them to rebellion? <p>3.4 Philosophical Foundations of the American Revolution</p> <ol style="list-style-type: none">3. What were the new colonial views of the individual and government, and why did they emerge? <p>3.5 The American Revolution</p> <ol style="list-style-type: none">4. What major factors resulted in the American success against the British? <p>3.6 The Influence of Revolutionary Ideals</p> <ol style="list-style-type: none">5. How did the American Revolution affect society and the world? <p>3.7 The Articles of Confederation</p> <ol style="list-style-type: none">6. How did different forms of government arise	<p>3.2 The Seven Years' War</p> <ol style="list-style-type: none">1. Historic European rivalries, particularly between Great Britain, France, and Spain, had been brought to North America by the earliest immigrants. While Britain eventually triumphed in a series of 18th century wars, victory came at an enormous cost. <p>3.3 Taxation Without Representation</p> <ol style="list-style-type: none">2. The chief reason for colonial discontent in the 1760s and 1770s was a dramatic change in Britain's colonial policy, which caused many colonists to grow angry in defense of what they viewed as violations of their political rights and their ability to carry on trade and commerce freely. <p>3.4 Philosophical Foundations of the American Revolution</p> <ol style="list-style-type: none">3. As the differences between the colonists and the leaders of Great Britain increased, many

and adjust to the ideals and demands of the Revolution?

3.8 The Constitutional Convention and Debates Over Ratification

7. What were the competing philosophical views on the organization and tasks of the new government?

3.9 The Constitution

8. What continuities and changes existed in the form and workings of the government under the new Constitution compared to that under the Articles of Confederation?

3.10 Shaping a New Republic

9. How and why did disagreements deepen struggles among peoples and nations from 1754-1800?

3.11 Developing an American Identity

10. What continuities and changes existed in American culture from 1754-1800?

3.12 Movement in the Early Republic

11. Why and how did movement to and within North America cause rivalries and clashes from 1754-1800?

Americans tried to justify the diverging directions. The Enlightenment had a profound influence on the colonies.

3.5 The American Revolution

4. The Revolutionary War was a long and bitter struggle, from which the Americans eventually emerged victorious. As they fought, they also laid the foundations for a new national identity.

3.6 The Influence of Revolutionary Ideals

5. Revolutionary ideas impacted American society before, during, and after the American Revolution, and had particular significance for women, enslaved workers, and Native Americans. These ideas also inspired revolutions globally.

3.7 The Articles of Confederation

6. The challenge in forming a government for the new nation was bringing together 13 distinct colonies united largely by a distrust and fear of a tyrannical British government. This led to an unintentionally weak form of central government under the Articles of Confederation.

3.8 The Constitutional Convention and Debates Over Ratification

7. Through a tedious process, the delegates at the Constitutional Convention managed to create a new form of central government strong enough to hold the states together in a union that has endured and prospered.

3.9 The Constitution

8. The men who wrote the newly ratified Constitution wanted to correct the weaknesses of the Articles of Confederation without creating a government with excessive power. They sought to do so by dividing power both vertically and horizontally, as well as by proposing a Bill of Rights.

3.10 Shaping a New Republic

9. Under the leadership of the first two presidents, George Washington and John Adams, the Republic dealt with a multitude of challenges, both foreign and domestic.

3.11 Developing an American Identity

10. The evolving American identity would be built on the foundation of the people and culture of the 13 colonies, formed by the thought and experience of the Revolution, and enlarged by regional differences and the ongoing addition of immigrants.

3.12 Movement in the Early Republic

11. The immigration of Europeans and enslaved Africans to the new United States, as well as

the migration of American settlers to the West, created conflict between all groups.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
3.1 Contextualization Period 3	1. 6.1.12.CivicsPI.2.a
1. Explain the context in which America gained independence and developed a sense of national identity.	2. 6.1.12.CivicsPI.2.b
3.2 The Seven Years' War	3. 6.1.12.CivicsPD.2.a
2. Explain the causes and effects of the Seven Years' War (the French and Indian War).	4. 6.1.12.GeoPP.2.a
3.3 Taxation Without Representation	5. 6.1.12.GeoPP.2.b
3. Explain how British colonial policies regarding North America led to the Revolutionary War.	6. 6.1.12.EconEM.2.a
3.4 Philosophical Foundations of the American Revolution	7. 6.1.12.EconEM.2.b
4. Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.	8. 6.1.12.EconEM.2.c
3.5 The American Revolution	9. 6.1.12.HistoryCC.2.a
5. Explain how various factors contributed to the American victory in the Revolution.	10. 6.1.12.HistoryCC.2.b
3.6 The Influence of Revolutionary Ideals	11. 6.1.12.HistoryUP.2.a
6. Explain the various ways the American Revolution affected society and describe the global impact of the American Revolution.	12. 6.1.12.HistoryUP.2.b
3.7 The Articles of Confederation	13. 6.1.12.HistoryUP.2.c
7. Explain how different forms of government developed and changed as a result of the Revolutionary Period.	14. 6.1.12.HistorySE.2.a
3.8 The Constitutional Convention and Debates Over Ratification	15. 6.1.12.HistoryCA.2.a
8. Explain the differing ideological positions on the structure and function of the federal government.	
3.9 The Constitution	
9. Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.	
3.10 Shaping a New Republic	
10. Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800 and explain how and why political ideas, institutions, and party systems developed and changed in the new republic.	
3.11 Developing an American Identity	
11. Explain the continuities and changes in American culture from 1754 to 1800.	
3.12 Movement in the Early Republic	
12. Explain how and why migration and immigration to and within North America caused competition and conflict over time and explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.	

3.13 Continuity and Change in Period 3

13. Explain how the American independence movement affected society from 1754 to 1800.

Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none">• HIPPO Documents Warm-ups (used throughout the year)• 3.2-3.12 AMSCO Reading Guide• Period 3 Discussion Google Slides• French & Indian War Twitter Project• French & Indian War DBQ & Outline• John Dickinson's 'Letters from a Farmer in Pennsylvania,' 1767• Patrick Henry's "Give Me Liberty or Give Me Death" Speech, 1775• Thomas Paine's <i>Common Sense</i>, 1776• Causes of the Revolution Google Slides Group Work• Causes of the Revolution Political Cartoon Analysis• 'Statement by the Virginia Convention,' 1774 SBQ• 'Resolutions of the Stamp Act Congress,' 1765 SBQ• <i>Declaration of Independence</i> Analysis• Hamilton vs. History Analysis• 'The Impact of the American Revolution' Socratic Seminar• Government in the U.S. Google Slides Group Work• <i>Articles of Confederation</i> Analysis• <i>Northwest Ordinance of 1787</i> Analysis• Shays's Rebellion SBQ• Constitutional Convention SAQ• Richard Henry Lee's 'On	<ul style="list-style-type: none">• <i>American Pageant</i>, AP Edition, 16th Edition - David M. Kennedy, Elizabeth Cohen (Cengage Learning, 2016)• <i>AMSCO Advanced Placement United States History</i>, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020)• George Washington's letter to Robert Orme, 1755 (primary source)• Massachusetts Soldier's Diary Entry, 1759 (primary source)• Excerpt from Sermon by Rev. Thomas Barnard, 1763 (primary source)• British Order in Council, 1763 (primary source)• John Dickinson's 'Letters from a Farmer in Pennsylvania,' 1767 (primary source)• Patrick Henry's "Give Me Liberty or Give Me Death" Speech, 1775 (primary source)• Thomas Paine's <i>Common Sense</i>, 1776 (primary source)• 'Statement by the Virginia Convention,' 1774 (primary source)• 'Resolutions of the Stamp Act Congress,' 1765 (primary source)• <i>Declaration of Independence</i>, 1776 (primary source)• 'The Impact of the American Revolution,' The	<ul style="list-style-type: none">• Stanford History Education Group• Gilder Lehrman Institute of American History• Actively Learn• EDpuzzle

the Rights that Must Be Preserved,' 1787 SBQ

- Federalists & Anti-Federalists Source Analysis
- U.S. Constitution Scavenger Hunt
- Preamble Analysis
- *Bill of Rights* Analysis
- Hamilton's 'Constitutionality of the Bank of the U.S.,' 1791 SBQ
- Washington's Farewell Address SAQ
- Washington's Presidency Thesis Practice
- 'Alien & Sedition Acts' Analysis
- 'Virginia & Kentucky Resolutions' Analysis

Folder of Lesson Resources

Saylor Foundation, 2012 (secondary source)

- "A Revolutionary War Hero," Washington Post, 2019 (secondary source)
- "Revolutionary Sexualities and Early National Genders," Rachel Hope Cleves, 2018 (secondary source)
- "Colonial North America (1600s-1700s)," Richard Godbeer, 2018 (secondary source)
- "Extermination of the Joyas: Gendercide in Spanish California," Deborah Miranda, 2010 (secondary source)
- "Sexual and Gender Diversity in Native America and the Pacific Islands," Will Roscoe, 2016 (secondary source)
- *Articles of Confederation*, 1777 (primary source)
- *Northwest Ordinance of 1787*, 1787 (primary source)
- Daniel Gray's Letter to the *Hampshire Gazette* on Shays's Rebellion, 1786 (primary source)
- Richard Henry Lee's 'On the Rights that Must Be Preserved,' 1787 (primary source)
- Excerpts from the Federalist & Anti-Federalist Papers, 1787-1788 (primary sources)
- *U.S. Constitution*, 1787 (primary source)
- Preamble to the Constitution, 1787 (primary source)
- *Bill of Rights*, 1791
- Hamilton's 'Constitutionality of the Bank of the U.S.,' 1791 (primary source)
- Excerpt from Washington's Farewell Address, 1796 (primary source)

	<ul style="list-style-type: none"> ● Excerpt from the Sedition Act, 1798 (primary source) ● Excerpt from the Kentucky Resolution, 1799 (primary source) 	
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List of Accommodations and Modifications

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Assessments:	
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Interdisciplinary Connections
<p>English Language Arts</p> <ul style="list-style-type: none"> ● RI.CR.9–10.1 Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. ● RI.CI.9–10.2 Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. ● RI.PP.9–10.5 Perspective and Purpose: Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. ● RI.MF.9–10.6 Diverse Media and Formats: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. ● RI.AA.9–10.7 Analysis of Argument: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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- S-ID.C.9 Distinguish between correlation and causation
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- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
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Art

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- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

USI History Honors Unit #4

APUSH Period 4 1800-1848

Updated: June 2024

Unit Overview:

This unit of the USI History Curriculum spans the time period from 1800-1848. The focus of this unit will be the rise of national and regional political and economic interests, the development of a reform movement during this period, and the forces that brought about the market revolution that affected all of the people of the young nation.

In the first half of the 19th century, the young nation expanded economically, politically, and culturally. Economically this meant taking advantage of new lands, new forms of transportation, and new industries. Politically it meant allowing more people to participate directly in their democracy. Culturally it meant developing distinctly American expressions of literature and art. In 1826, in the midst of the years covered in this period, the young nation of the United States celebrated its 50th birthday with great optimism. The founders of the country were passing on, and a new generation was taking over leadership. In this period, the leaders dealt with the challenges that accompanied the development of the young nation.

Independence had been declared, a Revolutionary War Won, a Constitution written and ratified, and a new government established. Between 1800 and 1848, the United States went through rapid demographic, economic, and territorial growth as the new republic worked to define itself. In 1800, the country extended from the Atlantic Ocean to the Mississippi River. By 1848, it controlled territory all the way to the Pacific Ocean. As this period ended, most people had a positive view of a prosperous country. However, some recognized that the growing regional differences and the question of whether to allow slavery to expand into new states and territories needed to be resolved.

Essential Questions

Enduring Understandings

4.2 The Rise of Political Parties and the Era of Jefferson

1. What were the causes and consequences of the major political disputes during the early years of the new nation?

4.3 Politics and Regional Interests

2. How did the viewpoints from the different sections of the new republic impact the discussion of the role of the federal government?

4.4 America on the World Stage

3. Why and how did American foreign policy change in the early 19th century?

4.5 Market Revolution

4. What were the motivations for, and results of,

4.2 The Rise of Political Parties and the Era of Jefferson

1. Two political parties, the Federalists and the Democratic-Republicans, quickly emerged in the new republic. The competition between them shaped the political landscape in the early 19th century.

4.3 Politics and Regional Interests

2. The nickname "Era of Good Feelings" suggests that the period was marked by a spirit of nationalism, optimism, and good will. However, throughout the era, people had heated debates over tariffs, the national bank, internal improvements, public land sales, and slavery.

the new developments in technology, farming, and business in the early- to mid-19th century?

4.6 Effects of the Market Revolution on Society and Culture

5. Why and how did advances in technology, agriculture, and commerce influence different groups in American society during this period?

4.7 Expanding Democracy

6. What brought about changes in democracy during this period, and what were those changes?

4.8 Jackson and Federal Power

7. What were the causes and effects of the ongoing arguments over the power of the federal government during the era of Jacksonian Democracy?

4.9 The Development of an American Culture

8. Why did a new American culture develop during the period from 1800 to 1848, and what characterized it?

4.10 The Second Great Awakening

9. What were the major causes and effects of the Second Great Awakening?

4.11 An Age of Reform

10. Why did different reform movements start between 1800 and 1848, and how did their efforts develop differently?

4.12 African Americans in the Early Republic

11. What continuities and changes existed for African Americans during the period from 1800 to 1848?

4.13 Southern Society in the Early Republic

12. How did geography and the environment influence the growth of the South in the period from 1800 to 1848?

4.4 America on the World Stage

3. From their founding as colonies to their fight for independence, the United States was strongly influenced by the actions of other nations. This period saw the United States struggle to emerge as a truly independent power.

4.5 Market Revolution

4. Innovations and new technology in the 19th century would steadily decrease the demand for people working in agriculture and increase the demand for people working in commerce. As the 19th century progressed, an increasing percentage of the American people were swept up in the dynamic economic changes of the Industrial Revolution.

4.6 Effects of the Market Revolution on Society and Culture

5. The wide impact of the Market Revolution resulted in the development of a distinctively American culture, an increase in religious fervor, and support for various reform movements.

4.7 Expanding Democracy

6. Between 1824 and 1840, politics moved out of the homes of the wealthy who had dominated government in the past eras and into middle- and lower-class homes. Several factors contributed to the spread of democracy, including new suffrage laws, changes in political parties and campaigns, improved education, and increases in newspaper circulation.

4.8 Jackson and Federal Power

7. Two new political parties reflected the changed conditions of the Jacksonian era. Democrats and Whigs alike were challenged to respond to the relentless expansion of the nation and the emergence of an industrial economy.

4.9 The Development of an American Culture

8. Throughout the early 19th century, Americans increasingly developed a culture of their own, often one with a strong nationalistic tone. However, they continued to be influenced by their European heritage, and the growing national culture emerged at the same time regional variations of it became increasingly evident.

4.10 The Second Great Awakening

9. The Second Great Awakening marked a reassertion of the traditional Calvinist teachings of original sin and predestination,

as well as new developments in Christianity in the United States. It caused divisions between the newer evangelical sects and the older Protestant churches, as well as a wave of reform movements throughout the country.

4.11 An Age of Reform

10. During the antebellum period, a diverse mix of reformers dedicated themselves to such causes as establishing free public schools, improving the treatment of the mentally ill, controlling or ending the sale of alcohol, winning equal rights for women, and abolishing slavery.

4.12 African Americans in the Early Republic

11. Although many throughout the nation believed and hoped that slavery would gradually disappear at the beginning of the 19th century, the rapid growth of the cotton industry and the expansion of slavery into new states ended hopes for a quiet end to slavery. African Americans themselves responded in a variety of ways to the institution.

4.13 Southern Society in the Early Republic

12. Agriculture was the foundation of the South's economy. While tobacco, rice, and sugarcane were important cash crops, life for Southerners revolved around the South's chief economic activity: the production and sale of cotton.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p>4.1 Contextualizing Period 4 1. Explain the context in which the republic developed from 1800 to 1848.</p>	<p>1. 6.1.12.CivicsPR.2.a 2. 6.1.12.EconEM.2.b 3. 6.1.12.EconEM.2.c</p>
<p>4.2 The Rise of Political Parties and the Era of Jefferson 2. Explain the causes and effects of policy debates in the early republic.</p>	<p>4. 6.1.12.HistoryCC.2.a 5. 6.1.12.HistoryCA.2.a 6. 6.1.12.CivicsPI.3.a</p>
<p>4.3 Politics and Regional Interests 3. Explain how different regional interests affected debates about the role of the federal government in the early republic.</p>	<p>7. 6.1.12.Civics.PI.3.b 8. 6.1.12.CivicsDP.3.a 9. 6.1.12. CivicsDP.3.b 10. 6.1.12. CivicsDP.3.c</p>
<p>4.4 America on the World Stage 4. Explain how and why American foreign policy developed over time.</p>	<p>11. 6.1.12.GeoSV.3.a 12. 6.1.12.EconET.3.a 13. 6.1.12.EconGE.3.a</p>
<p>4.5 Market Revolution 5. Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.</p>	<p>14. 6.1.12.EconNE.3.a 15. 6.1.12.HistoryUP.3.a 16. 6.1.12.HistoryUP.3.b</p>

<p>4.6 Effects of the Market Revolution on Society and Culture</p> <p>6. Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.</p> <p>4.7 Expanding Democracy</p> <p>7. Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.</p> <p>4.8 Jackson and Federal Power</p> <p>8. Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.</p> <p>4.9 The Development of an American Culture</p> <p>9. Explain how and why a new national culture developed from 1800 to 1848.</p> <p>4.10 The Second Great Awakening</p> <p>10. Explain the causes of the Second Great Awakening.</p> <p>4.11 An Age of Reform</p> <p>11. Explain how and why various reform movements developed and expanded from 1800 to 1848.</p> <p>4.12 African Americans in the Early Republic</p> <p>12. Explain the continuities and changes in the experience of African Americans from 1800 to 1848.</p> <p>4.13 Southern Society in the Early Republic</p> <p>13. Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.</p> <p>4.14 Causation in Period 4</p> <p>14. Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.</p>	<p>17. 6.1.12.HistoryCA.3.a 18. 6.1.12.HistoryCA.3.b 19. 6.1.12.HistoryCC.3.a</p>
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● HIPPO Documents Warm-ups (used throughout the year) ● 4.2-4.13 AMSCO Reading Guide ● Period 4 Discussion Google Slides ● Jefferson's (In)Consistency? Source Analysis ● Jefferson's 'First Inaugural Address,' 1801 SBQ ● Marshall Court Google Slides Group Work ● 'Era of Good Feelings' Source Analysis ● 'Era of Good Feelings' Project ● <i>Monroe Doctrine</i>, 1823 	<ul style="list-style-type: none"> ● <i>American Pageant</i>, AP Edition, 16th Edition - David M. Kennedy, Lizabeth Cohen (Cengage Learning, 2016) ● <i>AMSCO Advanced Placement United States History</i>, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020) ● Jefferson Letter to James Madison, 1794 (primary source) ● Excerpt from the Kentucky Resolution, 1799 (primary source) ● Jefferson's 'First Inaugural Address,' 1801 (primary 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EDpuzzle

Source Analysis

- De Tocqueville's *Democracy in America*, 1835 Source Analysis
- Market Revolution Source Analysis
- 'In Praise of Farming,' 1848 SBQ
- Antebellum Immigration SBQ
- Market Revolution Secondary Source SBQ
- Jacksonian Democracy Secondary Source SBQ
- Calhoun's 'Address to the People of the United States,' 1832 SBQ
- Letter from John Ross to President Van Buren, 1840 SBQ
- Jacksonian Democracy SAQ
- Jackson: "King Andrew" or "Man of the People"? Source Analysis
- Antebellum Era Reform Movements Google Slides Group Work
- Antebellum Era Reform Movements Crash Course Videos
- Antebellum Era Reform Movements Project
- *Declaration of Sentiments and Resolutions*, 1848 Source Analysis
- 'Ideas about Slavery' Discussion
- 'Telling the Truth about Slavery' Socratic Seminar
- *Narrative of the Life of Frederick Douglass*, 1845 Source Analysis
- Douglass's "What to the Slave is the Fourth of July?" 1852 Source Analysis
- David Walker's 'Appeal...to the Coloured Citizens of the World,' 1830 Source Analysis
- Garrison's *The Liberator*, 1831 Source Analysis
- *Georgia Courier*, 1827

source)

- Jefferson Letter to John Breckinridge, 1803 (primary source)
- Excerpt from the *Federalist Circular in Massachusetts*, 1808 (primary source)
- Speech Given by Stephen Decatur, 1816 (primary source)
- Henry Clay Speech Excerpt, 1824 (primary source)
- John Adams Diary Entry, 1820 (primary source)
- Jefferson Letter to John Holmes, 1820 (primary source)
- *Monroe Doctrine*, 1823 (primary source)
- De Tocqueville's *Democracy in America*, 1835 (primary source)
- 'Petition to the House of Representatives' by the Virginia Agricultural Society, 1820 (primary source)
- Appeal Written to the *Mechanic's Free Press*, 1830 (primary source)
- Letter by Jemima W. Sandborn, 1843 (primary source)
- A.J. Downing's 'In Praise of Farming,' 1848 (primary source)
- Excerpt from Sean Wilentz's *Society, Politics, and the Market Revolution*, 1990 (secondary source)
- Jackson's Bank Veto, 1832 (primary source)
- Daniel Webster's Reply to Jackson's Bank Veto, 1832 (primary source)
- Jackson's Message to Congress, 1829 (primary source)
- 'Memorial of the Cherokee Nation' from the *Niles Weekly Register*, 1830 (primary source)
- South Carolina Ordinance

<p>Excerpt SBQ</p> <ul style="list-style-type: none"> William Gregg's 'Essays on Domestic Industry,' 1845 SAQ <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> on Nullification, 1834 (primary source) Jackson's Proclamation on Nullification, 1834 (primary source) Excerpt from Robert Remini's <i>Andrew Jackson and the Course of the American Empire</i>, 1984 (secondary source) Excerpt from Margaret Bayard Smith's <i>The First Forty Years of Washington Society</i>, 1906 (secondary source) Excerpt from Robert Remini's <i>The Life of Andrew Jackson</i>, 1988 (secondary source) Letter from John Ross to President Van Buren, 1840 (primary source) <i>Declaration of Sentiments and Resolutions</i>, 1848 (primary source) 'Telling the Truth about Slavery,' Clint Smith, 2020 (secondary source) John Calhoun's 'Slavery as a Positive Good,' 1837 (primary source) <i>Narrative of the Life of Frederick Douglass</i>, 1845 (primary source) Douglass's "What to the Slave is the Fourth of July?" 1852 (primary source) David Walker's 'Appeal...to the Coloured Citizens of the World,' 1830 (primary source) Garrison's <i>The Liberator</i>, 1831 (primary source) Article from the <i>Georgia Courier</i>, 1827 (primary source) William Gregg's 'Essays on Domestic Industry,' 1845 (primary source) 	
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)

- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:

Formative	Summative
<ul style="list-style-type: none"> ● HIPPO documents warm-ups ● AMSCO reading guides about each topic ● Whole-class discussion during content lectures ● AP-style stimulus-based multiple choice questions ● AP-style short-answer questions ● Analysis of/response to primary & secondary sources ● EDpuzzle videos 	<ul style="list-style-type: none"> ● 4.2 Quiz ● 4.2-4.4 'Era of Good Feelings' Project ● 4.3-4.4 Quiz ● 4.5-4.6 Quiz ● 4.7-4.8 Quiz ● 4.5-4.8 Test - major assessment ● 4.9-4.11 Antebellum Era Reform Movements Project ● 4.12-4.13 Quiz ● 4.12-5.3 Test (includes Topics 5.2 & 5.3 from Unit 5) - major assessment ● Third Marking Period Quarterly Exam - major assessment

Interdisciplinary Connections

English Language Arts

- RI.CR.9–10.1 Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2 Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.PP.9–10.5 Perspective and Purpose: Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6 Diverse Media and Formats: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9–10.7 Analysis of Argument: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8 Comparison of Texts: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- W.AW.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.

- W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.SE.9–10.6 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 (MLA or APA Style Manuals).
- W.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mathematics

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9 Distinguish between correlation and causation
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works

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

Technology and 21st Century Themes & Skills

- 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

Computer Science

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

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

USI History Honors Unit #5

APUSH Period 5 1844-1877

Updated: June 2024

Unit Overview:

This unit of the USI History Curriculum spans the time period from 1844-1877. The focus of this unit will be the debates over slavery in the 1850s, the causes, events, and effects of the Civil War, and the varied results of the period of Reconstruction.

The first half of the 19th century included many advances in the young nation. Political, demographic, economic, and territorial development changed the country. The right to vote expanded political participation. New technology and transportation combined to support a Market Revolution that altered the relationships between peoples in the different regions. Reforms in education and other areas improved life. New expressions in art and literature signified an emergent American culture. Yet these advancements were not shared by all, and challenges, particularly over foreign affairs and slavery, remained.

Between 1844 and 1877, the United States expanded its territory to the Pacific Ocean and suffered from rising sectionalism over the issue of expanding slavery into this new territory. By 1861, tensions exploded into the Civil War that permanently expanded the power of the federal government. After four years of fighting and the death of 750,000 people, the country emerged with a “new birth of freedom” as a result of the end of slavery. However, racism remained. The period of Reconstruction was a period of fierce confrontations between the executive and legislative branches and between the federal and state governments. These confrontations reshaped how people thought about federalism and the separation of powers among the branches of government. In the future, the nation that survived a civil war would continue to grow, expand, and industrialize. Further, it would continue to struggle over achieving equal treatment for all of its people.

Essential Questions

5.2 The Idea of Manifest Destiny

1. What were the causes and effects of westward expansion from 1844 to 1877?

5.3 Manifest Destiny and the Mexican-American War

2. What were the major causes and effects of the Mexican-American War?

5.4 The Compromise of 1850

3. How did different views of the individual regions influence the federal government in the years after the Mexican-American War?

5.5 Sectional Conflict: Regional Differences

4. How did sectional variations related to slavery increase hostilities in the years leading up to

Enduring Understandings

5.2 The Idea of Manifest Destiny

1. The phrase ‘Manifest Destiny’ expressed the popular belief that the United States had a divine mission to extend its power and civilization across the breadth of North America. It was driven by a number of forces: nationalism, population increase, rapid economic development, technological advances, and reform ideals.

5.3 Manifest Destiny and the Mexican-American War

2. Conflicts over land ownership combined with American desires of ‘Manifest Destiny’ to bring the United States and Mexico to war.

the Civil War?

5.6 Failure of Compromise

5. What were the political causes of the Civil War?

5.7 Election of 1860 and Secession

6. What were the major consequences of Lincoln's election?

5.8 Military Conflict in the Civil War

7. Why and how was the Union able to emerge victorious during the Civil War?

5.9 Government Policies During the Civil War

8. How did Lincoln's governance during the Civil War influence American principles during the war?

5.10 Reconstruction

9. How did governmental policy during Reconstruction impact society from 1865 to 1877?

5.11 Failure of Reconstruction

10. How did Reconstruction cause both continuity and change in the regional and national views of what it meant to be American?

As a result of the war, the United States gained a large swath of land in the Southwest, which would renew the sectional debate over the extension of slavery.

5.4 The Compromise of 1850

3. Expansion after the Mexican-American War intensified the debate about the spread of slavery. Most Americans still hoped for a compromise that could keep the Union together.

5.5 Sectional Conflict: Regional Differences

4. Among the issues that divided people in the mid-1800s were immigration and how to promote and respond to industrial growth. However, the dominant issue increasingly became the possible expansion of slavery into the territories.

5.6 Failure of Compromise

5. Three large issues, all related to slavery, divided the North and South and eventually led to the outbreak of the Civil War: (1) attitudes about the morality of slavery, (2) views about the constitutional rights of states, and (3) differences over economic policies between the free-labor industrial North and the slave-labor agricultural South.

5.7 Election of 1860 and Secession

6. The events leading up to the election of 1860, Lincoln's eventual election to the presidency, and the secession of eleven Southern states from the Union set the stage for a civil war.

5.8 Military Conflict in the Civil War

7. Although the South experienced significant success in the early years of the war, the North was able to win as a result of a larger population, a stronger economy, and superior political and military leadership.

5.9 Government Policies During the Civil War

8. More than any previous president, Lincoln acted in unprecedented ways, drawing upon his powers as both chief executive and commander in chief, often without the authorization or approval of Congress.

5.10 Reconstruction

9. The end of the Civil War left the victorious United States with immense challenges. These included rebuilding the Southern society and economy, helping four million formerly enslaved peoples adjust to freedom, and readmitting the states of the former Confederacy to the United States. Debates over these questions, as well as who had the authority to answer them, raged between the executive and legislative branches throughout

the period of Reconstruction.

5.11 Failure of Reconstruction

10. Many historians have seen Reconstruction as a missed opportunity to promote racial equality. However, some have pointed out that the institutions and amendments from the Reconstruction era provided the foundation for the civil rights movement that emerged nearly a century after the period ended.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p>5.1 Contextualizing Period 5 1. Explain the context in which sectional conflict emerged from 1844 to 1877.</p> <p>5.2 The Idea of Manifest Destiny 2. Explain the causes and effects of westward expansion from 1844 to 1877.</p> <p>5.3 Manifest Destiny and the Mexican-American War 3. Explain the causes and effects of the Mexican-American War.</p> <p>5.4 The Compromise of 1850 4. Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican-American War.</p> <p>5.5 Sectional Conflict: Regional Differences 5. Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877, and explain how regional differences related to slavery caused tension in the years leading up to the Civil War.</p> <p>5.6 Failure of Compromise 6. Explain the political causes of the Civil War.</p> <p>5.7 Election of 1860 and Secession 7. Describe the effects of Lincoln’s election.</p> <p>5.8 Military Conflict in the Civil War 8. Explain the various factors that contributed to the Union victory in the Civil War.</p> <p>5.9 Government Policies During the Civil War 9. Explain how Lincoln’s leadership during the Civil War impacted American ideals over the course of the war.</p> <p>5.10 Reconstruction 10. Explain the effects of government policy during Reconstruction on society from 1865 to 1877.</p> <p>5.11 Failure of Reconstruction 11. Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.</p> <p>5.12 Comparison in Period 5 12. Compare the relative significance of the effects of the Civil</p>	<p>1. 6.1.12.GeoSV.3.a 2. 6.1.12.HistoryUP.3.b 3. 6.1.12.HistoryCA.3.a 4. 6.1.12.CivicsDP.4.a 5. 6.1.12.CivicsDP.4.b 6. 6.1.12.CivicsPR.4.a 7. 6.1.12.GeoSV.4.a 8. 6.1.12.GeoPP.4.a 9. 6.1.12.EconET.4.a 10. 6.1.12.EconNE.4.a 11. 6.1.12.HistoryCC.4.b 12. 6.1.12.HistoryUP.4.a 13. 6.1.12.HistoryUP.4.b 14. 6.1.12.HistoryCC.4.b 15. 6.1.12.HistoryCA.4.c</p>

War on American values.

Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● HIPPO Documents Warm-ups (used throughout the year) ● 5.2-5.11 AMSCO Reading Guide ● Period 5 Discussion Google Slides ● John O'Sullivan, 'Annexation,' 1845 Source Analysis ● Robert Winthrop's 'Arbitration of the Oregon Question,' 1846 SBQ ● James K. Polk Diary Entry, 1848 SBQ ● Oregon Trail Source Analyses, 1849-1852 ● Henry Clay's 'Resolution on the Compromise of 1850,' 1850 SBQ ● John Calhoun's 'Speech Against the Compromise of 1850' Source Analysis ● Kansas-Nebraska Act Map Analysis ● 'Forcing Slavery Down the Throat of a Free Soiler,' 1856 Cartoon Analysis ● 'Southern Chivalry - Argument Versus Club's,' 1856 Cartoon Analysis ● Hinton Helper's <i>The Impending Crisis of the South</i>, 1857 SBQ ● <i>Dred Scott v. Sandford</i>, 1857 Source Analysis ● Lincoln-Douglas Debates Source Analysis ● Conflict Over Slavery SAQ ● Causes of the Civil War Playing Cards ● 'What Caused the Civil War?' Socratic Seminar ● Civil War Photography Lesson ● Civil War Museum Project 	<ul style="list-style-type: none"> ● <i>American Pageant</i>, AP Edition, 16th Edition - David M. Kennedy, Lizabeth Cohen (Cengage Learning, 2016) ● <i>AMSCO Advanced Placement United States History</i>, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020) ● John O'Sullivan, 'Annexation,' 1845 (primary source) ● Robert Winthrop's 'Arbitration of the Oregon Question,' 1846 (primary source) ● James K. Polk Diary Entry, 1848 (primary source) ● Letter from Rev. William E. Channing to Henry Clay, 1837 (primary source) ● Opinion from <i>Congressional Globe</i> by Senator George McDuffie, 1844 (primary source) ● Speech by Senator Thomas Hart Benton, 1844 (primary source) ● Speech by Charles Sumner in the Massachusetts State Legislature, 1847 (primary source) ● Editorial in the <i>New York Sun</i>, 1847 (primary source) ● Henry Clay's Speech on the Mexican-American War, 1847 (primary source) ● Lincoln's <i>Spot Resolutions in the House of Representatives</i>, 1848 (primary source) ● Oregon Trail Sources, 1849-1852 (primary) 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EDpuzzle

- *Personal Memoirs of U.S. Grant*, 1894 Source Analysis
- Border States in 1861 SBQ
- *Emancipation Proclamation*, 1863 SBQ
- Samuel Shenk Diary Entry, 1863 SBQ
- *Gettysburg Address*, 1863 Source Analysis
- 'Why Reconstruction Matters' Socratic Seminar
- Reconstruction Simulation
- Reconstruction Stations Source Analysis

Folder of Lesson Resources

sources)

- *Re-Dressing America's Frontier Past*, Peter Boag, 2012 (secondary source)
- *Roaring Camp: The Social World of the California Gold Rush*, Susan Lee Johnson, 2000 (secondary source)
- *Love Stories: Sex Between Men Before Homosexuality*, Jonathan Ned Katz, 2001 (secondary source)
- *True Sex: Lives of Trans Men at the Turn of the Century*, Emily Skidmore, 2017 (secondary source)
- Henry Clay's 'Resolution on the Compromise of 1850,' 1850 (primary source)
- John Calhoun's 'Speech Against the Compromise of 1850' (primary source)
- Stephen Douglas's 'Speech on the Kansas-Nebraska Act, 1854 (primary source)
- "Centering Slavery in Nineteenth-Century Queer History," Clare Sears, 2018 (secondary source)
- "'Til I Had Mastered Every Part: Valets, Vulnerability, and Same-Gender Relations under Slavery," Thomas Foster, 2019 (secondary source)
- Hinton Helper's *The Impending Crisis of the South*, 1857 (primary source)
- Letter by E.B. Whitman of the New England Emigrant Aid Company, 1855 (primary source)
- *Dred Scott v. Sandford*, 1857 (primary source)
- Excerpt from George Fitzhugh's *Cannibals All!*, 1857 (primary source)
- Lincoln-Douglas Debates Excerpts, 1858 (primary

	<p>sources)</p> <ul style="list-style-type: none"> ● U.S. Grant's <i>Personal Memoirs of U.S. Grant</i>, 1894 (primary source) ● <i>Emancipation Proclamation</i>, 1863 (primary source) ● Samuel Shenk Diary Entry, 1863 (primary source) ● <i>Gettysburg Address</i>, 1863 (primary source) ● Excerpt from Lincoln's 'Second Inaugural Address,' 1865 (primary source) ● Reconstruction Amendments (13th, 14th, & 15th) 1865, 1868, & 1870 (primary sources) ● Sharecropping Contract, 1882 (primary source) ● Black Codes from Opelousas, LA, 1865 (primary source) ● Henry Grady's 'The New South,' 1886 (primary source) ● "Becoming a Citizen: Reconstruction Era Regulation of African American Marriages," Katherine M. Franke, 1999 (secondary source) ● "Marriage and the Making of Gendered Citizenship," Priya Kandaswamy, 2021 (secondary source) ● Eric Foner's 'Why Reconstruction Matters,' 2015 (secondary source) 	
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:	
Formative	Summative

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- AMSCO reading guides about each topic
- Whole-class discussion during content lectures
- AP-style stimulus-based multiple choice questions
- AP-style short-answer questions
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- 5.2-5.3 Quiz
- 4.12-5.3 Test (includes Topics 5.2 & 5.3 from Unit 5) - major assessment
- 5.4-5.5 Quiz
- 5.8-5.9 Quiz
- 5.8-5.9 Civil War Museum Project
- 5.10-5.11 Quiz
- 5.8-5.11 Test - major assessment
- Third Marking Period Quarterly Exam - major assessment

Interdisciplinary Connections

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- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

USI History Honors Unit #6

APUSH Period 6 1865-1898

Updated: June 2024

Unit Overview:

This unit of the AP U.S. History Curriculum spans the time period from 1865-1898. This unit is unique in that it is the ending unit for USI Honors and the starting point for AP US. The topics of this unit are also used as the summer bridge between the two courses. The focus of the unit will be the rapid industrial and economic growth during this time period along with the evolving nature of government, as well as the changes in society influenced by that growth.

Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.

The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. International and internal migration increased urban populations and fostered the growth of a new urban culture. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

Essential Questions

6.2 Westward Expansion: Economic Development

1. How did push and pull factors shape immigration to and migration within America, and how did the demographic change as a result of these moves shape the migrants, society, and the environment?

6.3 Westward Expansion: Social and Cultural Development

2. How did push and pull factors shape immigration to and migration within America, and how did the demographic change as a result of these moves shape the migrants,

Enduring Understandings

6.2 Westward Expansion: Economic Development

1. Improvements in Mechanization helped agricultural production increase substantially and contributed to declines in food prices.
2. Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.
3. Following the Civil War, government subsidies for transportation and communication systems helped open new

society, and the environment?

6.4 The “New South”

3. How did the development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, how did these ideas shape political institutions and society?
4. How, throughout American history, did notions of national identity and culture coexist with varying degrees of regional and group identities?

6.5 Technological Innovation

5. In what way did the interplay between markets, private enterprise, labor, technology, and government policy shape the American economy and, in turn, how did economic activity shape society and government policy and drive technological innovations?

6.6 The Rise of Industrial Capitalism

6. In what way did the interplay between markets, private enterprise, labor, technology, and government policy shape the American economy and, in turn, how did economic activity shape society and government policy and drive technological innovations?

6.7 Labor in the Gilded Age

7. In what way did the interplay between markets, private enterprise, labor, technology, and government policy shape the American economy and, in turn, how did economic activity shape society and government policy and drive technological innovations?

6.8 Immigration and Migration in the Gilded Age

8. How did push and pull factors shape immigration to and migration within America, and in what way did the demographic change as a result of these moves shape the migrants, society, and the environment?

6.9 Responses to Immigration in the Gilded Age

9. How did push and pull factors shape immigration to and migration within America, and in what way did the demographic change as a result of these moves shape the migrants, society, and the environment?

6.10 Development of the Middle Class

10. How were social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, and how did they shape government policy, economic systems, culture, and the lives of citizens?

6.11 Reform in the Gilded Age

markets in North America.

4. The following prompted economic growth and created new communities and centers of commercial activity: building of transcontinental railroads, discovery of mineral resources and government policies promoted economic growth.

6.3 Westward Expansion: Social and Cultural Development

5. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as: building the railroads, mining, farming and ranching
6. As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict
7. The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.
8. Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

6.4 The “New South”

9. Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a “New South”—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.
10. The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction.
11. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

6.5 Technological Innovation

12. Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.

6.6 The Rise of Industrial Capitalism

13. Large-scale industrial production generated

11. How were social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, and how did they shape government policy, economic systems, culture, and the lives of citizens?

6.12 Controversies over the Role of Government in the Gilded Age

12. In what ways did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens?

6.13 Politics in the Gilded Age

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rapid economic development and business consolidation which was accompanied by massive technological change, expanding international communication networks and pro-growth government policies.

14. Businesses dramatically increased the production of goods by making use of redesigned financial and management structures, advances in marketing and a growing labor force.
15. Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.
16. Businesses increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

6.7 Labor in the Gilded Age

17. As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.
18. Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.
19. The industrial workforce expanded and child labor increased.

6.8 Immigration and Migration in the Gilded Age

20. The industrial workforce expanded and became more diverse through internal and international migration.
21. As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to: escape poverty, religious persecution and limited opportunities for social mobility in their home countries or regions.
22. Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers

6.9 Responses to Immigration in the Gilded Age

23. Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they

found in the United States.

24. Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.
25. Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.

6.10 Development of the Middle Class

26. Corporations' need for managers and for male and female clerical workers, as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.
27. Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.

6.11 Reform in the Gilded Age

28. A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.
29. Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.

6.12 Controversies over the Role of Government in the Gilded Age

30. Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.
31. Foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

6.13 Politics in the Gilded Age

32. Economic instability inspired agrarian activists to create the People's (Populist) Party which called for a stronger governmental role in regulating the American economic system.
33. The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all

levels of government.

34. In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p>6.1 Contextualizing Period 6 1. Explain the historical context for the rise of industrial capitalism, as well as the increased international and internal migration, in the United States during the period from 1865 to 1898.</p> <p>6.2 Westward Expansion: Economic Development 2. Assess the causes and effects of the settlement of the West from 1877 to 1898.</p> <p>6.3 Westward Expansion: Social and Cultural Development 3. Assess the causes and effects of the settlement of the West from 1877 to 1898.</p> <p>6.4 The “New South” 4. Determine how various factors contributed to continuity and change in the “New South” from 1877 to 1898.</p> <p>6.5 Technological Innovation 5. Evaluate the effects of technological advances in the development of the United States over time.</p> <p>6.6 The Rise of Industrial Capitalism 6. Examine the socio economic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.</p> <p>6.7 Labor in the Gilded Age 7. Examine the socio economic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.</p> <p>6.8 Immigration and Migration in the Gilded Age 8. Determine and analyze how cultural and economic factors affected migration patterns over time.</p> <p>6.9 Responses to Immigration in the Gilded Age 9. Compare and contrast the various responses to immigration in the period over time.</p> <p>6.10 Development of the Middle Class 10. Examine the causes of increased economic opportunity and its effects on society.</p> <p>6.11 Reform in the Gilded Age 11. Assess how different reform movements responded to the rise of industrial capitalism in the Gilded Age.</p> <p>6.12 Controversies over the Role of Government in the Gilded Age 12. Evaluate continuities and changes in the role of the government in the U.S. economy.</p>	<p>1. 6.1.12.CivicsDP.5.a 2. 6.1.12.EconEM.5.a 3. 6.1.12.GeoPP.5.a 4. 6.1.12.GeoHE.5.a 5. 6.1.12.EconEM.5.a 6. 6.1.12.HistoryNM.5.a 7. 6.1.12.HistoryNM.5.b 8. 6.1.12.HistoryCC.5.a 9. 6.1.12.HistoryUP.5.a 10. 6.1.12.HistoryCA.5.a</p>

6.13 Politics in the Gilded Age

13. Compare and contrast the similarities and differences between the political parties during the Gilded Age.

6.14 Continuity and Change in Period 6

14. Explain the extent to which industrialization brought changes from 1865 to 1898.

Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none">• HIPPO Documents Warm-ups (used throughout the year)• 6.2-6.13 AMSCO Reading Guide• Period 6 Discussion Google Slides• Westward Migration Source Analysis• Booker T. Washington vs. W.E.B. DuBois Source Analysis• The “New South” Continuity & Change Analysis• Industrialization & Labor Google Slides Group Work• 1870-1920 Census Data SBQ• Gilded Age Immigration Secondary Source Analysis• ‘Impact of Gilded Age Business Leaders’ DBQ• Gilded Age Middle Class Life Advertisement• Connect, Extend, Challenge Activity on the Gilded Age• Economic Changes and Challenges for Labor LEQ Planner• Immigration Interactive Map and Analysis• Immigration and Nativism Writing activity• Small Group Discussion on the Gospel of Wealth• Getting Familiar with the Muckrakers group graphic organizer activity	<ul style="list-style-type: none">• <i>American Pageant</i>, AP Edition, 16th Edition - David M. Kennedy, Lizabeth Cohen (Cengage Learning, 2016)• <i>AMSCO Advanced Placement United States History</i>, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020)• Ocala Platform, 1890 (primary source)• Frederick Jackson Turner’s ‘Frontier Thesis,’ 1893 (primary source)• Interview with Kate Bighead, Sheyenne Indian, 1922 (primary source)• Speech by Booker T. Washington, 1895 (primary source)• Interview with William H. Vanderbilt, 1882 (primary source)• Excerpt from Thomas Edison letter, 1887 (primary source)• Excerpt from Andrew Carnegie’s ‘Wealth,’ 1889 (primary source)• James B. Weaver’s ‘A Call to Action,’ 1892 (primary source)• Pullman Strikers Statement, 1894 (primary source)• “Modern Sexuality in Modern Times (1880s-1930s),” Elizabeth Clement & Beans Velocci,	<ul style="list-style-type: none">• Stanford History Education Group• Gilder Lehrman Institute of American History• Actively Learn• EDpuzzle

- Role of Government in Gilded Age Fishbowl
- Analysis William Jennings Bryan Cartoon and the Omaha Platform

Folder of Lesson Resources

- 2018 (secondary source)
- "Capitalism and Gay Identity," John D'Emilio, 1983 (secondary source)
- *Gay New York: Gender, Urban Culture and the Making of the Gay Male World 1890-1920*, George Chauncey, 1994 (secondary source)
- *Arresting Dress: Cross-Dressing, Law, and Fascination in Nineteenth Century*, Clare Sears, 2015 (secondary source)
- "Medicalizing Homosexuality" and "The United States of Perversion," Jennifer Terry, 1999 (secondary source)
- "Scientific Racism and the Invention of the Homosexual Body," Siobahn Somerville, 2000 (secondary source)
- W.E.B. DuBois's *The Souls of Black Folk*, 1903 (primary source)
- Excerpts from Carl Degler's *Out of Our Past*, 1970 & Richard White's *The Republic for Which It Stands*, 2017 (secondary sources)
- Excerpts from Andrew Carnegie's *Gospel of Wealth*, 1889 (primary source)
- Ray Stannard Baker's 'Right to Work,' 1903 Excerpt (primary source)
- Jacob Riis' *How the Other Half Lives*, 1890 Excerpts (this can be broken into two groups) (primary sources)
- John Spargo's 'The Bitter Cry of Children,' 1906 Excerpt (primary source)
- Upton Sinclair's *The Jungle*, 1906 Excerpt (primary source)
- Anne S. Daniel's 'The Wreck of the Home,' 1905

Excerpt (primary source)

List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:

Formative

- HIPPO documents warm-ups
- AMSCO reading guides about each topic
- Whole-class discussion during content lectures
- AP-style stimulus-based multiple choice questions
- AP-style short-answer questions
- Analysis of/response to primary & secondary sources
- EDpuzzle videos

Summative

- 6.2-6.3 Quiz
- 6.5-6.7 'Impact of Gilded Age Business Leaders' DBQ Essay
- 6.2-6.7 Test - major assessment
- 6.8-6.9 Quiz
- 6.10-6.11 Quiz
- 6.12-6.13 Quiz

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