

Black Horse Pike Regional School District

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

American Studies - US History I Course Syllabus

Updated: June 2024

Course Overview:

America was built on an idea of freedom, which is evident in many of the first writings of our nation. By using contemporary works of literature thematically side-by-side with historically relevant works chronologically, the American Studies course is designed as an investigation of the meaning of freedom in America. Students will participate in a class environment that seeks to merge the literary and historical past of our nation through a collaborative effort between History and English educators. American Studies students will seek a broader understanding of freedom in American history: its promises, complications, exclusions, and the continuing struggle to reconcile these undeniable conflicts. The class will examine significant geographic, economic, political, and social events of American History. The class strives to meet the New Jersey Student Learning Standards' mission of providing learners with the opportunity of inquiry based learning and helps provide "learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities." Class time involves teacher-guided lecture, discussion, collaborative and website-specific learning activities, problem solving, writing activities, and creative projects.

American Studies is a course which uses works of literature in a thematic, side-by-side connection with the study of early American history. Students will participate in a class environment that seeks to merge the literary and historical past of our nation through a collaborative effort between History and English educators. American Studies students will seek a broader understanding of freedom in American history: its promises, complications, exclusions, and the continuing struggle to reconcile these undeniable conflicts. The class will examine significant geographic, economic, political, and social events of American History. The class strives to meet the New Jersey Student Learning Standards' mission of providing learners with the opportunity of inquiry based learning and helps provide "learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities." Class time involves teacher-guided lecture, discussion, collaborative and website-specific learning activities, problem solving, writing activities, and creative projects.

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

Course Content and Outline:		
Unit Names	Topics & Timeline	NJSLS
Unit 1: Colonial Foundations (1607-1787)	<ol style="list-style-type: none"> 1. Creating the English Colonies 2. The American Revolution 3. Forming a New Union <ul style="list-style-type: none"> ● Marking Period One 	6.1.12.CivicsPI.1.a 6.1.12.CivicsPD.1.a 6.1.12.GeoGI.1.a 6.1.12.EconGE.1.a 6.1.12.HistoryCC.1.a 6.1.12.CivicsPI.2.a 6.1.12.CivicsPD.2.a 6.1.12.EconEM.2.a 6.1.12.HistoryCC.2.a 6.1.12.HistoryCC.2.b 6.1.12.HistoryUP.2.a 6.1.12.HistoryUP.2.b 6.1.12.HistoryUP.2.c 6.1.12.HistorySE.2.a 6.1.12.HistoryCA.2.a
Unit 2: Generational Changes in the Early Republic (1787-1830s)	<ol style="list-style-type: none"> 1. Washington, Adams, & Jefferson 2. War of 1812 3. Nationalism & Sectionalism 4. Jackson <ul style="list-style-type: none"> ● Marking Period Two 	6.1.12.CivicsPI.2.b 6.1.12.CivicsPR.2.a 6.1.12.GeoPP.2.a 6.1.12.GeoPP.2.b 6.1.12.EconEM.2.b 6.1.12.EconEM.2.c 6.1.12.HistorySE.2. a 6.1.12.HistoryCA.2. a 6.1.12.CivicsPI.3.a 6.1.12.Civics.PI.3.b 6.1.12.CivicsDP.3.b 6.1.12.CivicsDP.3.c 6.1.12.GeoSV.3.a 6.1.12.EconET.3.a 6.1.12.EconGE.3.a 6.1.12.HistoryUP.3. A 6.1.12.HistoryUP.3. b 6.1.12.HistoryCA.3. a 6.1.12.HistoryCA.3. b

<p>Unit 3: Antebellum America (1820s-1865)</p>	<ol style="list-style-type: none"> 1. Manifest Destiny 2. Growing Sectionalism 3. American Civil War <ul style="list-style-type: none"> ● Marking Period Three 	<p>6.1.12.CivicsDP.3.a 6.1.12.GeoSV.3.a 6.1.12.EconNE.3.a 6.1.12.HistoryUP.3.a 6.1.12.HistoryUP.3.b 6.1.12.HistoryCA.3.a 6.1.12.HistoryCC.3.a 6.1.12.CivicsDP.4.b 6.1.12.CivicsPR.4.a 6.1.12.GeoSV.4.a 6.1.12.EconET.4.a 6.1.12.EconNE.4.a</p>
<p>Unit 4: Building Toward a Modern Era (1865-1900)</p>	<ol style="list-style-type: none"> 1. Reconstruction 2. Industrialization & Immigration 3. The Gilded Age <ul style="list-style-type: none"> ● Marking Period Four 	<p>6.1.12.CivicsDP.4.a 6.1.12.GeoPP.4.a 6.1.12.HistoryCC.4.a 6.1.12.HistoryUP.4.a 6.1.12.HistoryCA.4.c 6.1.12.CivicsDP.5.a 6.1.12.EconEM.5.a 6.1.12.GeoPP.5.a 6.1.12.GeoHE.5.a 6.1.12.EconEM.5.a 6.1.12.HistoryNM.5.a 6.1.12.HistoryNM.5.b 6.1.12.HistoryCC.5.a 6.1.12.HistoryUP.5.a 6.1.12.HistoryCA.5.a</p>

Course Expectations and Skills

1. Develop literacy in civics as it is reflected in the governmental systems of global history.
2. Actively engage in researching current worldly events.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on state & national standardized testing.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.

9. Utilize technology to refine 21st century skills through database research and multimedia presentations.
10. Develop skills needed to be an active and contributing citizen in a diverse society.

Materials Needed

- Chromebook
- Pen/Pencil & Notebook for note-taking
- Daily planner/Student organizer

Resources

United States History. New York City, Pearson Education, 2016.

Grading Scale

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

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

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American Studies - US History I Unit 1: Colonial Foundations

Updated: June 2024

Unit Overview:

By the early 1600s, the government and people of England began to support colonization efforts in North America. Motivations for settlement were complex, ranging from economic opportunity to religious tolerance, and these interwoven motivations laid the foundation for an equally complex identity among English colonists. Throughout the 17th and 18th century, thousands of English settlers and other European migrants arrived in the English colonies and helped create three distinct regions of settlement. Each of these regions along the eastern seaboard was unique, but all shared a growing American identity.

England was not alone in its desire for overseas territory, and the English settlers of North America were drawn into war with France over competing interests in the Ohio River Valley. The war was ultimately won by England, but in the process the seeds of revolution were planted between the English Crown and the colonists. After a slow and gradual build-up of anger toward the crown over increasing taxation and differing styles of governance, a Continental Congress of colonial delegates approved a Declaration of Independence in 1776. The Revolutionary War was fought until 1783 as England sought to maintain control of its territory, and ultimately forged an early American identity. In the aftermath of war and a colonial victory, the colonists and their representatives struggled to determine how exactly their new nation would be governed. Through a series of compromises the colonial regions were able to both hang on to their unique identities, but also form into one new union under the American Constitution.

Primary Literary Connections: The Colonial Era occupies a unique place in American history, with the most extreme aspects of it often highlighted by literary figures. In 1953, playwright Arthur Miller penned *The Crucible*, an exploration of the Salem Witch Trials in Massachusetts. *The Crucible* has since informed many people's perceptions of the Puritans in New England, and an equal number of stories have been crafted surrounding the Middle and Southern Colonies. The issue of slavery and race also pervades a modern understanding of the Southern Colonial region, and its literary legacy into the 20th and 21st centuries include famous novels such as *Gone With the Wind*, *To Kill a Mockingbird*, and *The Color Purple*.

Essential Questions (By Topic)

Enduring Understandings

Creating the English Colonies:

1. What motivated people to settle the eventual 13 British colonies?
2. How did the British and Dutch colonies compare and contrast with one another?
3. What institutions existed throughout the 13 British colonies?
4. What continuities and changes emerged as the British colonies developed throughout the 18th century?

The American Revolution

5. Why did new tensions emerge between the British and the colonists during the mid-18th century?
6. What caused the American Revolution?
7. How did the colonial leaders justify declaring independence?
8. What were the major effects of the American Revolution?

Forming a New Union

9. What type of government did the Founding Fathers initially seek to create in the United States?
10. to create in the United States? 10. How did compromise eventually lead to the creation of the Constitution?
11. When and how did the states eventually ratify the Constitution?

Creating the English Colonies

1. Settlers seeking religious freedom and wealth established colonies in what became the United States.
2. Great ethnic and religious diversity developed in the English and Dutch colonies.
3. Both slavery and representative government spread throughout the colonies.
4. Although regional differences developed, the colonies shared many political traditions and were influenced by new religious and political ideas.

The American Revolution

5. British victory in the French and Indian War created new tensions between Britain and the colonists.
6. Parliamentary efforts to raise revenue in America alienated many colonists and inspired protests.
7. Political tensions led to war and a Declaration of Independence.
8. The Patriots' victory in the war brought change to the United States and the world.

Forming a New Union

9. The Articles of Confederation created a weak national government.
10. Delegates to the Federal Convention settled their differences and agreed to a new constitution.
11. After the creation of a Bill of Rights, 11 states ratified the Constitution.

Vocabulary (Key Terms) - Tier 2 and 3

Acts of British, Agrarian, American Dream, Articles of Confederation, Boston Massacre, Boston Tea Party, Cabinet, Charter, Colonization, Commercial, Democracy, Electoral College, Emigrant, Federalist, First Continental Congress, Habeas Corpus, Indentured Servant, Inflation, Joint Stock Company, Massacre, Mercantilism, Mercenary, Migration, Militia, Narrative, Puritan, Rebellion, Republic, Salem Witch Trials, Salutory Neglect, Sectionalism, Sons of Liberty, Staple Crops, Tariff, Transatlantic

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p>Creating the English Colonies</p>	
<ol style="list-style-type: none"> 1. Explain why England wanted colonies and how they were planned. 2. Describe how Jamestown was settled, why the colony struggled, and how it survived. 3. Explain the relationship between American Indians and settlers in the Southern Colonies. 4. Discuss how Maryland, the Carolinas, and Georgia were settled. 5. Explain why some Puritans left England. 6. Explore how English traditions influenced the development of colonial governments. 7. Explain the relationship among the British colonists, the French, and the American Indians in the mid-eighteenth century. 8. Describe the colonists' political heritage. 9. Explain how Dutch New Netherland became English New York. 10. Analyze the importance of religious and ethnic diversity in the Middle Colonies. 11. Compare and contrast differences in the social structure of the three major colonial regions. 12. Explore how English traditions influenced the development of colonial governments. 13. Analyze the importance of religious and ethnic diversity in the Middle Colonies. 14. Explain how European immigration to the colonies changed between the late 1600s and 1700s. 15. Analyze the development of slavery in the colonies. 16. Analyze the economic relationship between England and its colonies. 17. Compare and contrast differences in the social structure of the three major colonial regions. 18. Explore how English traditions influenced the development of colonial governments. 19. Explain how the ideas of the Enlightenment shaped the colonists' worldview. 20. Describe how the Great Awakening affected colonial society. 	<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.CivicsPI.2.a 7. 6.1.12.CivicsPD.2.a 8. 6.1.12.EconEM.2.a 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
<p>The American Revolution</p>	
<ol style="list-style-type: none"> 21. Explain the relationship among the British colonists, the French, and the American Indians in the mid-eighteenth century. 22. Describe the causes and major events of the French and Indian War. 23. Analyze the causes and effects of Pontiac's Rebellion. 24. Summarize how the wars and their outcomes changed the relationship between Britain and the colonies. 	

25. Describe the colonists' political heritage.
26. Explain the colonists' reaction to new taxes.
27. Describe the methods the colonists used to protest British taxes.
28. Summarize how the colonists reacted to the Townshend Acts.
29. Explain why fighting broke out to begin the American Revolution and the response of the Second Continental Congress.
30. Describe the Loyalists' view of the Patriots.
31. Analyze the impact of Thomas Paine's Common Sense.
32. Assess why Congress declared independence and the ideas underlying the Declaration of Independence.
33. Explain the advantages the British held at the start of the war and the mistakes they made by underestimating the Patriots.
34. Describe the war in the Middle States and Frontier.
35. Describe how the British were finally defeated and the terms of the Peace Treaty.
36. Analyze how the Revolution affected Americans and people worldwide.

Forming a New Union

37. Explain how the states' new constitutions reflected republican ideals.
38. Describe the structure and powers of the national government under the Articles of Confederation.
39. Summarize the Congress's plan for the settlement and governance of western lands.
40. Understand why tensions with foreign countries revealed the weakness of the U.S. government.
41. List the main weaknesses of the Articles.
42. Understand the reasons leaders called for the Constitutional Convention.
43. Summarize the rival plans of the government proposed at the convention.
44. Describe the compromises made in order to reach agreement on the Constitution.
45. Summarize the arguments for and against ratification of the Constitution.
46. Describe how the Constitution was ratified.
47. Explain the principles of the Constitution.

Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> • (Video Guide) French & Indian War Video Q & A Activity • (Graphic Organizer) Acts of the British 	<ul style="list-style-type: none"> • <i>United States History. New York City, Pearson Education, 2016.</i> • Bartoleme De Las Casas - "An Account 	<ul style="list-style-type: none"> • Stanford History Education Group • Gilder Lehrman Institute of American History

<ul style="list-style-type: none"> ● Cause & Effect Organizer ● (Graphic Organizer) Revolutionary War Battle Organizer ● (Video Guide) John Adams Episode 2 Q & A ● (DBQ) Causes of the American Revolution DBQ ● (Secondary Source Analysis) SHEG Boston Massacre Reading & Analysis ● (Primary Source Analysis) "On Life in Jamestown" Comparing Primary Sources ● (Video Guide) Many Rivers to Cross, Ep. 1 "The Black Atlantic" ● (DBQ) Pocahontas DBQ ● (Secondary Source Analysis) Evaluating Sources: The Salem Witch Trials (1692) ● (Primary Source) NJ Slavery - Graphic Organizer ● (Video Guide) America - the Story of Us 'Rebels' Ep. 1 ● (DBQ) The First Thanksgiving Mini Lesson/DBQ ● (Primary Source Analysis) Boston Massacre: Multiple Perspectives ● (Primary Source Analysis) Stamp Act Document Analysis ● (Secondary Source) Zinn Project: The Color Line Activity ● (Primary Source) Benjamin Banneker's Letter to Thomas Jefferson ● (Primary Source) SHEG Lexington & Concord Source Analysis ● (Primary Source Analysis) Federalist Debate - Primary Sources ● (DBQ) "How did the Constitution Guard Against Tyranny?" DBQ ● (DBQ) Salem Witch Trials Primary Source Analysis/DBQ ● (Primary Source Analysis) The Great 	<ul style="list-style-type: none"> ● <i>of the Destruction of the Indies</i>" (1542) ● <i>Pamphlet of Virginia Company</i> 1609 ● Sebastian Brandt - "<i>Letter from Jamestown</i>" (1622) ● "<i>City Upon a Hill</i>" John Winthrop (1630) ● Germantown Friends Anti-Slavery Petition (1688) ● <i>A Discourse on Witchcraft</i>, Cotton Mather (1689) ● "<i>An Account of the Negroe Insurrection in South Carolina</i>," (1739) ● Report by the Committee from the Town of Boston; Boston Massacre (1770) ● Pollution, Disease & Mortality in the 19th Century ● Paul Revere Engraving—"The Bloody Massacre Perpetrated in King-Street . . ." ● "<i>Captain Preston's Recollection of King' Street Incident</i>" (1771) ● Patrick Henry "<i>Give me Liberty</i>" Speech Read & Analyze ● Abigail Adams - "Remember the Ladies" ● <i>Common Sense</i>, Thomas Paine (1776) ● Declaration of Independence, (1776) ● Articles of Confederation, (1777) ● Preamble & US Constitution, (1787) ● US Bill of Rights, (1791) ● Benjamin Banneker's <i>Letter to Thomas Jefferson</i> (1791) ● "<i>Covenant with Death</i>" Speech Garrison ● <i>American Sympathy: Men, Friendship, and Literature in the New Nation</i>. New Haven: Yale University Press, 2001. ● A History of Slavery in New Jersey (2011) ● <i>Oral Narrative of George Cato</i>, Great-Great Grandson of the Stono Commander (1930) 	<ul style="list-style-type: none"> ● EdPuzzle ● Khan Academy ● Pearson Realize
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<ul style="list-style-type: none"> Awakening Document Analysis (Discussion) American Revolution Structured Academic Controversy/Debate (DBQ) Slavery in the Constitution DBQ (Graphic Organizer) 3 Colonial Regions (Graphic Organizer) Patriots, Loyalists & People Between (Map Activity) Rev. War Interactive Map Chart (Graphic Organizer) Britain vs America Strengths - Weaknesses (Primary Source Analysis) Rephrasing the Declaration of Independence 	<ul style="list-style-type: none"> <i>“Sexual and Gender Diversity in Native America and the Pacific Islands,”</i> Will Roscoe, 2016 (secondary source) <i>The sunken history of a Revolutionary War ‘ghost ship’</i> (2017) <i>Revolutionary Sexualities and Early National Genders</i>” Rachel Hope Cleves, 2018 <i>“Rethinking Jamestown” with Archeological Evidence</i> (2018) 	
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<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none"> Special Education 504 Students At Risk Students MLL Gifted and Talented
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Assessments:	
Formative	Summative
<ul style="list-style-type: none"> Unit Vocabulary Discussion Participation EdPuzzle Review Videos Class Notes Pearson Realize Assignments Map Activities Exit Tickets Minor Assessments/Quizzes Primary Source Analysis Secondary Source Analysis 	<ul style="list-style-type: none"> Unit 1 Common Assessment (District Wide) Create-Your-Own Government Project Founding Fathers Primary Source Research & Analysis American Revolution & Revolutionary War Test New Jersey History Project Revolutionary War Artifacts Project

Interdisciplinary Connections

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.IT.9–10.3. Interaction among Text elements: Analyze how an author unfolds ideas throughout the text, and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.TS.9–10.4. Text structure: Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- 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.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.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.SE.9–10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively
- 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.

Math:

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots)
- 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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American Studies - US History I Unit 2: Generational Changes in the Early Republic

Updated: June 2024

Unit Overview:

Following the adoption of the Constitution, the new nation was still largely in the hands of the Revolutionaries and political elite that supported its founding. The electorate was limited, but the new nation quickly established uniquely American political traditions and institutions. Disagreements over the balance of power between Federal and State governments led to the creation of the first political parties, and complicated the divisive 1790s as President’s Washington and Adams sought to put into practice the republican ideals of the Constitution. Despite challenges and setbacks, by 1800 Americans could look back on a decade of successful constitutional government and feel hopeful for the future. Thomas Jefferson was elected in 1800, and while his ideas were radically different from Washington or Adams, a peaceful transfer of power demonstrated the solid foundations upon which American democracy had been laid.

A new generation of Americans were coming of age at the turn of the 19th century, many of whom had few if any memories of the American Revolution. Tensions increased with Great Britain during the early 1800s, and culminated in the War of 1812. The war itself elicited great controversy, and its causes were numerous and varied. The United States largely failed on the battlefield, with some notable successes, but the new generation of Americans were able to extract concessions from Great Britain at war’s end in 1815. Americans left the conflict with a new sense of confidence in their nation, and the seeds of change were laid.

Change took many forms (economic, social, and political) but in almost all ways the changes exacerbated pre-existing divisions within American society, largely based on geographic region. Industrialization took hold in the Northeast and changed the bedrock of the social structure, while cotton production took off in the South and reinforced the region’s commitment to slave labor. The nation’s two sections were developing into distinct societies, while simultaneously attempting to coexist within a growing nation. These divisions were amplified as more and more Americans were given access to the vote through the removal of property restrictions. The candidate they favored, Andrew Jackson, redefined the presidency during his eight years by increasing presidential power, but he also represented the broader divisions growing within American society.

Primary Literary Connections: The rapid change of the early 1800s and the subsequent generational change-over led to the growth of uniquely American literary movements. The transcendentalists, largely hailing from the northern section of the nation, stressed a return to nature and simplicity as a means of coping with the nation’s growing pains. Leading authors included Ralph Waldo Emerson and Henry David Thoreau, both of whom went on to influence many social movements in the 1840s, and the 20th century as well.

Essential Questions (By Topic)	Enduring Understandings
<p style="text-align: center;">Early Republic: Washington, Adams & Jefferson</p> <p>1. In what ways did George Washington and John Adams shape the government of the United States? 2. How did the Supreme Court establish the power of the Court for all time?</p> <p style="text-align: center;">Early Republic: War of 1812</p> <p>3. How did foreign affairs contribute to the growth of American political power?</p> <p style="text-align: center;">Early Republic: Nationalism & Sectionalism</p> <p>4. In what ways did technology revolutionize both industry and transportation in the United States? 5. How did the rise of industrialization and growth of cities lead to more sectional division in the United States? 6. How did the United States develop a national culture during the 'Era of Good Feelings'?</p> <p style="text-align: center;">Early Republic: Jackson</p> <p>7. What were the major long-lasting effects of the 'Age of Jackson'?</p>	<p style="text-align: center;">Early Republic: Washington, Adams & Jefferson</p> <p>1. Washington's presidency created a firm foundation for the new republic. 2. The power of the Supreme Court to interpret the Constitution was established during Jefferson's presidency.</p> <p style="text-align: center;">Early Republic: War of 1812</p> <p>3. The War of 1812 divided Americans but the outcome encouraged American national confidence.</p> <p style="text-align: center;">Early Republic: Nationalism & Sectionalism</p> <p>4. An industrial revolution and improvements in transportation changed Americans' lives in the early 1800s. 5. Sectional differences increased as Northern and Southern economic systems diverged in the 1800s. 6. Nationalism shaped U.S. culture and politics in the early 1800s</p> <p style="text-align: center;">Early Republic: Jackson</p> <p>7. Andrew Jackson expanded the nation's concept of democracy.</p>
Vocabulary (Key Terms) - Tier 2 and 3	
<p>Alien, Cabinet, Commerce, Domestic Policy, Electoral College, Embargo, Excise Tax, Foreign Policy, Impressment, Inauguration, Industrial Revolution, Intervention, Judicial Review, Market Revolution, Monroe Doctrine, Nationalism, Neutrality, Nullify, Party Platform, Precedent, Reform, Sectionalism, Sedition, Tariff, Unconstitutional</p>	

Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLs -Social Studies
<p>Early Republic: Washington, Adams & Jefferson</p> <p>1. Describe how Washington's administration built the federal government. 2. Analyze Hamilton's plans for the economy and the opposition to them. 3. Describe American relations with Britain, France, and Spain. 4. Analyze how the political parties' debates over foreign policy further divided them. 5. Identify the importance of the Louisiana Purchase. 6. Analyze Jefferson's foreign policies. 7. Describe American relations with Britain, France, and Spain. 8. Explain the impact of John Marshall's tenure as Chief Justice of the United States.</p>	<p>1. 6.1.12.CivicsPI.2.b 2. 6.1.12.CivicsPR.2.a 3. 6.1.12.GeoPP.2.a 4. 6.1.12.GeoPP.2.b 5. 6.1.12.EconEM.2.b 6. 6.1.12.EconEM.2.c 7. 6.1.12.HistorySE.2. a 8. 6.1.12.HistoryCA.2. a 9. 6.1.12.CivicsPI.3.a</p>

<p>Early Republic: War of 1812</p> <p>9. Identify the events that led to the War Hawks' call for war.</p> <p>10. Explain how territorial expansion brought Americans into conflict with the British and with American Indians.</p> <p>11. Analyze how the political parties' debates over foreign policy further divided them.</p> <p>Early Republic: Nationalism & Sectionalism</p> <p>12. Summarize the key developments in the transportation revolution of the early 1800s.</p> <p>13. Analyze the rise of industry in the United States in the early 1800s.</p> <p>14. Describe some of the leading inventions and industrial developments in the early 1800s.</p> <p>15. Analyze why industrialization took root in the northern part of the United States.</p> <p>16. Describe the impact of industrialization on northern life.</p> <p>17. Analyze the reasons that agriculture and slavery became entrenched in the South.</p> <p>18. Analyze the causes and effects of nationalism on domestic policy during the years following the War of 1812.</p> <p>19. Describe the impact of nationalism on the nation's foreign policy.</p> <p>20. Summarize the struggle over the issue of slavery as the nation grew.</p> <p>21. Summarize the settlement and development of the Spanish borderlands.</p> <p>22. Analyze the causes and challenges of westward migration.</p> <p>Early Republic: Jackson</p> <p>23. Analyze the movement toward greater democracy under Andrew Jackson.</p> <p>24. Evaluate the significance of the debate over tariffs and the idea of nullification.</p> <p>25. Summarize the key events of the conflict over the second Bank of the United States in the 1830s.</p> <p>26. Analyze the political environment in the United States after Andrew Jackson.</p>	<p>10. 6.1.12.Civics.PI.3.b</p> <p>11. 6.1.12.CivicsDP.3.b</p> <p>12. 6.1.12.CivicsDP.3.c</p> <p>13. 6.1.12.GeoSV.3.a</p> <p>14. 6.1.12.EconET.3.a</p> <p>15. 6.1.12.EconGE.3.a</p> <p>16. 6.1.12.HistoryUP.3. A</p> <p>17. 6.1.12.HistoryUP.3. b</p> <p>18. 6.1.12.HistoryCA.3. a</p> <p>19. 6.1.12.HistoryCA.3. b</p>
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> • (Primary Source Analysis) Washington's 1st Inaugural Address • (Secondary Source Analysis) Gun Dueling in Early America, Alexander Hamilton • (Video Guide) Many Rivers to Cross, 	<ul style="list-style-type: none"> • <i>United States History. New York City, Pearson Education, 2016.</i> • "Free Black People Lived in the North, Right?" Henry Louis Gates (2018) • "Gun Duels & Cultural Clashes in Early America" (2017) 	<ul style="list-style-type: none"> • Stanford History Education Group • Gilder Lehrman Institute of American History • EdPuzzle • Khan Academy • Pearson Realize

<ul style="list-style-type: none"> ● Ep 1 “The Black Atlantic” ● (Video Guide) HBO John Adams Ep. 5 “Unite or Die” ● (Primary Source Analysis) Lewis & Clark Journal Entries ● (Secondary Source Analysis) On the Trail with Lewis and Clark Interactive Gallery ● (Primary Source Analysis) The Embargo Act of 1807 Interactive Cartoon ‘ ● (Primary Source Analysis) Convictions of Thomas Jefferson’ History Lab ● (Video Guide) Ultimate Guide to the Presidents Ep 1. “Assume the Position” ● (Graphic Organizer) Native-American Resistance ● (Music Analysis) Disney’s “Hamilton” Cabinet Battle #1 ● (Article Analysis) Henry Louis Gates, “Free Blacks Lived in the North, Right?” ● (Article Analysis) 1812: The Forgotten War ● (Primary Source) Autobiography of Frederick Douglass ● (Graphic Organizer) Inventors & Innovations of the Industrial Revolution ● (Video Guide) Many Rivers to Cross Ep. 2 “Age of Slavery” ● (Film Analysis) “The Amistad” ● (Primary Source Analysis) The Lowell Mill Girls ● (Primary Source Analysis) Thoreau and Civil Disobedience ● (Secondary Source Analysis) Biography of Andrew Jackson ● (Graphic Organizer) Key Cases of the Marshall Court ● (Secondary Source) Trail of Tears Interactive Timeline 	<ul style="list-style-type: none"> ● <i>Autobiography of Frederick Douglass</i> (1845) ● <i>Recollections of a Lowell Mill Girl</i> (1822) ● “The Laboring Classes,” Orestes Brownson (1840) ● <i>A Queer History of the United States for Young People</i>, Richie Chevat, 2019 ● Lyrics from Hamilton: An American Musical, Lin Manuel-Miranda, 2015 ● George Washington’s “Farewell Address,” (1796) ● George Washington’s “1st Inaugural Address” (1789) ● Reporter’s account of Jefferson’s inauguration (1801) ● Letter from Jefferson to Edward Coles (1814) ● Marbury v. Madison Court Decision, (1803) ● “Purchase of Louisiana” editorial in New York Evening Post, Alexander Hamilton, 1803 ● “On Civil Disobedience,” Henry David Thoreau ● Letters between Rufus King & Timothy Pickering regarding the Louisiana Purchase, 1803-1804 ● Letter from Jefferson to Meriwether Lewis, 1803 ● <i>Collected Diary Entries of Meriweather Lewis</i> (1803) ● <i>Collected Diary Entries of William Clark</i> (1806) ● <i>American Lion: Andrew Jackson in the White House</i>, Jon Meacham, 2009 ● “1812: America’s Forgotten War” (2015) ● Manifest Destiny: The American Dream or an Ecological Crisis ● “The British View 1812 Vastly Different 	
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	<ul style="list-style-type: none"> From Americans - Why?" (2017) • <i>A Brief Biography of Andrew Jackson</i>, Elizabeth Robinholt (2016) • Andrew Jackson's Speech to Congress on Indian Removal 	
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<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none"> • Special Education • 504 Students • At Risk Students • MLL • Gifted and Talented
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Assessments:	
Formative	Summative
<ul style="list-style-type: none"> • Unit Vocabulary • Discussion Participation • EdPuzzle Review Videos • Class Notes • Pearson Realize Assignments • Map Activities • Exit Tickets • Minor Assessments/Quizzes • Primary Source Analysis • Secondary Source Analysis 	<ul style="list-style-type: none"> • Unit 2 Common Assessment (District Wide) • Lewis & Clark Geographic Regions Project • Election of 1800 Attack Ads Project • Oregon Trail Letters Project • Nationalism & Division Unit Test • Western Expansion Unit Test • "Make-a-Compromise" Project • 'Does Andrew Jackson Deserve to be on the \$20 Bill?' Project

Interdisciplinary Connections
<p>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.IT.9–10.3. Interaction among Text elements: Analyze how an author unfolds ideas throughout the text, and develops ideas throughout the text,

including how an idea or series of ideas or events develop, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- RI.TS.9–10.4. Text structure: Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- 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.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.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.SE.9–10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively
- 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.

Math:

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots)
- 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.

American Studies - US History I Unit 3: Antebellum America

Updated: June 2024

Unit Overview:

Following the War of 1812, the Era of Good Feelings, and Jackson's presidency, the growing differences between the North and South started to take center stage in America. As the US borders continue to stretch across the Great Plains, the Southwest, and the Northwest, the American spirit strives for more land, and the government must figure out what to do with each expansion. With the implementation of Manifest Destiny, it brings about wars with the Native Americans, questions of slavery's usefulness and sustainability, and debates over state's rights and representation in Congress. The more the US gains and the stronger it becomes, it seems so does the divide become stronger between the Northern and Southern states of the Union.

As the 1840s and 1850s draw us nearer to a breaking point, abolitionism is the biggest social movement of the time; in addition to fights for workers' rights, women's rights, and a push to end consuming alcohol. Key conferences are being held to debate the way forward, up and coming writers join the scene to speak their minds on these issues, and new figures become household names either for good or bad reasons. As individuals such as Garrison, Douglass, Grimke, Stowe, and John Brown become divisive figures in the country; their stocks rising in the North and in the South their names bring disdain and animosity. The writings, speeches, and actions of abolitionists across the country for Washington into multiple Compromises, tabling the real issue of ending slavery for as long as they are able. The final straw for the South comes with the Election of 1860, when the man they believe to be slavery's greatest opponent becomes the 16th President without any Southern votes in the Electoral College. This changes everything and our country can never go back to Compromises, as the "house divided" has now split.

Finally, after struggling for power since the inception of the Constitution, the North and South reach the breaking point: Fort Sumter. Newly elected President Lincoln is pushed into making a decision over a Fort located in the South, and the South opens fire on the bloodiest war in our country's history. For four years this war dragged on across the South with the introduction of new weapons, modes of transportation, strategies, and a new generation of leaders who feel strongly connected to their sides' purpose. While both sides fight for their beliefs, in the end, the well-supplied North under the guidance of Lincoln & Grant are able to outlast the opposition, leading to perhaps the trickiest chapter in our country's short history: reconstructing a broken nation.

Primary Literary Connections: The Civil War inspired a new generation of American authors including Mark Twain and Walt Whitman to reflect on their nation's place in the world, and to make sense of deep divisions within American society. The literature of the era is one of both renewed patriotism in the aftermath of the Civil War, but also one of confusion as the country entered a new age.

Essential Questions (By Topic)	Enduring Understandings
<p style="text-align: center;">Manifest Destiny:</p> <ol style="list-style-type: none"> 1. What were the causes and effects of westward expansion from the 1820s to 1860? 2. In the Early to mid 19th Century, how did Americans fulfill their need to find new opportunities, achieve religious freedom and pursue the idea of Manifest Destiny? 3. As the United States and its people expanded territorial control to the Pacific Ocean by the mid-1850s, what effect did it have on those people and those already living in the areas? 4. What impact did the Second Great Awakening have on Americans in the early 1800s? 5. What were the major causes and effects of the Mexican American War? <p style="text-align: center;">Growing Sectionalism</p> <ol style="list-style-type: none"> 6. How did different views of the individual regions influence the federal government in the years after the Mexican American War? 7. In what way did the government respond to growing tension between the different regions of the country in regards to the issue of slavery? 8. Although they may have been well intended, what effect did government efforts to resolve the question of slavery have on the country? 9. What were the political causes of the Civil War? <p style="text-align: center;">American Civil War</p> <ol style="list-style-type: none"> 10. What impact did the election of Abraham Lincoln have in the 1860 election? 11. What was the purpose of the Emancipation Proclamation? 12. What effect did the Civil War have on the Homefront in both the North and the South? 13. What events/battles during the war are considered turning points of the Union Victory and why? 14. What effect did the Union victory in the Civil War have in the short and long term of American History? 	<p style="text-align: center;">Manifest Destiny</p> <ol style="list-style-type: none"> 1. In the mid-1800's, Americans moved west to find new opportunities, religious freedom, and to fulfill the idea of manifest destiny. 2. The United States expanded to the Pacific Ocean by the mid-1850s, negatively affecting some of the people already living in the new areas. 3. The Second Great Awakening spurred people to work for reform in a variety of areas, including better schools, the abolition of slavery, and rights for women. <p style="text-align: center;">Growing Sectionalism</p> <ol style="list-style-type: none"> 4. Congressional debates over the expansion of slavery led to the Compromise of 1850, which only increased tension and outraged abolitionists. 5. Events like the Missouri Compromise, Kansas-Nebraska Act, the Dred Scot decision and Harpers Ferry inflamed tensions and even provoked violence within the United States. <p style="text-align: center;">American Civil War</p> <ol style="list-style-type: none"> 6. Lincoln's victory in the presidential election of 1860 led to the secession of the southern states and the outbreak of war. 7. The Emancipation Proclamation freed enslaved people in rebel states and added a moral dimension to the Union cause. 8. The war created unexpected conditions on the battlefield and transformed civilians' lives in both North and South. 9. Union victories at Vicksburg and Gettysburg in July 1863 turned the tide in favor of the north. 10. The Civil War, which ended with the Confederacy's defeat and the abolition of slavery, had long lasting effects on economic, social and political life.

Vocabulary (Key Terms) - Tier 2 and 3

Abolitionism, Anaconda Plan, Annexation, Antebellum, Assassination, Compromise of 1850, Contraband, Discrimination, Draft, Emancipation Proclamation, Ford's Theater, Gettysburg Address, "House Divided", Kansas Nebraska Act, "King Cotton", Manifest Destiny, Martial Law, Martyr, Mexican American War, Missouri Compromise, Nativism, Popular Sovereignty, "Remember the Alamo", Republican, Republic, Secession, Sectionalism, Total War, Treaty of Guadalupe Hidalgo

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p style="text-align: center;">Manifest Destiny</p> <ol style="list-style-type: none"> 1. Explain the concept of Manifest Destiny and how it influenced westward expansion. 2. Analyze the causes and challenges of westward migration. 3. Describe the discrimination that some religious groups suffered from in the mid-1800s. 4. Describe how Texas was settled and how it won independence from Mexico. 5. Explain the debate around the annexation of Texas. 6. Identify the causes and outcome of the Mexican-American War. 7. Explain how the Mexican-American War helped the United States achieve the goal of Manifest Destiny. 8. Identify the causes and effects of the California Gold Rush. 9. Analyze why slavery in the territories was a divisive issue between North and South and how Congress tried to settle the issue in 1850. 10. Explain how the Second Great Awakening affected the United States. 11. Analyze the goals and methods of the public school movement. 12. Evaluate the effectiveness of the prison reform and temperance movement. 13. Evaluate the development of the abolition movement and its effect on the country. 14. Describe the hardships of the lives of enslaved African Americans and the ways in which they coped. 15. Identify the leaders and tactics of the abolition movement. 16. Contrast the economies, societies, and political views of the North and the South and the effect of abolition on their relationship. 	<ol style="list-style-type: none"> 1. 6.1.12.CivicsDP.3.a 2. 6.1.12.GeoSV.3.a 3. 6.1.12.EconNE.3.a 4. 6.1.12.HistoryUP.3.a 5. 6.1.12.HistoryUP.3.b 6. 6.1.12.HistoryCA.3.a 7. 6.1.12.HistoryCC.3.a 8. 6.1.12.CivicsDP.4.b 9. 6.1.12.CivicsPR.4.a 10. 6.1.12.GeoSV.4.a 11. 6.1.12.EconET.4.a 12. 6.1.12.EconNE.4.a

17. Identify the limits faced by American women in the early 1800s.
 18. Trace the development of the women's rights movement.
- Growing Sectionalism**
19. Explain the effects of immigration from various parts of the world on American culture from the 1820s to 1860.
 20. Contrast the economies, societies, and political views of the North and the South.
 21. Analyze why slavery in the territories was a divisive issue between North and South and how Congress tried to settle the issue in 1850.
 22. Analyze why the Fugitive Slave Act increased tensions between the North and South.
 23. Assess how the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision and the raid on Harpers Ferry were seen differently by the North and South and affected their relations.
 24. Analyze how deepening sectional distrust affected the nation from 1820 through 1860.
 25. Describe the effects of Lincoln's election.
 26. Compare the candidates in the election of 1860, and analyze the results.
- American Civil War**
27. Contrast the resources and strategies of the North and South.
 28. Describe the outcomes and effects of the early battles of the Civil War.
 29. Analyze why Lincoln decided to issue the Emancipation Proclamation and what it achieved.
 30. Assess the different roles that African Americans played in the Civil War.
 31. Analyze how the war changed the economy and society in the North and the South.
 32. Discuss how northern and southern soldiers experienced the war.
 33. Assess the importance of the battles of Vicksburg and Gettysburg.
 34. Analyze the final events of the Civil War.
 35. Explain why the North won the war.
 36. Assess the impact of the Civil War on the North and South.

Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Causes of Civil War - WAR Card Game ● (DBQ) Reforms Across America History Lab (Immigration, Unions, Temperance, 	<ul style="list-style-type: none"> ● <i>United States History. New York City, Pearson Education, 2016.</i> ● Missouri Compromise (1820) 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History

Women's Rights)

- Map Activity - Manifest Destiny
- (DBQ) - Manifest Destiny
- (Timeline Activity) - Road to Civil War
- (Video) - The Abolitionists (PBS) & Guided Questions
- (Graphic Organizer) Strengths & Weaknesses Union & Confederacy
- (Graphic Organizer) Civil War Key Battles Organizer
- (Video Guide) John Brown Last Speech
- (DBQ) Solomon Northup & 12 Years a Slave Readings
- (DBQ) Davy Crockett & the Alamo
- (Primary & Secondary Source Analysis) Davy Crockett's Death at the Alamo
- (Primary Source Analysis) Lincoln Douglas Debates
- (Graphic Organizer) Texas Independence
- (Map Analysis) Oregon Trail Interactive Map
- (DBQ) Abolition Documents & Questions
- (Video) Crash Course 17 & 18 Questions
- (Video Guide) "The Thirteenth Day" Alamo Q&A
- (Graphic Organizer) Just/Unjust Wars & Mexican War Causes
- (Primary Source) Col. Travis' Letter From the Alamo
- (Video Guide) America the Story of US "Westward"
- (Primary Source Analysis) Narrative of a Pioneer Woman. Martha Reed
- (Map Analysis) Kansas-Nebraska Act Before & After
- (Primary Source Analysis) "A House Divided" Lincoln Speech
- (Primary Source Analysis) Alexander

- "The Drunkard's Progress" (1826)
- David Walker, Appeal to the Colored Citizens of the World (1829)
- Angelina Grimke, *Appeal to the Christian Women of the South* (1836)
- Juan Seguin's Alamo Burial Speech (1837)
- Scars on the Land: An Environmental History of Slavery
- *Narrative of the Life of Frederick Douglass* (excerpts) (1845)
- "Annexation," John O'Sullivan (1845)
- James Reed Diary/Donner Party (1846)
- "Speech in Massachusetts State Legislature," Charles Sumner (1847)
- "Speech on the Mexican-American War," Henry Clay (1847)
- Elizabeth Cady Stanton "*Declaration of Sentiments and Resolutions*" (1848)
- Excerpts from Oregon Trail Documents (1849-1852)
- Lincoln's "*House Divided*" Speech
- Compromise of 1850 (1850)
- New Fugitive Slave Act (1850)
- "Speech Against the Compromise of 1850," John C. Calhoun (1850)
- *The Liberator* (excerpts)
- *Uncle Tom's Cabin* (excerpts) (1852)
- The Kansas-Nebraska Act (1854)
- "The Impending Crisis of the South," (excerpts) Hinton Helper (1857)
- John Brown's Last Speech (1859)
- "Declaration of the Immediate Causes Which Induce...Secession..." (1860)
- Emancipation Proclamation (1863)
- Gettysburg Address (1863)
- Perry's "Black Ships" Letter to Japan
- "Eyewitness account of Lincoln's Assassination" (1865)
- "Oh Captain, My Captain," Walt Whitman (1865)

- [EdPuzzle](#)
- [Khan Academy](#)
- [Pearson Realize](#)

<p>Stephens “Cornerstone of the Confederacy”</p> <ul style="list-style-type: none"> • (Primary Source Analysis) Frederick Douglass “The Meaning of the 4th of July to the Slave” • (Graphic Organizer) John Brown: Hero or Madman • (Video Guide) Many Rivers to Cross: “Into the Fire” Ep. 3 • (Video Game) Oregon Trail 1990s edition 	<ul style="list-style-type: none"> • “Gone with the Wind,” (excerpts) Margaret Mitchell (1936) • “Gender Relations Under Slavery,” Thomas Foster (2019) 	
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<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none"> • Special Education • 504 Students • At Risk Students • MLL • Gifted and Talented
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Assessments:	
Formative	Summative
<ul style="list-style-type: none"> • Unit Vocabulary • Discussion Participation • EdPuzzle Review Videos • Class Notes • Pearson Realize Assignments • Map Activities • Exit Tickets • Minor Assessments/Quizzes • Primary Source Analysis • Secondary Source Analysis 	<ul style="list-style-type: none"> • Unit 3 Common Assessment (District Wide) • Illustrated Timeline - Causes of the Civil War • Civil War Battles Project (Google Maps) • Oregon Trail Game & Letter Project • Civil War Unit Test • Election of 1860 Campaign Ads • Civil War Photographic Essay

Interdisciplinary Connections
<p>Language Arts:</p>

- 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.
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- RI.IT.9–10.3. Interaction among Text elements: Analyze how an author unfolds ideas throughout the text, and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.TS.9–10.4. Text structure: Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- 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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- 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.SE.9–10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively
- 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.

Math:

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots)
- 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
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- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
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- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

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- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

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

American Studies - US History I Unit 4: Rebuilding Towards a Modern Age

Updated: June 2024

Unit Overview:

Following the American Civil War the country began putting the pieces back together again with multiple plans to be chosen from. The country had to heal while moving forward by eliminating the chief cause of the Civil War: Slavery. This period had its successes and its failures, but primarily it was a period to help the Freedmen & Freedwomen get a foothold in the new America through a series of Amendments & Congressional policies. As the country tried to move forward, this period also saw some in the South try to continue restricting the rights of the African American population through the creation of Black Codes, Tenant Farming, Sharecropping, acts of terror, and other means. Eventually, this period ended with a Compromise between Northern & Southern politicians to the delightment of the South, as the country tried to put the War and the effects of the War in the past.

As the country began pushing towards the turn of the century, industrialization became more and more important across the country. While once just a focus of the northern states, the creation of cities in all regions of the country began to surge leading to changing demographics, cultural diversity, economic changes (both positive and negative), and a growth of the Middle Class in America. While immigrants moved into the country and headed towards the cities, American citizens began moving to urban areas as well looking for work. As the working class competed for more money, factory owners and heads of corporations began building more wealth than ever before. This sees a shift in power, wealth, fights for workers' rights, and a period where the rich got richer off the work of the lower classes. This period also saw a rise in corruption, greed, and Unions fighting back to change the system in favor of the majority of the American people.

Primary Literary Connections: The Gilded Age and the decades following the Civil War saw the rise of notable international literary celebrities including Henry James, Samuel Clemens (Mark Twain), and William Dean Howells. One of the most common themes of their work is a sense of realism and genuine reflection on where the nation was heading. The literature of the Gilded Age was also notably more diverse, with minority and female authors finding new audiences. Overwhelmingly, however, the theme of individualism and perseverance in the face of adversity ("Rags to Riches" stories) dominated the popular imagination of the American public.

Essential Questions (By Topic)

Reconstruction's Successes & Failures

Enduring Understandings

Reconstruction's Successes & Failures

1. With the ending of the Civil War, how did the country rebuild and secure the rights for newly freed African Americans?
2. How did the ending of the Civil War, along with the freedoms granted to Freedmen/Freedwomen, affect African Americans in the United States?
3. How did government policy during Reconstruction impact society from 1865 to 1877?
4. How did Reconstruction cause both continuity and change in the regional and national views of what it meant to be American?

Industrial Growth & Immigration

5. In what way did the connection between the 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. What impact did rapid industrialization, entrepreneurs and innovators have on American life in the late 19th century?
7. In what ways did Americans work to alleviate the negative effects of industrialization?
8. What effect did rapid industrialization and immigration have on cities?
9. How were new ways of life and mass cultural movements created in the United States in the late 19th century?

The Gilded Age

10. 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?
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?
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?

1. Following the Civil War, leaders argued over how to rebuild the South and secure rights for newly freed African Americans, causing years of delay and turmoil.
2. African Americans began to exercise their new rights, but soon black codes encroached on their new freedoms.
3. Many historians have seen Reconstruction as a missed opportunity to promote racial equality.

Industrial Growth & Immigration

4. Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.
5. Large scale production generated rapid economic development and business consolidation which was accompanied by massive technological change.
6. Businesses dramatically increased the production of goods by making use of redesigned financial and management structures, advances in marketing and a growing labor force.
7. Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.
8. Businesses increasingly looked outside US borders in an effort to gain greater influence and control over foreign markets and natural resources.
9. Cities grew quickly as a result of industrialization and immigration.
10. New Technology, urbanization and industrialization created new ways of life and mass cultural movements in the United States.

The Gilded Age

11. As the price of goods decreased, workers' real wages increased, providing new access to a variety of goods and services, improving the standard of living for many Americans.
12. The industrial workforce expanded and became more diverse through internal and international migration.
13. 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.
14. 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.
15. Economic instability inspired agrarian activists to create the People's Party which called for a stronger governmental role in

	regulating the American economic system.
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Vocabulary (Key Terms) - Tier 2 and 3

Assimilate, Bessemer Process, Black Codes, Captain of Industry, Carpetbagger, Corporation, Corruption, Entrepreneur, Free Enterprise System, Frontier, Gilded Age, Homestead Act, Impeachment, Infrastructure, Monopoly, Nativists, Naturalization, Philanthropy, Political Machine, Push & Pull Factors, Reconstruction, Reconstruction Amendments, Reservation, Rural, Robber Baron, Scalawag, Sharecropping, Suburban, Tenant Farming, Tenement, Transcontinental Railroad, Union, Urbanization

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p style="text-align: center;">Reconstruction's Successes & Failures</p> <ol style="list-style-type: none"> 1. Explain the multiple reasons why a plan was needed for Reconstruction of the South. 2. Compare and assess the strengths and weaknesses of the Reconstruction plans of Lincoln, Johnson, and Congress. 3. Explain how Republicans gained control of southern state governments. 4. Analyze how freedmen adjusted to freedom and the role of the Freedmen's Bureau. 5. Evaluate the South's new economic system and its impact on poor farmers. 6. Examine efforts to limit African Americans' rights and the federal government's response. 7. Evaluate the successes and failures of Reconstruction. 8. Explain why Reconstruction ended. 9. Assess how whites created a segregated society in the South and how African Americans responded. <p style="text-align: center;">Industrial Growth & Immigration</p> <ol style="list-style-type: none"> 10. Analyze the factors that encouraged industrialization in the United States in the late 1800s. 	<ol style="list-style-type: none"> 1. 6.1.12.CivicsDP.4.a 2. 6.1.12.GeoPP.4.a 3. 6.1.12.HistoryCC.4.a 4. 6.1.12.HistoryUP.4.a 5. 6.1.12.HistoryCA.4.c 6. 6.1.12.CivicsDP.5.a 7. 6.1.12.EconEM.5.a 8. 6.1.12.GeoPP.5.a 9. 6.1.12.GeoHE.5.a 10. 6.1.12.EconEM.5.a 11. 6.1.12.HistoryNM.5.a 12. 6.1.12.HistoryNM.5.b 13. 6.1.12.HistoryCC.5.a 14. 6.1.12.HistoryUP.5.a 15. 6.1.12.HistoryCA.5.a

11. Explain how new inventions, scientific discoveries, and technological innovations fueled growth and improved the standard of living.
12. Describe the public debate over the pros and cons of big business.
13. Explain how the government took steps to block abuses of corporate power.
14. Assess the impact of business practices on workers in the late 1800s.
15. Analyze the goals, strategies and effectiveness of the first labor unions.
16. Explain the push and pull factors leading immigrants to America.
17. Describe the challenges that immigrants faced establishing new lives in America.
18. Analyze how immigrants adapted to American life while contributing to American culture.
19. Analyze urban growth and assess how technology improved city life in the late 1800s.
20. Evaluate the problems caused by rapid urban growth and ways that city dwellers tried to solve them.
21. Analyze mass culture and education in the late 1800s.
22. Evaluate new popular cultural movements in the late 1800s.
23. Explain the extent to which industrialization brought changes from 1865 to 1898.

The Gilded Age

24. Examine the socio economic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
25. Determine and analyze how cultural and economic factors affected migration patterns over time.
26. Compare and contrast the various responses to immigration in the period over time.
27. Examine the causes of increased economic opportunity and its effects on society.
28. Assess how different reform movements responded to the rise of industrial capitalism in the Gilded Age.
29. Evaluate continuities and changes in the role of the government in the US economy.
30. Compare and contrast the similarities and differences between the political parties during the Gilded Age.

Unit Resources:

Lesson Resources

Text Resources

Technology & Online Resources

- (Primary Source/DBQ) Voting Test
- (Graphic Organizer) Johnson's Plan, Lincoln's Plan, Radical Republicans Plan for Reconstruction
- (Student Presentations w/ Guided Notes) "You be the Teacher"
- (Activity) Creating an American City
- (DBQ) Battle of Little Bighorn
- Slavery & Reconstruction LGBTQ Resources
- (Primary Source Analysis) Eyewitness Account of Sherman's March to the Sea, 1868
- Flipped Video: The Jim Crow System is Born
- (Film Analysis) "Dances With Wolves"
- (Music Analysis) "I'm A Good Ol' Rebel"
- (Primary Source) Lincoln's 2nd Inaugural Address, 1865
- (Primary Source Analysis) Mississippi Black Codes, 1867
- (Article) "Why Reconstruction Matters" - Eric Foner
- (Video Guide) Aftershock: Beyond the Civil War
- (Primary Source Analysis) Eyewitness Account of the Lincoln Assassination
- (Graphic Organizer) Women's Suffrage during Reconstruction
- (Primary Source Analysis) Red Cloud's Speech
- (Article) Who Was Bass Reeves?
- (Map Analysis) Wyoming Territorial Maps, 1880 & 1890
- (Video Guide) America the Story of US Ep. 6 "Heartland"
- (Graphic Organizer) John Rockefeller "Labor & Capital"
- (Video Guide) The Johnstown Flood
- (Primary Source Analysis) "Cross of

- *United States History. New York City, Pearson Education, 2016.*
- "Modern Sexuality in Modern Times (1880s-1930s), Elizabeth Clement & Beans Velocci (2018)
- "Capitalism & Gay Identity," John D'Emilio (1983)
- "Gay New York: Gender, Urban Culture, and the Making of the Gay Male World 1890-1920," George Chauncey (1994)
- "Arresting Dress: Cross-Dressing, Law, and Fascination in Nineteenth Century," Clare Sears (2015)
- "Medicalizing Homosexuality and the United States of Perversion," Jennifer Terry (1999)
- "Scientific Racism and the Invention of the Homosexual Body," Siobhan Somerville (2000)
- "The Souls of Black Folk," W.E.B. DuBois (1903)
- "Gospel of Wealth," (excerpts) Andrew Carnegie (1889)
- "The Jungle" (excerpts) Upton Sinclair (1906)
- Booker T. Washington Speech (1895)
- "Wealth" (excerpts) Andrew Carnegie (1889)
- Reconstruction Amendments (13, 14, 15) (1865, 1868, 1870)
- Black Codes from Opelousas, LA (1865)
- "The New South," Henry Grady (1886)
- "Becoming a Citizen: Reconstruction Era Regulation of African American Marriages," Franke (1999)
- "Marriage and the Making of Gendered Citizenship," Priya Kandaswamy (2021)
- "Why Reconstruction Matters," Eric Foner (2015)
- "Sharecropping Contract" (1882)

- [Stanford History Education Group](#)
- [Gilder Lehrman Institute of American History](#)
- [EdPuzzle](#)
- [Khan Academy](#)
- [Pearson Realize](#)

<ul style="list-style-type: none"> ● Gold Speech” William Jennings Bryan (Video Guide) America the Story of US “Cities” ● (Map Analysis) Immigration Pattern to the US, 1890s 	<ul style="list-style-type: none"> ● “A Queer History of the United States for Young People,” Richie Chevat (2019) ● “Remarks to Congress,” Thaddeus Stevens (1867) ● Speech in the US Senate, Hiram Revels (1870) ● “Civil Rights Act of 1865” (1865) ● “Description of the Ku Klux Klan by someone identified as a Southern Writer” (1872) ● “The Chinese Must Go,” Henry Grimm (1879) ● “A Speech to the workingmen of San Francisco” (1888) ● “Sexual Inversion,” Havelock Ellis (1915) ● William T. Hornady on the Extermination of the Buffalo ● Liliuokalani, June 1897 to William McKinley ● “Dr. Mary A. Sperry Leaves Estate to Woman Companion,” San Francisco Chronicle (1919) ● Disaster at Wounded Knee ● “Kill the Indian, save the man”: Remembering the stories of Indian boarding schools 	
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<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none"> ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented
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Assessments:

Formative	Summative
<ul style="list-style-type: none"> ● Unit Vocabulary ● Discussion Participation ● EdPuzzle Review Videos ● Class Notes ● Pearson Realize Assignments ● Map Activities ● Exit Tickets ● Minor Assessments/Quizzes ● Primary Source Analysis ● Secondary Source Analysis 	<ul style="list-style-type: none"> ● “You be the Teacher” End of Year Presentations ● Gilded Age Monopoly Business Plan ● Presidential Resume Project ● Year-End “Yearbook” Project ● Unit Tests by Topic

Interdisciplinary Connections

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.IT.9–10.3. Interaction among Text elements: Analyze how an author unfolds ideas throughout the text, and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.TS.9–10.4. Text structure: Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- 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.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.
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