Board Approval Date: August 23, 2022
Course Title: Pre-AP USI Honors
Course Description: This class is an in-depth study of the time period in U.S. History from Pre-Revolutionary America to 1900. Students will study the thirteen colonies, American Revolution, Constitution, The Early National period, including the slave trade and *Amistad*, pre-antebellum period, the Civil War and Reconstruction. Political, economic and social aspects of the Industrialized Era are included as topics for discussion. Additional outside readings and research papers are integral components of the course.

Course Sequence & Pacing			
Estimated Number of Blocks	**Marking Period 1**	**Estimated Number of Blocks**	**Marking Period 3**
3	**Period 1 Three Cultures Collide (1491-1607)** Native American Civilizations pre-Columbus Columbus and Exploration of New World New Spain New France	20	**Period 4 Expansion and Reform (1801–1861)** Jacksonian Democracy The Election of 1824 The Election of 1828 Trail of Tears Nullification Crisis Westward Expansion Texas-Mexican War Gold Rush The Second Great Awakening Public Education Reform Social Reform Movements The Abolition Movement Women's Reform Movement
12	**Period 2 Colonial America (1607-1754)** New England, Middle & Southern Colonies Political, Economic, Cultural, Social (PECS) in the Colonies Slavery in the Colonies Mercantilism v Capitalism	10	**Period 5 Civil War and Reconstruction (1850–1877)** Compromise of 1850 Kansas-Nebraska Act The Abolition Movement Bleeding Kansas

	The American Identity Native American Interactions		Elections of 1848, 1852, 1856 Birth Of the Republican Party Dred Scott Decision Lincoln & Douglas Debate Harper's Ferry Election of 1860
18	**Period 3 Revolution and the New Nation (1754–1820s)** The French & Indian War Causes of the Revolution Declaration of Independence The Revolutionary War America Wins the Revolution The Articles of Confederation The Constitutional Convention Federalists vs. Anti-Federalists Understanding the Constitution		
Estimated Number of Blocks	**Marking Period 2**	**Estimated Number of Blocks**	**Marking Period 4**
22	**Period 3 Revolution and the New Nation (1754–1820s)** George Washington Becomes the First President Hamilton's Plan John Adams becomes the Second President Political Parties Emerge Thomas Jefferson becomes the Third President Louisiana Purchase Jefferson's policies The Power of the Marshall Court *Marbury v. Madison* *McCulloch v. Maryland* War of 1812 Foreign & Domestic Policies	15	**Period 5 Civil War and Reconstruction (1850–1877)** The Collapse of the Union Key Battles Emancipation Proclamation Gettysburg Address 13th, 14th, 15th Amendments Southern Economy After the War Reconstruction Plan Johnson's Impeachment New opportunities for freed people, women & children The Impact of Reconstruction

8	**Period 4 Expansion and Reform (1801–1861)** Industrial Revolution Creates Differences between the North & South Era of Good Feelings The Missouri Compromise The American System Monroe Doctrine	15	**Period 6 The Development of the Industrial United States (1870–1900)** New Inventions that Boosted Growth Big Business Monopolies Labor Unions Immigration Urbanization Free Enterprise Native American Reservations, Assimilation, and Removal

Stage 1 Desired Results

Unit Title: Period 1(1491-1607) Pre-Columbian New World and Age of Exploration

Unit Summary: Native tribes in North and South America flourished until the Europeans arrived beginning with Columbus and the introduction of the Columbian Exchange brought permanent changes to all four continents; some good and some bad.

Unit Learning Targets

AP Content Standards:

KC-1.1 As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

KC-1.1.I Differentnativesocietiesadaptedtoand transformed their environments through innovations in agriculture, resource use, and social structure.

KC-1.2 Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchangeandsignificantsocial,cultural, and political changes on both sides of the Atlantic Ocean.

KC-1.2.I European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

KC-1.2.II The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

KC-1.1.I.A ThespreadofmaizecultivationfrompresentdayMexiconorthwardintothepresent-day American Southwest and beyond supported economic development, settlement, advancedirrigation,andsocialdiversification among societies.

KC-1.1.I.B Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.

KC-1.1.I.C In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherereconomiesthatfavoredthe development of permanent villages.

KC-1.1.I.D SocietiesintheNorthwestandpresent-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

KC-1.2.I.A Europeannations'effortstoexploreand conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity

KC-1.2.I.B The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

KC-1.2.I.C Improvements in maritime technology and moreorganizedmethodsforconducting internationaltrade,suchasjoint-stock companies, helped drive changes to economies in Europe and the Americas.

KC-1.2.II.A Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

KC-1.2.II.B In the encomienda system, Spanish colonial economies marshaled Native American labor tosupportplantation-basedagricultureand extract precious metals and other resources.

KC-1.2.II.C European traders partnered with some West African groups who practiced slavery to forcibly extract enslaved laborers for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

KC-1.2.II.D The Spanish developed a caste system that incorporated,andcarefullydefinedthestatus of, the diverse population of Europeans, Africans, and Native Americans in their empire

KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

KC-1.2.III.A Mutual misunderstandings between Europeans andNativeAmericansoftendefinedtheearly years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.

KC-1.2.III.B As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

KC-1.2.III.C Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeansshouldbetreated,aswell as evolving religious, cultural, and racial justificationsforthesubjugationofAfricansand Native Americans.

KC-1.1 As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments. KC-1.1.I Differentnativesocietiesadaptedtoand transformed their environments through innovations in agriculture, resource use, and social structure.

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KC-1.2.I European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

KC-1.2.II The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

NJSLS:

6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century

6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.EconGE.1.a: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.

6.2.12.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.EconGE.1.c: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

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

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

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RI.CR.9–10.1. cite a range and 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. 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.TS.9–10.4. 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.MF.9–10.6. 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.CT.9–10.8. 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.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Unit Essential Questions:	**Unit Enduring Understandings:**
<u>Chapter 1: Course Expectations and Native American Overview Pre-1492</u> 1. What is history? Where should the story of the U.S. begin? 2. How do we evaluate the importance of events and people in history? 3. What are the themes for this course? 4. What skills must students use to think and write as historians do? <u>Section 2: Native American Societies</u> 1. What were the major groups of Native Americans before contact? 2. What were the Political, Social, and Economic characteristics of Native American societies in the pre-1607 period, and how was each society impacted by its geographical environment? <u>Section 3: Cultures Meet and Collide</u> 1. How did the Columbian Exchange affect Europe, the Americas, and Africa, and what were its effects? 2. How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?	<u>Chapter 1: Course Expectations and Native American Overview pre-1492</u> The "New World" wasn't really new and the clash of civilizations came at a great cost to the Native Americans. We determine importance based on their contributions to future events through cause and effect. The themes are:American & National Identity (NAT), Politics & Power (POL), Work, Exchange, & Technology (WXT), Culture & Society (CUL), Migration & Settlement (MIG), Geography & the Environment (GEO), America in the World (WOR) The AP exam is a college-level course that includes a rigorous test of source evaluation and analysis, content recall, and comprehensive free response and document-based writing. <u>Section 2:Native American Societies</u> 1. There were many well established and accomplished Native American tribes prior to Columbus' arrival.

	2. The “Age of Discovery " and the exploration were inspired by the new Enlightenment thinking in the political, economic, and social realms.. <u>Section 3: Cultures Meet and Collide</u> 1. The Columbian Exchange had monumental consequences, both positive and negative on the three worlds involved. 2.Western European countries had varying forms of success in making the New World both profitable and easy to manage.
Students will know: The context for European encounters in the Americas from 1491 to 1607. How and why various native populations in the period before European contact interacted with the natural environment in North America. The causes of exploration and conquest of the New World by various European nations. The causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492. How the growth of the Spanish Empire in North America shaped the development of social and economic structures over time. How and why European and Native American perspectives of others developed and changed in the period.	**Students will be able to:** Explain the context for European encounters in the Americas from 1491 to 1607. Explain how and why various native populations in the period before European contact interacted with the natural environment in North America. Explain the causes of exploration and conquest of the New World by various European nations. Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492. Apply the vocabulary in student reading, writing, speaking and listening. Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time, Explain how and why European and Native American perspectives of others developed and changed in the period.

The effects of the development of transatlantic voyages from 1491 to 1607. Vocabulary: Algonquian tribes, Opechancanough, Massasoit, Pequots, Enslaving of Native Americans, New France, Métis, coureurs de bois, Louis de Frontenac, Beaver Wars, Hurons versus Iroquois, Columbus, Taino people, Caribs, Treaty of Tordesillas (1494), Aztecs, Montezuma, Hernán Cortés, La Malinche, Hernando de Soto, Introduction of the Horse, Mestizos, Encomienda System, Spanish Mission System , Franciscan Missionaries, Juan de Juan de Oñate, founder of New Mexico (1598), “Gold, Glory, and God”, Organization of Native American societies., Spread of smallpox and other diseases: measles, typhus, influenza, and malaria., Use of superior weapons, Champlain,	Explain the effects of the development of transatlantic voyages from 1491 to 1607.

Stage 2 Assessment Evidence
Summative Assessments: AP Period 1 Assessment
Formative Assessments: Chapter 1 Reading Quiz Native Americans and Exploration Vocabulary Quiz Period 1 Notebook Check European Colonization Cooperative Graphic Organizer
Common Benchmark Assessments:

Period 1 Assessment

Alternative Assessments:
Research Project on one Native American tribe
Multimedia presentation showing PECS of several artifacts from pre-Columbus

Stage 3 Learning Plan

Standard	***AP Learning Objective*** *(NJ State Standards Do Not Apply for Period 1)*	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)* ****Pre-AP/Honors Only Unit***	***Timeframe*** Estimated Number of Blocks
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:, WOR-1.0	Explain the context for European encounters in the Americas from 1491 to 1607.	• PECS chart for Period 1 including the geography tie and a broad statement encompassing the Age of Exploration.	1/2 block
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:, WOR-1.0	Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.	• Graphic organizer from summer work on evidence to support native interaction with the environment. • Tom Richey video on the Native American tribes with comparison charts for the various regions. • Two Spirit- Native American explanations for gay/lesbian practices which were mostly accepted. • Investigate Sources: The Origins of North America • ExploreMap:Native North Americans	summer & ½ block
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0,	Explain the causes of exploration and conquest of the New World by various European nations.	• The teacher made a chart comparing New Spain, New Netherlands, New France, and the English colonies with similarities and differences..	1/2 block

CUL-1.0,3.0, 4.0:, WOR-1.0			
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:, WOR-1.0	Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.	• Document analysis of the Columbian Exchange from summer work • Chapter 1 Essay: Indigenous America & Spanish Colonization	summer
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:, WOR-1.0	Apply the vocabulary in student reading, writing, speaking and listening.	• Summer vocabulary with historical thinking skills applied to one per chapter	summer
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:, WOR-1.0	Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.	• Gilder Lehrman Institute DBQ on the encomienda system- small group CHIPPO and put parts on the board for class analysis.	1/2 block
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0,	Explain how and why European and Native American perspectives of others developed and changed in the period.	• Continuity and Change over Time practice: identifying things that stayed the same and others that changed. Compare how the European and Native American perspectives developed and changed in the period. Model: Native Americans perspective changed while European attitudes stayed the same:	1/2 block

CUL-1.0,3.0, 4.0:, WOR-1.0		find evidence from summer work to support this claim.	
KC1.1-1.2 WOR-1.0, MIG-1.0,3.0, WXT-1.0, 2.0, 3.0, GEO-1.0, CUL-1.0,3.0, 4.0:, WOR-1.0	Explain the effects of the development of transatlantic voyages from 1491 to 1607.	• Create a journal entry and make a historically defensible claim that can be defended with evidence to explain the effects of the development of the collision of cultures in Period 1. Discuss in class. • Chapter 1: Investigate Sources. Consequences of Colonialism • Chapter 2: Practice Writing History. Culture & Control in North America	summer & ½ block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
The American Pageant, 18th edition • Chapter 1- New World Beginnings 33,000 BCE- 1680 CE • Chapter 2- The Contest for North America: 1500-1664 *Gilder Lehrman Institute* *AP Classroom* *CHIPPO Graphic Organizer* *PECS Graphic Organizer* *DBQ Practice*	Scaffolded texts and ELL texts online

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory for*mats*
  - *American Pageant text and online*
- *Use of assisted technology*
  - *American Pageant Exploration Period 1 online*
- Use of prompts
  - *Comparison and CCOT: Compare how the European and Native American perspectives developed and changed in the period,*
- Modification of content and student products
  - *Period 1Native American Tribes Project*
- Testing accommodations
  - *Period 1 Assessment*
- Authentic assessments
  - *Period 1Native American Tribes Project*

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Inquiry-based instruction
  - *CHIPPO & PECS in Period 1*
- Independent study
  - *Summer Work*
- Higher-order thinking skills
  - *Compare and Contrast*
  - *Analyzing primary sources*
- Interest-based content
  - *Understanding oppressive governments today*

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
    - *CHIPPOChart*
    - *PECS Chart*
- Teacher modeling
    - *Writing DBQ's*
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - *Google Translate*
- Scaffolding
    - *Utilize Cengage Scaffolded text online. Chapter 1 Period 1*
    - *Utilize Scaffolded Text of Gilder Lehrman online*
- Sentence frames
    - Sentence starters for document based writing (when needed)
- Think-pair-share
    - *Turn and Talk in class*
- Cooperative learning groups
    - European Colonization Group Project

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - *Period 1 Notes*
- Introduce key vocabulary before lesson
    - *Vocabulary list from American Pageant*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - *Native American Civilizations pre-Columbus*
    - *Columbus & Exploration of the New World*
    - *New Spain*
    - *New France*
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
    - *Brisk Learning*
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
    - *Vocabulary list from American Pageant*

Stage 1 Desired Results

Unit Title : Period 2 (1607-1754) Colonial America and French Indian War

Unit Summary: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World while taking a hostile approach to the Native Americans.

Unit Learning Targets

AP Content Standards:

KC-2.1 Europeans developed a variety of colonization and migration patterns,influencedbydifferent imperial goals, cultures, and the varied North American environments where they settled. They competed with each other and American Indians for resources.

KC-2.1.I Spanish, French, Dutch, and British colonizershaddifferenteconomicand imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

KC-2.1.II In the 17th century, early British colonies developed along the Atlantic coast, with regionaldifferencesthatreflectedvarious environmental, economic, cultural, and demographic factors.

KC-2.1.III Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflictintheAmericas.

KC-2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

KC-2.2.I Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

KC-2.2.II Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a systemofslaverythatreflectedthespecific economic, demographic, and geographic characteristics of those colonies.

KC-2.1.I.A Spanisheffortstoextractwealthfromthe land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society.

KC-2.1.I.B FrenchandDutchcolonialeffortsinvolved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.

KC-2.1.I.C Englishcolonizationeffortsattracteda comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

KC-2.1.II.A The Chesapeake and North Carolina colonies grewprosperousexportingtobacco—alaborintensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.

KC-2.1.II.B The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

KC-2.1.II.C Themiddlecoloniessupportedaflourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.

KC-2.1.II.D The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.

KC-2.1.II.E Distance and Britain's initially lax attention ledtothecoloniescreatingself-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

KC-2.1.III.A An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.

KC-2.1.III.B Continuing trade with Europeans increased theflowofgoodsinandoutofAmerican Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.

KC-2.2.I.C The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economicism,butconflictswithcolonistsand American Indians led to erratic enforcement of imperial policies.

KC-2.1.III.C Interactions between European rivals and American Indian populations fostered both accommodationandconflict.French,Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.

KC-2.1.III.E BritishconflictswithAmericanIndiansover land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.

KC-2.1.III.F American Indian resistance to Spanish colonizingeffortsinNorthAmerica,particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

KC-2.2.II.A All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significantminoritiesofenslavedpeople, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

KC-2.2.II.B As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracialrelationshipsanddefinedthe descendants of African American mothers as black and enslaved in perpetuity

KC-2.2.II.C Africans developed both overt and covert meanstoresistthedehumanizingnatureof slavery and maintain their family and gender systems, culture, and religion.

KC-2.2.I.A ThepresenceofdifferentEuropeanreligious andethnicgroupscontributedtoasignificant degree of pluralism and intellectual exchange, whichwerelaterenhancedbythefirstGreat Awakening and the spread of European Enlightenment ideas.

KC-2.2.I.B The British colonies experienced a gradual Anglicizationovertime,developing autonomous political communities based onEnglishmodelswithinfluencefrom intercolonial commercial ties, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.

KC-2.1.III.D The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorialsettlements,frontierdefense,selfrule, and trade.

KC-2.2.I.D Colonists' resistance to imperial control drew on localexperiencesofself-government,evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

KC-2.1 Europeans developed a variety of colonization and migration patterns,influencedbydifferent imperial goals, cultures, and the varied North American environments where they settled. They competed with each other and American Indians for resources.

KC-2.1.I Spanish, French, Dutch, and British colonizershaddifferenteconomicand imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

KC-2.1.II In the 17th century, early British colonies developed along the Atlantic coast, with regionaldifferencesthatreflectedvarious environmental, economic, cultural, and demographic factors.

KC-2.1.III Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflictintheAmericas.

KC-2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

KC-2.2.I Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

KC-2.2.II Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a systemofslaverythatreflectedthespecific economic, demographic, and geographic characteristics of those colonies.

NJSLS Standards:

6.1.12.CivicsPI.1.a: Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

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

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

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

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

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

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

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RI.CR.9–10.1. cite a range and 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. 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.TS.9–10.4. 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.MF.9–10.6. 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.CT.9–10.8. 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.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Holocaust & Amistad: *(ELA & SS ONLY)*

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

Slavery in the colonies.

Unit Essential Questions:	**Unit Enduring Understandings:**
How did the diverse patterns of European colonization by countries such as Spain, France, and England impact Native Americans socially, economically, and politically from the 15th century through the 18th century?	American colonies were geographically divided into three regions based on the contributions of natural resources which created different economies (NE, Middle, South).

What factors impacted the political, social, and economic development of the colonial regions (NE, middle and southern)? How did slavery in the British colonies differ from slavery in the Spanish and Dutch colonies? What are the similarities/differences in the problems faced by colonial settlers and those facing Americans today and how do the responses compare? How does geography affect a people's cultural and economic development? How did continuing contact between Europeans and Native Americans affect European-colonial relationships and the cultures of each group? How did increasing political, economic, and cultural changes within the Atlantic World impact the development of colonial societies in North America? How were the Great Awakening and the Enlightenment shaped by the Atlantic World and how did these movements shape 18th century British North American colonial society and subsequent American society? How successful was Great Britain's mercantile doctrine? What are some problems faced by colonial settlers and those facing Americans today and how do the responses compare? How does geography affect a people's cultural and economic development? What does it mean to be independent? How did the European Enlightenment thinkers influence the formation of the colonies first government?	Each region developed its own identity with varying governments, social classes, and cultural norms based on these economies and their European roots. The reasons for the settlers coming to the New World varied between the regions. The interaction between settlers and Native American tribes sometimes led to cooperation and other times ended in conflict. Independence is the freedom to act, think, speak without control and exercise sovereignty over one's destiny. American economic independence led the colonies to refute British attempts to restrict and tax their freedom. The ideologies of the early American doctrines were grounded in the theories of Locke and Rousseau. Religious wars in Europe were a driving force in America's settlement and the desire to have freedom of religion resonated within early colonial governments and carried over into the Revolution. Early American settlers were challenged by the climate and native American land disputes. Today, immigrants are faced with different challenges than early American settlers. American colonies were geographically divided into three regions which created different economies (NE, Middle, South). Independence is the freedom to act, think, speak without control and exercise sovereignty over one's destiny. The ideologies of the early American doctrines were grounded in the theories of Locke and Rousseau.

Students will know:	**Students will be able to:**
The similarities/differences in the problems faced by colonial settlers and those facing Americans today. That geography affects a people's cultural and economic development. The meaning of being independent and its impact on the colonists. The European Enlightenment thinkers influence on the formation of the colonies first government. **Vocabulary:** Champlain, Jamestown, Plymouth, W. Bradford, Pilgrims v. Puritans, J. Smith, Powhatan Wars, Powhatan, Pocahontas, Pequot War, A. Hutchinson, New England, Chesapeake Bay Region, New Amsterdam/York, King Philip's War, King William's War, The 13 colonies, Economies of each region, Social/Cultural norms of each region, Leader colony of each region Bacon's Rebellion, House of Burgesses, *Mayflower Compact* *CT Fundamental Orders, Wealth of Nations,* Adam Smith	Analyze the colonies for Political, Economical, Cultural, and Social (PECS) similarities & differences. Identify a geopolitical map of the 13 original colonies and the three regions. Evaluate the level of independence the colonists had while living in the colonies and how it changed over time. Analyze the impact that Enlightenment thinkers had on colonial government through various primary sources. Apply the vocabulary in student reading, writing, speaking and listening.

Stage 2 Assessment Evidence

Summative Assessments:
AP Colonial America Assessment

AP The French Indian War Assessment

Formative Assessments:
Colonies Reading Quiz
Colonies Vocabulary Quiz
Colonies Notebook Check
Three Regions Colonial Cooperative Project
Do Nows: CHIPPOing documents every day
The French Indian War Reading Quiz
The French Indian War Vocabulary Quiz
The French Indian War Notebook Check

Common Benchmark Assessments:
Colonial America Common Assessment
The French Indian War Common Assessment

Alternative Assessments:
Research Project on one colonial government.
Multimedia presentation showing PECS of several artifacts.

Stage 3 Learning Plan

Standard	***AP Learning Objective & Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)* ****Differentiated for HONORS***	***Timeframe*** Estimated Number of Blocks
KC2.1-2.2 MIG-1.0, WOR-1.0, WXT-1.0-.2.0, NAT-1.0, POL-1.0, CUL-1.0-4.0	• Explain the context for the colonization of North America from 1607 to 1754. • Compare the effects of the development of colonial society in the various regions of North America	• PECS for Period 2 on the board for introduction paragraphs for essays.	2 blocks

6.1.12CivicsPI.1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CT.4	• Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	• Colonial Regions Project comparing PECS (Political, Economical, Cultural, Social) of each of the three regions. • Chapter 3: Why Does Jamestown Matter To Me? • Discuss the individual rights of Thomas Hall • Chapter 4: Investigating Sources.Property & Colonial Society.	
KC2.1-2.2 MIG-1.0, WOR-1.0, WXT-1.0-.2.0 , NAT-1.0, POL-1.0, CUL-1.0-4.0 6.1.12.Civics PD.1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2 WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	• Explain how and why various European colonies developed and expanded from 1607 to 1754. • Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.	• CHIPPO (Content, Historical Context, Intended Audience, Point of View, Purpose, Outside Information) Mayflower Compact and House of Burgesses • Comparison essay on the reasons different European colonies developed and expanded. • Compare and contrast the two approaches to governing in the New England Region and the South. • Research another form of colonial government that either mimics one of the first two documents, or presents an entirely new approach. Present the colonial government to the class. • Ask students to design a graphic organizer, such as a brain web or a comparison table, to gather information about the causes for exploration and the effects of conquest by the Dutch, English, French, and Spanish in North America. Then, in a whole-group discussion, ask students to identify similarities and differences among the European nations and draw conclusions about exploration and colonization. • Chapter 3: Explore Early Carolina & Georgia Settlements • Chapter3: Write About Identity & Governance in English North America.	3 blocks
KC2.1-2.2 MIG-1.0, WOR-1.0,	• Explain how and why environmental and other factors shaped the	• PECS Chart with geography for the three regional colonies of England. Jigsaw and share information with the home group.	2 blocks

WXT-1.0-.2.0 , NAT-1.0, POL-1.0, CUL-1.0-4.0 6.1.12.GeoGI. 1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2 . WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	development and expansion of various British colonies that developed and expanded from 1607 to 1754. ● Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time. ● Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources)	● Explain how TWO geographic characteristics of the New England, Middle & Southern colonies influenced the development of the economy of that region. ● Cite specific evidence from documents to support your explanation.	
KC2.1-2.2 MIG-1.0, WOR-1.0, WXT-1.0-.2.0 , NAT-1.0, POL-1.0, CUL-1.0-4.0 6.1.12.EconG E.1.a: RH.9-10.1 8.2.12.ETW.4 :	● Explain causes and effects of transatlantic trade over time. ● Explain the causes and effects of slavery in the various British colonial regions ● Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period	● CHIPPO the Navigation Act of 1651. ● Compare and contrast mercantilism and capitalism ● Use Primary Source Documents to aid in the economic theories. ● Chapter 4: Investigating Sources. Inventing Chattel Slavery in the American Colonies. ● Chapter4: Slave Societies in North America ● Chapter5: Writing Practice. Slavery & Imperialism ● Select a new technology in one of the three colonial regions and present opposing viewpoints. ● Explain TWO differences between mercantilism and capitalism and their relevance to the development of the regional economies ● Give students a blank world map and several data sets, such as raw materials, manufactured goods, and enslaved peoples, and have them create a map that identifies the lanes of transatlantic trade, the	3 blocks

RH.9-10.9 WHST.9-10.2 . WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:		exchanges, and the size and scope of the British Empire. Ask them to identify trends and patterns and draw conclusions about the Atlantic world. • *Analyze slavery in the colonies -Transatlantic Slave Trade, Middle Passage, and Olaudah Equinano.*	
KC2.1-2.2 MIG-1.0, WOR-1.0, WXT-1.0-.2.0 , NAT-1.0, POL-1.0, CUL-1.0-4.0 6.1.12.History CC.1.a: RH.9-10.1 WHST.9-10.9 9.4.12.CI.1 9.4.12.CT.4 9.4.12.IML.2:	• Explain how and why interactions between various European nations and American Indians changed over time • Assess the impact of the interactions and conflicts between native groups and North American settlers.	• Analyze historical documents and write about how American Indians have been perceived over time. • *Discuss the Native American belief in Two Spirits.* • Analyze the data chart "The Effects of Disease on American Indians" • Examine the effects of the Pequot War • Analysis of Causes and Effects French Indian War • Jigsaw This strategy can be used to facilitate understanding of the various causes and effects of slavery in the British colonial regions. Assign students to an "expert" group on a colonial region and have them use their textbooks and primary sources to build a picture of slavery there. Then, arrange students into groups where all region "experts" share their information with other students. As a whole group, debrief similarities and differences among the regions with regard to slavery.	2 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
The American Pageant, 18th edition • Chapter 2- The Contest for North America: 1500-1664	Scaffolded texts and ELL texts online

• Chapter 3- Settling the English Colonies: 1619-1700 • Chapter 4- American Life in the Seventeenth Century: 1607-1692 • Chapter 5- Colonial Society on the Eve of the Revolution: 1700-1775 *Gilder Lehrman Institute* *AP Classroom* *CHIPPO Graphic Organizer* *PECS Graphic Organizer* *DBQ Practice*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory for*mats*
  - *American Pageant text and online*
- *Use of assisted technology*
  - *American Pageant Exploration Period 2 online*
- Use of prompts
  - *Comparison and CCOT: Compare how the European and Native American perspectives developed and changed in the period,*
- Modification of content and student products
  - *Period 2 Colonial Project*
- Testing accommodations
  - *Period 2 Assessments*
- Authentic assessments
  - *Period 2 Colonial Project*

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Inquiry-based instruction
    - *CHIPPO & PECS in Period 2*
- Independent study
    - *Marking Period Research Project*
- Higher-order thinking skills
    - *Compare and Contrast*
    - *Analyzing primary sources*
- Interest-based content
    - *Understanding oppressive governments today*

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Visual learning, including graphic organizers
    - *CHIPPOChart*
    - *PECS Chart*
- Teacher modeling
    - *Writing DBQ's*
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - *Google Translate*
- Scaffolding
- Sentence frames
    - Sentence starters for document based writing (when needed)
- Think-pair-share
    - *Turn and Talk in class*
- Cooperative learning groups
    - European and English Colonization Group Project

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - *Period 2 Notes*
- Introduce key vocabulary before lesson
    - *Vocabulary list from American Pageant*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated

- Use visuals / Anchor Charts
    - *New Englian, Middle, and Southern Colonies*
    - *Slavery in the Colonies*
    - *Mercantilism v. Capitalism*
    - *American Identity*
    - *Native American Interactions*
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
    - *Brisk Learning*
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
    - *Vocabulary list from American Pageant*

Stage 1 Desired Results
Unit Title: Period 3 (1754-1800) Revolution& The New Nation
Unit Summary: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
Unit Learning Targets
AP Content Standards: KC-3.1 British attempts to assert tighter control over its North American colonies and the colonial resolvetopursueself-governmentledtoa colonial independence movement and the Revolutionary War.

KC-3.1.I The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.

KC-3.1.II The desire of many colonists to assert idealsofself-governmentinthefaceof renewedBritishimperialeffortsledtoa colonial independence movement and war with Britain.

KC-3.2 The American Revolution's democratic and republican ideals inspired new experiments withdifferentformsofgovernment.

KC-3.2.I The ideals that inspired the revolutionary causereflectednewbeliefsabout politics, religion, and society that had been developing over the course of the 18th century.

KC-3.2.II After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual libertiesandlimitingbothcentralizedpower andexcessivepopularinfluence.

KC-3.2.III.i New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic,political,social, and foreign policy issues.

KC-3.3 Migration within North America and competition over resources, boundaries, and trade intensifiedconflictsamongpeoplesandnations.

KC-3.3.I In the decades after American independence, interactionsamongdifferentgroupsresulted in competition for resources, shifting alliances, and cultural blending.

KC-3.3.II The continued presence of European powers in North America challenged the UnitedStatestofindwaystosafeguardits borders, maintain neutral trading rights, and promote its economic interests.

KC-3.1.I.A ColonialrivalryintensifiedbetweenBritainand Franceinthemid-18thcentury,asthegrowing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.

KC-3.1.I.B Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage forimperialeffortstoraiserevenueand consolidate control over the colonies.

KC-3.1.I.C AftertheBritishvictory,imperialofficials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.

KC-3.1.II.A Theimperialstrugglesofthemid-18thcentury, aswellasnewBritisheffortstocollecttaxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.

KC-3.1.II.B Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, localtraditionsofself-rule,andtheideasofthe Enlightenment.

KC-3.1.II.C TheeffortforAmericanindependencewas energizedbycolonialleaderssuchasBenjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.

KC-3.1.II.D In the face of economic shortages and the British military occupation of some regions, menandwomenmobilizedinlargenumbersto providefinancialandmaterialsupporttothe Patriot movement.

KC-3.2.I.A Enlightenment ideas and philosophy inspired manyAmericanpoliticalthinkerstoemphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.

KC-3.2.I.B The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's Common Sense and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.

KC-3.2.I.C During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

KC-3.2.I.D In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of "republican motherhood" gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.

KC-3.2.I.E The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.

KC-3.2.II.C.i Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution.

KC-3.2.II.D The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.

KC-3.2.II.E In the debate over ratifying the Constitution, Anti-Federalistsopposingratificationbattled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison).Federalistsensuredtheratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.

KC-3.2.II.C.ii Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.

KC-3.3.II.A The U.S. government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.

KC-3.3.II.B War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.

KC-3.3.I.E The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.

KC-3.3.I.D An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.

KC-3.2.III.A During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.

KC-3.2.III.B Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This ledtotheformationofpoliticalparties—mostsignificantlytheFederalists,ledby AlexanderHamilton,andtheDemocraticRepublicanParty,ledbyThomasJeffersonand James Madison.

KC-3.3.II.C George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.

KC-3.2.III.ii New forms of national culture developed in the United States alongside continued regional variations.

KC-3.2.III.D Ideas about national identity increasingly found expression in works of art, literature, and architecture.

KC-3.3.I.A Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the United States and Britain.

KC-3.3.I.B As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.

KC-3.2.III.C The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward slavery.

KC-3.1 British attempts to assert tighter control over its North American colonies and the colonial resolvetopursueself-governmentledtoa colonial independence movement and the Revolutionary War.

KC-3.1.I The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.

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NJSLS Standards:

6.1.12.CivicsPI.1.a: Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

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

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

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

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

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

6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

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

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

6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

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

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

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

6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

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

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

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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.

Computer Science & Design Thinking (CS & DT):

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.9–10.1. cite a range and 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. 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.TS.9–10.4. 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.MF.9–10.6. 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.CT.9–10.8. 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.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

N/A

Holocaust & Amistad:

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

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

Unit Essential Questions:	**Unit Enduring Understandings:**
● Why do people rebel? ● How did the Revolutionary War impact the American identity? ● What economic, cultural, and ideological factors sparked and sustained the drive for American independence from England? ● How was the American Revolution both a war for independence and a civil conflict? ● What is the best form of government? ● How did the Articles of Confederation impact the Constitution, thereby impacting the world today?	● People rebel when their basic human rights and freedoms are threatened, as in the case of the American Revolution. ● The Revolutionary War gave birth to the American Identity and allowed it to evolve as the nation grew. ● The Enlightenment and the confines of mercantilism helped spark the desire for independence. ● The regional identities were firmly established and economic competition for dominance led to sectionalism, while the nation fought for its independence. ● The best form of government allows the people a say in how they are governed, the right to evaluate the performance of the

● How did the Federalists and Anti-federalists differ in their views and how does this impact the US today? ● Which characteristics allow an individual to succeed/ fail in facing the challenges of his Presidency? ● How did the early political parties differ in their platforms/candidates, and why did this lead to the concept of nullification and thus the Civil War? ● To what extent were the Articles of Confederation reflective of the political beliefs of the Revolutionary Era? ● To what extent was the U.S. Constitution a conservative response to the "excesses" of the more democratic state governments? ● In what unanticipated ways did the American political system take shape under the U.S. Constitution? ● To what extent could the transfer of power from the Federalists to the Democratic-Republicans be considered a "revolution"? ● How did the election of 1800 create an early Constitutional challenge to the electoral process and what role did party politics and the media play in the outcome? ● What was the immediate and long-standing impact of the Judiciary Act and early supreme court rulings? ● What were the motivations behind the Louisiana Purchase, and how did it contradict Jefferson's views on the constitutional role of the presidency? ● How did the geographical location of the U.S. and conflicts between European nations affect the US? ● How did the War of 1812 impact the US?	government and change it as necessary and provides the protection of natural rights and equality under the law. ● The Constitution's ability to adapt to the ever changing future in order to meet the needs of its citizens through amendments enables it to remain a relevant Living Document now and always. ● The Federalists and Anti-federalists both presented valid concerns during the ratification period which helped the country see the need for a Federation and the protection of individual rights from the new government under the Bill of Rights. ● The early political parties set forth opposing viewpoints on the role of central government, the economy, the national debt, foreign affairs, domestic trade and policy and involvement of the citizenry, which enabled Washington and Adams to effectively launch the New Republic and handle the challenges it faced. ● The original two political parties laid the groundwork for designing platforms to address and solve the specific problems of the nation, publicly choose candidates and allow room for evolution, which led to the formulation of the modern day parties ● In the absence of a crisis, unity is difficult to maintain. ● The appropriate apportionment of political power between the states and the national government is a point of perpetual contention. ● The degree of self-governance afforded the individual has continuously expanded. ● Commercial political and economic interests often run counter to the interests of agriculture. ● The election of 1800 exemplified the first electoral crisis, the role of the media in deciding elections, and featured the emergence of political parties.. ● Landmark court cases emerged early in the Jefferson Presidency that better defined the powers of the Supreme Court and justified the creation of federal institutions.

	● The US greatly expanded its borders during the Jefferson era, and opened up the door to a new frontier of economic and political progress. ● European struggles to maintain adequate naval resources in the Americas gave the US a substantial geographical advantage in keeping European interests from further expanding in the Americas. ● International conflicts caused Jefferson to react with unpopular and economically burdensome legislation that hurt the American economy and did little to resolve conflicts with European powers. ● Tecumseh's resistance and threat to form a confederation of American Indian nations caused great concern for American interests.
Students will know: *(Content, Noun)* ● The reasons for the growing disagreements between the American colonies and Great Britain. ● The reasons why the American colonies declared independence. ● The chronological progress of the Revolutionary War. ● How the American Revolution changed life for different social groups in the new United States. ● The major events of the Revolutionary War. ● The contributions of African Americans, Native Americans, LGBTQ, people with disabilities, and women during the Revolutionary War. ● The best form of government. ● The positive and negative contribution of the Articles to the US. ● The Enlightenment ideas contained within the Constitution. ● The views of the early political parties, how they contrasted, and their efforts to get the Constitution passed. ● The characteristics of a great leader. ● How Adams and Washington were able to successfully implement the powers of the Constitution and establish the foundations of the American Government.	● **Students will be able to:** *(Verb Bloom's Taxonomy)* ● Students will be able to identify the reasons for the growing disagreements between the American colonies and Great Britain. ● Students will be able to outline the reasons why the American colonies declared independence. ● Students will be able to chronologize how the Revolutionary War progressed. ● Students will be able to evaluate how the American Revolution changed life for different social groups in the new United States. ● Students will be able to outline the events of the Revolutionary War. ● Students will be able to analyze the contributions of African Americans, Native Americans, LGBTQ, people with disabilities, and women during the Revolutionary War. ● Define the best form of government. ● Analyze the positive and negative contribution of the Articles to the US. ● Identify the Enlightenment ideas contained within the Constitution. ● Compare and contrast the views of the early political parties and their efforts to get the Constitution passed.

• The electoral and constitutional obstacles of 1800 to those of 2000 (Bush v. Gore) • The role of partisan media in politics in 1800 and today. • The role of Alexander Hamilton as media mogul of his time. • The actions by modern presidents that compare to the passage of Judiciary Act • The role of Judicial Review in law making and society today. • How *McCulloch v. Maryland* is still relevant today. (New Deal and Health Care Legislation) • The impact of the Louisiana Purchase on America's destiny. • The various issues related to settling in the Louisiana territory. • The route of Lewis and Clark's expedition and identify their struggles. • How to make a map that reflects various European land-holdings in the Americas. **Vocabulary** King George III, Lord Cornwallis, John Adams, George Washington, Thomas Jefferson, Patrick Henry, Benjamin Franklin. Boston Massacre, Boston Tea Party, First Continental Congress. Battles at Lexington and Concord, Approval of the Declaration of Independence, Battle of Saratoga, Surrender at Yorktown, Signing of the Treaty of Paris, Loyalists, Tories, Patriots, Pacifists, Mercenaries, Minutemen, Natural Rights of Man, Parliament, Sons of Liberty, Washington, Hamilton, Madison, Adams, Jefferson, Franklin, Sherman, Great Compromise, Federalist Papers, Neutrality Proclamation, Bank of US, Judiciary Act of 1789, Alien and Sedition Acts, XYZ Affair, NWLO 1787, Articles of Confederation, Constitution, Bill of Rights, Ratification, veto, nullification, assumption, state's rights, federal government, executive, legislative, judicial, confederation, federation, inalienable rights, individual rights, foreign policy, domestic policy, unicameral, bicameral, Twelfth Amendment, Judicial Review, Embargo Act, Non-intercourse Act, Nationalism**,** Election of 1800,	• Define the characteristics of a great leader. • Determine how Adams and Washington were able to successfully implement the powers of the Constitution and establish the foundations of the American Government. • Compare and contrast the electoral and constitutional obstacles of 1800 to those of 2000 (Bush v. Gore) • Examine the role of partisan media in politics in 1800 and today. • Discuss role of Alexander Hamilton as media mogul of his time. • Reflect on actions by modern presidents that compare to the passage of Judiciary Act • Analyze the role of Judicial Review in law making and society today. • Discuss how *McCulloch v. Maryland* is still relevant today. (New Deal and Health Care Legislation) • Assess the impact of the Louisiana Purchase on America's destiny. • Analyze the various issues related to settling in the Louisiana territory. • Trace the route of Lewis and Clark's expedition and identify their struggles. • Create a map that reflects various European land-holdings in the Americas.

Thomas Jefferson, Aaron Burr, Alexander Hamilton, John Marshall, Judiciary Act of 1801, Marbury v. Madison, McCulloch v. Maryland, Louisiana Purchase, Meriwether Lewis, William Clark, Sacajawea, Tecumseh, William Henry Harrison, Battle of Tippecanoe, Andrew Jackson	

Stage 2 Assessment Evidence
Summative Assessment: AP Revolution Assessment AP Constitution Project AP Early Presidents Assessment
Formative Assessments: Revolution Reading Quiz Revolution Vocabulary Quiz Revolution Notebook Check Constitution Reading Quiz Constitution Vocabulary Quiz Constitution Notebook Check Early Presidencies Reading Quiz Early Presidencies Vocabulary Quiz Early Presidencies Notebook Check Informal questioning Homework responses Small group/whole class discussions Exit tickets Polls

In class projects Digital quizzes though textbook
Common Benchmark Assessments: Revolution Common Assessment Constitution Project Early Presidencies Common Assessment Midterm Exam
Alternative Assessments: Research Project on one battle of the revolution.l Multimedia presentation showing PECS of several artifacts. Project Imagine

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12.HistoryCC.2.b:	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).	• CHIPPO the Declaration of Independence • CHIPPO the Preamble • Paraphrase the Bill of Rights • Constitution as document: scavenger hunt for Enlightenment ideas • CHIPPO Articles of Confederation • CHIPPO Common Sense in interactive gallery • Chapter 6: Investigate Sources. Crown & Colonial Conflict	2 blocks
6.1.12.CivicsPI.2.a:	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's	• Constitutional Convention re enactment. • Compare and Contrast : 1. State constitutions, including New Jersey's 1776 constitution and the U S Constitution 2. The arguments of Federalists and	½ block

	1776 constitution and the United States Constitution.	Anti-Federalists during the ratification debates, and assess their continuing relevance ● Chapter 8: Investigate. From the Articles of Confederation to the Constitution	
6.1.12.CivicsPD.2.a:	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.	● Compare and Contrast : 1. State constitutions, including New Jersey's 1776 constitution and the U S Constitution 2. The arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance ● Chapter 8: Investigating Sources. Creating & Ratifying the Constitution	½ block
6.1.12.Civics PR.2.a:	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.	● Write a narrative explaining how Marbury v. Madison established judicial review and why this concept made the Supreme Court an influential branch of government. ● Conduct short research to identify a recent decision where the Supreme Court used judicial review and explain the impact.	1 block
6.1.12.CivicsPI.2.b:	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.	● Draw evidence from informational texts to support analysis of the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties. ● Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. ● Chapter 10: Are You a Democratic or American Republican? ● T chart of Federalists/Anti federalists into Federalists and Democratic Republicans.	1 block
6.1.12.GeoPP.2.a:	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	● Essay - Pretending you are the British prime minister, draft a letter to King George III explaining the findings of a parliamentary committee charged with investigating the primary reasons for Great Britain's defeat in America. Remember: His majesty is a bright fellow with a keen interest in detail. Therefore citing	1 block

		specific examples, identify what you consider to be the committee's three most important findings. Conclude the letter with a suggestion or two as to how his majesty should deal with the United States from this point (1781) forward.	
6.1.12.HistoryCA.2.a:	Research multiple perspectives to explain the struggle to create an American identity.	• Journal entry describing personal "best government characteristics" compared to current government and Washington's presidency.	1 block
6.1.12.GeoPP.2.b:	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	• DBQ on acquiring western territory. • CHIPPO the NWLO 1787 • Chapter8: Explore. Western Land Cessions to the US	2 blocks
6.1.12.EconEM.2.a:	Explain how the United States economy emerged from British mercantilism.	• Graphic organizer comparing mercantilism restrictions to the freedoms under capitalism. • Chapter 9:Investigate Sources.Establishing America's borrowing power	1 block
6.1.12.EconEM.2.c:	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.	• Compare and contrast views about how to best promote economic development (including issues of national and state debt, National Bank, trade and taxation) advanced by Hamilton and Jefferson, and Clay and Jackson in a graphic organizer.	2 blocks
6.1.12.EconEM.2.c:	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	• Use quantitative analysis, maps, and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets. • Create a pictorial timeline of new inventions, new modes of transportation, and the expanding market economy and explain how they affected the environment in New Jersey and the nation. • CHIPPO the interactive cartoon analysis "America Throwing his Master"	2 blocks
6.1.12.HistoryCC.2.a:	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.	• Make a google slides timeline of American trade and the connected policies.	1 block

6.1.12.HistoryUP.2.a:	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war	• *CHIPPO primary sources from African Americans, Native Americans, LGBTQ, and women during the American Revolution.* • *Baron Friedrich von Steuben, a Prussian military man hired by Washington to whip the Continental Army into shape during the darkest days of the Revolution, is known for his bravery and the discipline and grit he brought to the American troops. Historians also think he was homosexual—and served as an openly gay man in the military at a time when sex between men was punished as a crime.* • *Deborah Sampson, disguised as "Robert Shurtleff," enlists in the Continental Army.* • *Read Washington and Dyslexia article* • *1773 First Public Hospital for Persons of Insane and Disordered Minds in Williamsburg, Va. opened* • *1776: Stephen Hopkins, a man with cerebral palsy, is one of the signers of the Declaration of Independence. Hopkins is known for saying "my hands may tremble, my heart does not."* • *1782: Edward Alanson, an English surgeon, suggests a change in the way limbs are amputated, resulting in faster healing and less infection. This change has a positive impact on the quality of life for people who are amputees.* • *1780-1800- John Brewster Jr. renowned American painter who was born deaf helped found the American art movement.* • *1784: After seeing a group of blind men being cruelly exhibited in a Paris sideshow, Valentin Huay, known as the "father and apostle of the blind," establishes the Institution for Blind Children to help make life for the blind more "tolerable." Huay also discovered that sightless persons could read texts printed with raised letters.* • *1793: Mentally Ill Unchained- Phillipe Pinel, a physician at La Bicetre, an asylum in Paris, removes*	2 blocks

		the chains attached to people with mental illnesses. Some have been chained to walls for more than 30 years. ● *1798: First Military Disability Law- Detail from painting shows U.S. President John Adams signing the act for the relief of sick and disabled seamen, July 16, 1798* ● *1800: First Medical Classification of Mental Disorders- Phillipe Pinel writes Treatise on Insanity in which he develops a four-part medical classification for the major mental illnesses: melancholy, dementia, mania without delirium, and mania with delirium.*	
6.1.12.HistoryUP.2.c:	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).	● Create a "Student's Bill of Rights" ● Bill of Rights poster for amendments ● Create a new Bill of Rights for those discriminated against. ● Chapter 9: Investigate Sources. Rights and Power in the Age of Revolutions	1 block
6.1.12.HistorySE.2.a:	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.	● Debate the argument for Republican Motherhood. ● CHIPPO Abigail Adams letter, "Don't Forget the Ladies.."	1 block
6.1.12.HistoryUP.2.b:	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.	● *Webquest on the contributions of African American leaders and institutions*	1 block
6.1.12.HistoryUP.2.a:	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the	● Students will examine and analyze primary source excerpts to understand the unique perspectives and roles of African Americans, Native Americans, and women during the Revolutionary War, and evaluate	1 block

	contributions of each group on the outcome of the war.	how each group contributed to the war effort and its outcome. Excerpts from primary sources (can be printed or digital): CHIPPO each document ● Phillis Wheatley poem or letter to George Washington ● Petition for freedom by African American soldiers (1777–1780) ● Speech by Mohawk leader Joseph Brant or excerpt from Native diplomacy records Letter or diary entry by Abigail Adams ("Remember the Ladies") ● Molly Pitcher or Deborah Sampson account (female soldier/spies) ● *"Voices of the Revolution" graphic organizer or chart* ● Chapter 10: Investigate. Conflict with Indigenous Peoples in the Early Republic	
6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.	● *Students will analyze various historical perspectives on slavery by engaging with primary source excerpts in a gallery walk. They will evaluate the arguments used to justify or oppose slavery and reflect on how these claims shaped public opinion and policy in the 18th and 19th centuries.* ○ Enslaved person's narrative (e.g., Olaudah Equiano or Solomon Northup) ○ Quaker petition to end slavery, 1790 ○ Letter by a Southern Planter ○ Thomas Jefferson, Notes on the State of Virginia (1785) ○ Benjamin Banneker Letter to Jefferson (1791) ○ U.S. Constitution Excerpts (1787) – 3/5 Compromise, Fugitive Slave Clause ● Which types of arguments were most common in this period? ● Did any arguments surprise you?	1 block

		• How did these early perspectives shape U.S. laws and values? • Were Enlightenment ideals applied equally to all people? Why or why not?	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
The American Pageant, 18th edition • Chapter 6 - The Road To The Revolution: 1754-1775 • Chapter 7 - America Secedes from the Empire: 1775-1783 • Chapter 8 - The Confederation and The Constitution: 1776-1790 • Chapter 9 - Launching the New Ship of State: 1789-1800 • Chapter 10 - The Triumphs and Travails of the Jefferson Republic: 1800-1812 *Gilder Lehrman Institute* *AP Classroom* *CHIPPO Graphic Organizer* *PECS Graphic Organizer* *Primary Source p. 113-14 Declaration of Independence* *DBQ p. 161 Ratification*	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

Accommodations and Modifications: Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory for*mats*
- *Use of assisted technology*
- Use of prompts
    - *Compare and contrast views about how to best promote economic development (including issues of national and state debt, National Bank, trade and taxation) advanced by Hamilton and Jefferson, and Clay and Jackson in a graphic organizer.*
    - *DBQ on acquiring western territory.*
- Modification of content and student products
    - *Revolution Assessment*
    - *Constitution Project*
    - *Early Presidencies Assessment*
- Testing accommodations
    - *Revolution Assessment*
    - *Constitution Project*
    - *Early Presidencies Assessment*
- Authentic assessments
    - *Constitution Project*

- *Preferential seating (seating is arranged to maximize student /teacher interaction.*
- *Review sheets and study guides with breakdown of notes needed to study for assessment.*
- *Additional time for tests/quizzes.*
- *Supplemental Graphic Organizers to facilitate organization*
- *Multi -sensory resources (auditory, visual, hands -on, and small group work)*
- *Consistent proximal monitoring to ensure success and intervene as needed/required.*
- *One on One conferencing to assess frustration/difficulty levels.*
- *Broken down assignments and projects into smaller units to facilitate comprehension*
- *Daily Agenda tracking log to assist in organization.*
- *Writing down ALL assignments, quizzes, projects and tests to assist in successful completion of class tasks and assessments.*
- *Pairing with "Peer Buddy" when appropriate and as required.*

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Inquiry-based instruction

    - *CHIPPO & PECS in Period 3*
- Independent study
- Higher-order thinking skills
    - *Essay - Pretending you are the British prime minister, draft a letter to King George III explaining the findings of a parliamentary committee charged with investigating the primary reasons for Great Britain's defeat in America. Remember: His majesty is a bright fellow with a keen interest in detail. Therefore citing specific examples, identify what you consider to be the committee's three most important findings. Conclude the letter with a suggestion or two as to how his majesty should deal with the United States from this point (1781) forward.*
    - *Analyzing primary sources*
- Interest-based content

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
    - *Tory Chart*
    - *PECS Chart*
- Teacher modeling
    - *Writing DBQ's*
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - *Google Translate*
- Scaffolding
- Sentence frames
    - Sentence starters for document based writing (when needed)
- Think-pair-share
    - *Turn and Talk in class*
- Cooperative learning groups
    - Constitution Project

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - *Period 3 Notes*
- Introduce key vocabulary before lesson
    - *Vocabulary list from American Pageant*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach

- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - *French & Indian War*
    - *Revolutionary War*
    - *Articles of Confederation*
    - *Constitution*
    - *Bill of Rights*
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
    - *Brisk Learning*
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
    - *Vocabulary list from American Pageant*

Stage 1 Desired Results

Unit Title: Period 4 Expansion and Reform (1801–1861)

Unit Summary: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

Unit Learning Targets

AP Content Standards:

The United States began to develop a modern democracy and celebrated a new national culture,whileAmericanssoughttodefinethe nation's democratic ideals and change their society and institutions to match them.

KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffragefromasystembasedonproperty ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

KC-4.1.II While Americans embraced a new national culture, various groups developed distinctive cultures of their own.

KC-4.1.III Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

KC-4.2 Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

KC-4.2.I New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

KC-4.2.II The changes caused by the market revolutionhadsignificanteffectsonU.S. society, workers' lives, and gender and family relations.

KC-4.2.III Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

KC-4.3 The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

KC-4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

KC-4.3.II The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

KC-4.1.I.A In the early 1800s, national political parties continued to debate issues such as the tariff,powersofthefederalgovernment,and relations with European powers.

KC-4.1.I.B Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.

KC-4.3.I.A.i Following the Louisiana Purchase, the U.S. governmentsoughtinfluenceandcontrolover North America through a variety of means, includingexplorationanddiplomaticefforts.

KC-4.1.I.D Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.

KC-4.2.III.D Plans to further unify the U.S. economy, such as the American System, generated debates over whethersuchpolicieswouldbenefitagriculture or industry,potentiallyfavoringdifferent sections of the country.

KC-4.3.II.C Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.

KC-4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

KC-4.3.I.A.ii TheU.S.governmentsoughtinfluenceand control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic effortssuchastheMonroe Doctrine.

KC-4.2.I.A Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufactureofgoodsbecamemoreorganized.

KC-4.2.I.B Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiencyofproductionmethods.

KC-4.2.I.C Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South.

KC-4.2.III.B Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.

KC-4.2.III.A Large numbers of international migrants moved toindustrializingNortherncities,whilemany Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.

KC-4.2.II.B The growth of manufacturing drove a significantincreaseinprosperityandstandards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite, but also to a large and growing population of laboring poor.

KC-4.2.II.A Increasing numbers of Americans, especially women and men working in factories, no longer reliedonsemi-subsistenceagriculture;instead they supported themselves producing goods for distant markets.

KC-4.2.II.C Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.

KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffragefromasystembasedonproperty ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

KC-4.1.I.C By the 1820s and 1830s, new political parties arose—theDemocrats,ledbyAndrew Jackson, and the Whigs, led byHenry Clay—that disagreed about the role and powers of the federal government and issues such as the national bank,tariffs,and federally-funded internal improvements.

KC-4.3.I.B Frontier settlers tended to champion expansion efforts,whileAmericanIndianresistanceledtoa sequenceofwarsandfederaleffortstocontrol and relocate American Indian populations.

KC-4.1.II.B A new national culture emerged that combined Americanelements,Europeaninfluences,and regional cultural sensibilities.

KC-4.1.II.C Liberal social ideas from abroad and Romantic beliefsinhumanperfectibilityinfluenced literature, art, philosophy, and architecture.

KC-4.1.II.A.i The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.

KC-4.1.II.A.ii The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening amongProtestantsthatinfluencedmoraland social reforms and inspired utopian and other religious movements.

KC-4.1.III.A Americansformednewvoluntaryorganizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.

KC-4.1.III.B.i Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights.

KC-4.3.II.B.i Antislavery movements increased in the North.

KC-4.1.III.C A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention. Over time, arguments emerged over whether to narrow the goals to white women.

KC-4.1.III.B.ii AntislaveryeffortsintheSouthwerelargely limited to unsuccessful rebellions by enslaved people.

KC-4.1.II.D Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joinedpoliticaleffortsaimedatchanging their status.

KC-4.3.II.B.ii In the South, although the majority of Southerners owned no enslaved persons, most leaders argued that slavery was part of the Southern way of life.

KC-4.2.III.C Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.

KC-4.3.II.A As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.

KC-4.1 The United States began to develop a modern democracy and celebrated a new national culture,whileAmericanssoughttodefinethe nation's democratic ideals and change their society and institutions to match them.

KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffragefromasystembasedonproperty ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

KC-4.1.II While Americans embraced a new national culture, various groups developed distinctive cultures of their own.

KC-4.1.III Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

KC-4.2 Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

KC-4.2.I New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

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KC-4.2.III Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

KC-4.3 The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

KC-4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

KC-4.3.II The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

KC-5.1.I.A The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.

KC-5.1.I.B Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to thePacificOcean;however,thisfrequently provokedcompetitionandviolentconflict.

KC-5.1.I.D Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.

KC-5.1.I.E U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.

KC-5.1.I.C The United States added large territories in the West through victory in the Mexican– American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.

KC-5.1.II.C U.S.governmentinteractionandconflictwith Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups'economicself-sufficiencyandcultures.

NJSLS Standards:

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

6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

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

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

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

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

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

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

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

6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influence party politics and shape national policies (i.e., the Missouri Compromise and the Compromise of 1850).

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

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

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS*

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

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

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections ELA, Math, VPA, tc.

RI.CR.9–10.1. cite a range and 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. 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.TS.9–10.4. 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.MF.9–10.6. 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.CT.9–10.8. 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.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

Holocaust & Amistad:

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

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

Unit Essential Questions:

1. What characteristics define the American identity?
2. How do new technologies impact society?
3. Why is Jackson the only president to have an era named for him?
4. How can acquiring new territories affect societies?
5. What are acceptable means for nations to acquire territory?
6. What are the challenges and opportunities related to migration?

Unit Enduring Understandings:

1. The North and South developed different economic systems that led to political differences between the regions.
2. New technologies created a greater rift between the sections of the new nation.
3. Andrew Jackson served as a President for the "Common Man" while extending the powers of the President beyond that of any of his predecessors.

7. What did "opening the frontier" mean for different groups in North America? 8. How successful were the reform movements?	4. Americans moved west energized by their belief in the rightful expansion of the US from the Atlantic to the Pacific. 5. Americans used varying means of acquiring land from war to diplomatic negotiations. 6. Mexico offered land grants to American settlers, but conflict developed over religion and other cultural differences, and the issue of slavery. 7. Tensions over the annexation of Texas led to war with Mexico resulting in significant territorial gains for the US and different experiences for various groups. 8. Though they did not meet with success, the reform movements set the stage for real change by the turn of the century.
Students will know: *(Content, Noun)* The reasons American settlers headed west during the mid-1800s. The impact of westward expansion on Native Americans. The westward trails and some of the people who used them. Why Mexico encouraged settlement in Texas. How Texas gained its independence. The conflicting attitudes on waging war with Mexico. The key battles that helped the United States win the war with Mexico. The U.S. territories gained from Mexico.	**Students will be able to:** *(Verb Bloom's Taxonomy)* Summarize the reasons American settlers headed west during the mid-1800s. Describe the impact of westward expansion on Native Americans. Identify the westward trails and some of the people who used them. Explain why Mexico encouraged settlement in Texas. Describe how Texas gained its independence. Summarize the conflicting attitudes on waging war with Mexico. Describe key battles that helped the United States win the war with Mexico. Identify U.S. territories gained from Mexico.

The impact of the discovery of gold in California on the development of the West.	Explain the impact of the discovery of gold in California on the development of the West.
The new religious movements that swept the United States after 1790.	Describe the new religious movements that swept the United States after 1790.
The new philosophy that offered an alternative to traditional religion.	Explain the new philosophy that offered an alternative to traditional religion.
The nature of utopian communities	Characterize the nature of utopian communities
The reforms demanded in schools, mental hospitals, and prisons.	Describe the reforms demanded in schools, mental hospitals, and prisons.
The key abolitionists.	Identify key abolitionists.
The experiences of free African Americans in the United States.	Describe the experiences of free African Americans in the United States.
The experiences of slaves in rural and urban areas.	Describe the experiences of slaves in rural and urban areas.
The slavery debate in the South.	Summarize the slavery debate in the South.
Why women's opportunities were limited in the mid-1800s.	Explain why women's opportunities were limited in the mid-1800s.
The reform movements in which women participated and which parts were successful.	Identify the reform movements in which women participated and which parts were successful.
The progress of the expanding women's rights movements.	Describe the progress of the expanding women's rights movements.
The conditions female employees endured in factories.	Demonstrate how new manufacturing techniques shifted the production of goods from home to factory.
The attempts of factory workers to organize unions,	

The experiences of European immigrants in the United States.	Describe the conditions female employees endured in factories. Summarize the attempts of factory workers to organize unions, Compare and contrast the experiences of European immigrants in the United States.

Stage 2 Assessment Evidence
Summative Assessment: AP Jackson Assessment AP Manifest Destiny Assessment AP Reformers Project
Formative Assessments: Jackson Reading Quiz Jackson Vocabulary Quiz Jackson Notebook Check Manifest Destiny Reading Quiz Manifest Destiny Vocabulary Quiz Manifest Destiny Notebook Check Reformers Reading Quiz Reformers Vocabulary Quiz Reformers Notebook Check Informal questioning Homework responses Small group/whole class discussions Exit tickets

Polls In class projects Digital quizzes though textbook
Common Benchmark Assessments: Jackson Common Assessment Manifest Destiny Common Assessment Reformers Common Project
Alternative Assessments: Research Project on one of the Reformer groups connected to Progressives Multimedia presentation showing PECS of several artifact from Manifest Destiny

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12.CivicsPI.3.a:	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices	• Draw evidence from informational texts to support analysis of the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties. • Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of	2 blocks

		party politics impacted the development of democratic institutions and practices. ● Chapter 10: Debating the Role of Government ● Compare and contrast the following documents specifically noting the changes to the American landscape during this era. ○ American Progress - John Gast ○ California Its Gold and Inhabitants - Henry Huntley ○ The Great Nation of Futurity - John O'Sullivan ○ Annexation - John O'Sullivan	
6.1.12.Civics.PI.3.b:	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.	● Write a narrative explaining how one of the Marshall cases established judicial review and why this concept made the Supreme Court an influential branch of government . ● Conduct short research to identify a recent decision where the Supreme Court used judicial review and explain the impact. ● Draw evidence from landmark cases (e.g., McCulloch v. Maryland, Gibbons v. Ogden) to show how the Supreme Court expanded the power of the national government and promoted national economic growth during this era. ● Chapter 10: The Presence of the Past. Marbury v. Madison ● Chapter 11 Investigate. American Nationalism. John Marshall & Judicial Nationalism. McCulloch v Maryland	2 blocks

6.1.12. CivicsDP.3.b:	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	• Compare and contrast the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. • CHIPPO Native American treaties from Black Hawk War and Techumseh. • Watch short bio on WH Harrison and Indian policies and answer guided questions. • Chapter 12: Investigate Sources: Cherokee Resistance to State and Federal Removal. • Chapter 12: Investigate Sources: The Cherokee Nation in the "Age of the Common Man." • Chapter 15 Investigate Sources: Indian Removal, Slavery and Conflict.	1 block
6.1.12.Civics DP.3.a:	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).	• *Draw evidence from informational texts to illustrate the connections among the leadership (e.g., Grimke Sisters, Mott, Stanton, Sojourner Truth, Douglass, Garrison) and ideas of the social reform movements (i.e. abolition, women's rights, and temperance) and their impact in New Jersey and the nation during the Antebellum period.* • *Draw evidence from the 1844 New Jersey Constitution to identify the successes and failures of political reform regarding the expansion of civil and individual rights.* • *Complete a reform movements web quest* • *Create a timeline of the women's rights movement*	2 blocks
6.1.12.HistoryUP. 3.b:	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.	• *CHIPPO and compare slave narratives .* • *CHIPPO Fugitive Slave Law and debate the legality of the rules.* • *DBQ* • Chapter 15: Investigate Sources. Black Abolitionists	2 blocks
6.1.12. CivicsDP.3.c:	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.	• *Watch scenes from Amistad and write a narrative account of the Amistad case and describe the impact of the Supreme Court decision on the antislavery movement.*	1 block

		• Compare and contrast the treatment of the institution of slavery in several primary and secondary sources. • Watch scenes from Amistad and answer guided questions.	
6.1.12.GeoSV.3.a: 	Evaluate the impact of Western settlement on the expansion of United States political boundaries.	• Use quantitative analysis, maps, and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets. • Conduct short research to determine the extent to which America's foreign policy (i.e., Tripoli pirates, Louisiana Purchase, War of 1812, and Monroe Doctrine) was influenced by geopolitics and areas of interest. • Debate the long term effects of the Mexican-American War and the implications it had on foreign relations and slavery. ○ Take notes on teacher guided lectures • In a Graphic Organizer compare & contrast the conflicting viewpoints of James K. Polk and Henry Clay on the annexation of Texas • Cause & effect chart of the Mexican-American War • Chapter 16 Investigate Sources: The Logics of Manifest Destiny. • Chapter 16: Map Exploration. The Oregon Controversy, 1846 • Chapter 14: Investigate Sources.The Mormon World	2 blocks
6.1.12.EconGE.3.a:	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	• Create a graphic organizer to determine how new inventions, new modes of transportation, and the expanding market economy affected the environment in New Jersey and the nation. • Compare and contrast experiences of Irish and Chinese immigrants while working on the transcontinental railroad using primary sources. • Chapter 13: Investigate Resources. Transportation, Trade, & labor in the Early Republic	1 block
6.1.12.EconET.3.a:	Relate the wealth of natural resources to the economic development of the United	• Write a narrative account to explain how the wealth of natural resources (e.g., water, coal, gold, silver) in the	1 block

	States and to the quality of life of individuals.	United States (e.g., Paterson, Lowell, Charleston) affected economic development and the quality of life of individuals from multiple perspectives (e.g., mill worker, factory owner, miner). ● CHIPPO primary sources on the Oregon Trail ● Chapter 13: Map Exploration. Industry and Agriculture.	
6.1.12.HistoryCA .3.b:	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.	● Trace and relate the changing immigration patterns (1800-1850) to ethnic and cultural conflicts and the forging of a national identity on a map or graphic organizer. ● CHIPPO primary sources from Chinese immigrants building the transcontinental railroad. ● Research the role of the Irish and Chinese in building the transcontinental railroad and present as an advertisement or infomercial. ● Chapter 13 Investigate Sources. Letters Home from Irish Immigrants. ● Chapter 14 Essay on Sources: Religion, Reform, & Immigration	2 blocks
6.1.12.HistoryCA .3.a:	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influence party politics and shape national policies (i.e., the Missouri Compromise and the Compromise of 1850).	● Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shape national policies (i.e., the Missouri Compromise and the Compromise of 1850) in a T chart. ● CHIPPO the KY and VA Resolutions and trace to the Impending Crisis in the South or Nullification Crisis. ● CHIPPO the following political Cartoons on the Nullification Crisis ○ "The Descent of the Nullifiers" – shows John C. Calhoun leading South Carolina into a pit of disunion ○ "King Andrew the First" – portrays Andrew Jackson as a tyrant trampling on the Constitution ○ "John C. Calhoun and the Tariff" – often includes visual metaphors of rebellion, division, or snakes representing secession	1 block

		• Research and categorize the causes of the Civil War into: summary, pro-North or South, Long/Short term, and as an Abolition, Failure of the Politicians, or Slavery Expansion issue with justification. • Chapter 13 Essay on Sources: Transforming the Economy	
6.1.12.EconNE.3.a:	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.	• Analyze the role of public education in the development of responsible citizens for a democratic society. • Recreate a 19th century classroom from early America. • CHIPPO Horace Mann on public education.	1 block
6.1.12.HistoryCC.3.a:	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.	• Determine the impact of religious and social movements (e.g., Second Great Awakening, Transcendentalist Movement) on the development of American culture by examining literature (e.g., Thoreau, Emerson, Whitman, and Dickinson), artwork (e.g., Hudson River School) and popular music (e.g., Stephen Foster, hymns, spirituals) of the time period. • Chapter 14: Investigate Sources. The Second Great Awakening. • Chapter 14: Investigate Sources. Women Preachers and Religious Revival.	1 block
6.1.12.HistoryUP.3.a:	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).	• Compare and contrast the experiences of 49ers, Oregon families, Chinese, and Irish immigrants. • Jigsaw the Native American tribe experiences during the age of expansion. • Write a letter to Santa Anna as a Texan asking for independence after the Alamo. • Webquest C3 IDM: Was it Destiny to Move West? - • Webquest SHEG: Reading Like a Historian - Texas Revolution	1 block

Core Instructional & Supplemental Materials
(including various levels of texts)

Texts/Resources	*Notes*
The American Pageant, 18th edition ● Chapter 10 - The Triumphs and Travails of the Jefferson Republic: 1800-1812 ● Chapter 11 - The War of 1812 and the Upsurge of Nationalism: 1812-1814 ● Chapter 12 - The Rise of Mass Democracy: 1824-1840 ● Chapter 13 - Forging the National Economy: 1790-1860 ● Chapter 14 - The Ferment of Reform and Culture: 1790-1860 ● Chapter 15 - The South & Slavery: 1793-1860 ● Chapter 16 - Manifest Destiny and Its legacy: 1841-1848 *Gilder Lehrman Institute* *AP Classroom* *CHIPPO Graphic Organizer* *PECS Graphic Organizer* *DBQ Practice*	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** ● Use of visual and multisensory for*mats* ● *Use of assisted technology* ● Use of prompts ○ *Compare and contrast successes and failures of political and social reform movements.* ○ *DBQs* ● Modification of content and student products

    - *Period 4 Assessments*
- Testing accommodations
    - *Period 4 Assessment*
- Authentic assessments
    - *Reformers Project*

- *Preferential seating (seating is arranged to maximize student /teacher interaction.*
- *Review sheets and study guides with breakdown of notes needed to study for assessment.*
- *Additional time for tests/quizzes.*
- *Supplemental Graphic Organizers to facilitate organization*
- *Multi -sensory resources (auditory, visual, hands -on, and small group work)*
- *Consistent proximal monitoring to ensure success and intervene as needed/required. One on One conferencing to assess frustration/difficulty levels.*
- *Broken down assignments and projects into smaller units to facilitate comprehension.*
- *Daily Agenda tracking log to assist in organization.*
- *Writing down ALL assignments, quizzes, projects and tests to assist in successful completion of class tasks and assessments.*
- *Pairing with "Peer Buddy" when appropriate and as required.*

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Inquiry-based instruction
    - *CHIPPO & PECS in Period 4*
- Independent study
- Higher-order thinking skills
    - *Compare and Contrast successes and failures of political and social reform movements.*
    - *Analyzing primary sources*
- Interest-based content

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
    - *PECS Chart*
- Teacher modeling
    - *Writing DBQ's*
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - *Google Translate*

- Scaffolding
- Sentence frames
    - Sentence starters for document based writing (when needed)
- Think-pair-share
    - *Turn and Talk in class*
- Cooperative learning groups
    - Reformers Project

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - *Period 4 Notes*
- Introduce key vocabulary before lesson
    - *Vocabulary list from American Pageant*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - *Jacksonian Democracy*
    - *Trail of Tears*
    - *Westward Expansion*
    - *Reform Movements*
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
    - *Brisk Learning*
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

- *Vocabulary list from American Pageant*

Stage 1 Desired Results
Unit Title:Period 5 Civil War and Reconstruction (1850–1877)
Unit Summary: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
Unit Learning Targets
AP Content Standards: KC-5.2.II.A The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories. KC-5.2.II.B.i The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850. KC-5.1.II.A Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs. KC-5.1.II.B Astronglyanti-Catholicnativistmovement arose that was aimed at limiting new immigrants' politicalpowerandculturalinfluence. KC-5.2.I.A The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on enslaved labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, afree-soilmovementarosethatportrayed the expansion of slavery as incompatible with free labor. KC-5.2.I.B African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting escapes, and sometimes expressing a willingness to use violence to achieve their goals. KC-5.2.I.C Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution. KC-5.2.II.B.ii The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimatelyfailedtoreduceconflict. KC-5.2.II.C The Second Party System ended when the issuesofslaveryandanti-immigrantnativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North. KC-5.2.II.D Abraham Lincoln's victory on the Republicans' free-soilplatforminthepresidentialelectionof 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.

KC-5.3.I.B Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers.ManyAfricanAmericansfledsouthern plantations and enlisted in the Union Army, helping to undermine the Confederacy.

KC-5.3.I.C Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slaveryasthefulfillmentofAmerica'sfounding democratic ideals.

BoththeUnionandtheConfederacymobilized their economies and societies to wage the war even while facing considerable home front opposition.

KC-5.3.I.D Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.

KC-5.3.II.ii Reconstruction altered relationships between the states and the federal government and led todebatesovernewdefinitionsofcitizenship, particularly regarding the rights of African Americans, women, and other minorities.

KC-5.3.II.A The 13th Amendment abolished slavery, while the 14th and 15th amendments granted AfricanAmericanscitizenship,equal protection under the laws, and voting rights.

KC-5.3.II.B The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.

KC-5.3.II.C EffortsbyradicalandmoderateRepublicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded someshort-termsuccesses.Reconstruction opened up political opportunities and other leadership roles to formerly enslaved persons but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.

KC-5.3.II.D Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Formerly enslaved persons sought land ownership but generally fell short ofself-sufficiency,asanexploitativeand soil-intensivesharecroppingsystemlimited blacks' and poor whites' access to land in the South.

KC-5.3.II.E Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.

NJSLS Standards:

6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

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

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

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

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

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

6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and

Confederate states before and during the Civil War.
6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
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.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

RI.CR.9–10.1. cite a range and 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. 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.TS.9–10.4. 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.MF.9–10.6. 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.CT.9–10.8. 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.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL)*

N/A

Holocaust & Amistad: *(ELA & SS ONLY)*

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans	
Unit Essential Questions: 1. Was slavery the primary cause of the Civil War? 2. Did the various compromises over slavery delay the inevitable? 3. What are the regional differences and events that led to the Civil War? 4. Can legislative compromises solve moral issues? 5. Was the Civil War inevitable? 6. How was propaganda used during the abolitionist Movement? 7. How did geography impact the Civil War? 8. How did the population shift in the US following the Civil War? 9. What impact did economics have on the Civil War? 10. What role did African Americans play in the Civil War? 11. How effective was Reconstruction? 12. What were the economic impacts of the Civil War on the North and the South? 13. How did the Civil War amendments affect the lives of Americans and the relationship between state and the nation governments?	**Unit Enduring Understandings:** 1. Slavery, along with many other issues led to the Civil War. 2. Debates over slavery increased sectionalism and influenced politics. 3. Moral and political beliefs influence the actions of citizens which led to sectionalism and divisions that caused the Civil War. 4. Economic, social and political sectional differences in America interlaced with slavery escalated into a conflict between the states. 5. Legislation often only addresses moral issues through compromise. 6. Conflict can lead to both negative and positive changes. 7. Conflicts over States Rights culminated over the divisive issue of slavery leading to the Civil War. 8. Literature can be used as propaganda to impact public opinion. 9. Geography had a huge impact on the outcome of the Civil War. 10. There were huge population shifts based on race following the Civil War. 11. Wealth, industry and supplies gave the North a huge advantage over the South in the Civil War. 12. African Americans made huge contributions to both sides in the Civil War both in the military and on the homefront. 13. Reconstruction made great strides in providing for the newly freed slaves for a time, but failed in reforming the political divide and prejudice in the South. 14. The South suffered tremendous economic effects from the Civil War while the North fared far better. 15. The new amendments tried to create more equality in the lives of Americans and tested the Federation in the national government's ability to implement them to the full extent.

Students will know: ● The ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. ● Historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies. ● Those ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address). ● How to use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war. ● The impact of population shifts and migration patterns during the Reconstruction period. ● The role that economics played in enabling the North and South to wage war. ● The experiences of African Americans who lived in Union and Confederate states before and during the Civil War. ● The impact of the American Civil War and comparison with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work. ● The debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals. ● Conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some	**Students will be able to:** *(Verb Bloom's Taxonomy)* ● Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. ● Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies. ● Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address). ● Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war. ● Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period. ● Assess the role that economics played in enabling the North and South to wage war. ● Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War. ● Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work. ● Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Southern individuals and states. ● The extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century. ● The immediate and long-term effects of the Civil War on the economies of the North and South **Vocabulary:** secession, abolitionists, fire-eaters, gag rule, popular sovereignty, Union, Confederate, Missouri Compromise; Compromise of 1850; Kansas Nebraska Act; Uncle Tom's Cabin, John Brown, Harpers Ferry; Lincoln-Douglass Debates, Wilmot Proviso, Fugitive Slave Act, Harriet Beecher Stowe, Lecompton Constitution, Republican Party, Pottawatomie Massacre, Freeport Doctrine, Confederate States of America, Total War, King Cotton, Copperheads, Union, Confederacy, Border States, Yankee, Rebel, Clara Barton, William Seward, Edwin Stanton, Trent Affair, Draft Riots, John Wilkes Booth, Robert E Lee, Thomas Jackson, Ulysses Grant, George McClellan, William Sherman, George Meade, Salmon Chase, *Merrimac, Monitor*, *Virginia*, Emancipation Proclamation, 1st Bull Run, 7 Day Campaign, Antietam, Bull Run, Fredericksburg, Chancellorsville. Reconstruction, 13th Amendment, Black Codes, Fourteenth Amendment, Fifteenth Amendment, Reconstruction Acts, Freedmen's Bureau, Enforcement Acts, redeemers, Panic of 1873, Jim Crow Laws**,** Lincoln's 2nd Inaugural speech, Wade-Davis Bill, Andrew Johnson, Radical Republicans, Thaddeus Stevens, Frederick Douglass, Civil Rights Act of 1866, Ulysses S Grant, William Lloyd Garrison Ku Klux Klan, Panic of 1873, Civil Rights Act of 1875, Samuel J Tilden, Rutherford B Hayes, Compromise of 1877, Plessy v. Ferguson, Madame CJ Walker, Booker T Washington, Ida B Wells	● Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. ● Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century. ● Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South

Stage 2 Assessment Evidence

Summative Assessment:
Causes of Civil War Project
AP Civil War Assessment
AP Reconstruction Assessment

Formative Assessments:
Causes of Civil War Reading Quiz
Causes of Civil War Vocabulary Quiz
Causes of Civil War Notebook Check
Civil War Reading Quiz
Civil War Vocabulary Quiz
Civil War Notebook Check
Reconstruction Reading Quiz
Reconstruction Vocabulary Quiz
Reconstruction Notebook Check
Informal questioning
Homework responses
Small group/whole class discussions
Exit tickets
Polls
In class projects
Digital quizzes though textbook

Common Benchmark Assessments:
Causes of Civil War Common Assessment
Civil War Common Assessment
Reconstruction Common Project

Alternative Assessments:
Research Project on one of the successes and failures of Reconstruction

Multimedia presentation showing PECS on a Civil War battle(s)

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12.Civics OR.4.a:	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.	• CHIPPO the Fugitive Slave Law, Dred Scott Decision • Categorize the causes of the Civil War into Abolition, Slavery Expansion, Failure of the Politicians and justify with evidence. • Chapter 17: Investigate Sources. Compromise or Confrontation • Chapter 18: Investigate Sources. The Dred Scott Decision	3 blocks
6.1.12.Civics DP.4.a:	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies.	• Graphic organizer comparing the 13, 14, and 15 amendments and their impact on African Americans	2 blocks
6.1.12.CivicsDP.4.b:	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls	• *DBQ on Causes of the Civil War and Lack of Equality* • *Comparison chart of experience of soldiers who Cross-dressed or "passed women" in the Civil War* ○ *Jennie Hodgers – Albert Cashier*	5 blocks

	Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).	○ *Lereta Velazquez – Harry Buford* ○ *Sarah Emma Edmonds – Frank Thompson* ● *CHIPPO "Photos: Civil War LGBT and Feminist Heroes."* ● *Read and answer questions on Comstock Laws 1873* ● *CHIPPO a passage of the 14th amendment provides equal protection of the full rights of citizenship to ALL Americans, including the LGBTQ community.* ● 1861-1865 American Civil War- The American Civil War results in 30,000 amputations in the Union Army alone. This event brings disability issues to the American consciousness. ● Analyze the Declaration, Emancipation and Gettysburg Address and define the changing definitions of equality. ● Chapter 19. Investigate Sources. Emancipation: Advantages and Anxieties	
6.1.12.GeoSV.4.a :	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.	● Fill out maps and research the geography where key battles were fought in the Eastern and Western Theaters. ● Utilize maps to determine the most effective battle strategies and how geography can be used to win a battle. ● Battle chart comparing geography, technology and strategy for key battles ● Chapter 17: Map Exploration. Compromise of 1850 ● Chapter 19: Map Exploration.Seceding States ● Chapter 19: Map Exploration.How to Win A Civil War	2 blocks
6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.	● *Comparison maps on the routes of the Underground RR and migration during Reconstruction.* ● Trace the population patterns and push pull factors that occurred after the war on a map of the US.	2 blocks

6.1.12.EconET.4.a:	Assess the role that economics played in enabling the North and South to wage war.	• Compare and contrast the military and political leadership of the Union and Confederacy during the Civil War, then determine the qualities necessary to win in each category and explain how each side funded the war. • Economic chart to compare economic advantages and results of various civil wars. • Chapter 18: Investigate Sources: Sectionalism & Division	1 block
6.1.12.HistoryUP.4.b:	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.	• *DBQ on the Experiences of African Americans during the Civil War,* • View Clips of Glory and analyze the significance of African American contributions.	3 blocks
6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.	• Read articles on the Civil Wars in Rwanda and Sudan and find similarities and differences to the American Civil War.	1 block
6.1.12.HistoryCA.4.c	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals	• Research and debate how to best reunite the nation following the war- one side from Lincoln's Plan and the other from the Radicals.	1 block
6.1.12.HistoryUP.4.a:	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	• Essay on successes and failures of Reconstruction	1 block
6.1.12.HistoryCC.4.a:	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.	• Define Federation v. Confederation on the board and discuss the merits of both. • Debate why the nation ultimately ended in a Federation and how this changed the relationship between the state and national governments.	2 blocks

		• Chapter 20: Investigate Sources. The Road to Ratification • Chapter 20: Investigate Sources.Reimagining Slavery	
6.1.12.EconNE.4.a:	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	• Graphic organizer for the long and short term effects of the Civil War on both the North and the South.	2 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
The American Pageant, 18th edition • Chapter 17 - Renewing the Sectional Struggle 1848-1854 • Chapter 18 - Descending Toward Disunion: 1854-1861 • Chapter 19- The Furnace of Civil War 1861-1865 • Chapter 20- The Ordeal of Reconstruction: 1865-1877 *Gilder Lehrman Institute* *AP Classroom* *CHIPPO Graphic Organizer* *PECS Graphic Organizer* *DBQ Practice*	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit***

- Use of visual and multisensory for*mats*
- *Use of assisted technology*
- Use of prompts
    - *Compare and contrast successes and failures of Reconstruction..*
    - *DBQs*
- Modification of content and student products
    - *Period 5 Assessments*
- Testing accommodations
    - *Period 5 Assessments*
- Authentic assessments
    - *Reconstruction Project*

- *Preferential seating (seating is arranged to maximize student /teacher interaction.*
- *Review sheets and study guides with breakdown of notes needed to study for assessment.*
- *Additional time for tests/quizzes.*
- *Supplemental Graphic Organizers to facilitate organization*
- *Multi -sensory resources (auditory, visual, hands -on, and small group work)*
- *Consistent proximal monitoring to ensure success and intervene as needed/required. One on One conferencing to assess frustration/difficulty levels.*
- *Broken down assignments and projects into smaller units to facilitate comprehension.*
- *Daily Agenda tracking log to assist in organization.*
- *Writing down ALL assignments, quizzes, projects and tests to assist in successful completion of class tasks and assessments.*
- *Pairing with "Peer Buddy" when appropriate and as required.*

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Inquiry-based instruction
    - *CHIPPO & PECS in Period 5*
- Independent study
- Higher-order thinking skills
    - *Compare and Contrast successes and failures of Reconstruction.*
    - *Analyzing primary sources*
- Interest-based content

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
    - *PECS Chart*
- Teacher modeling
    - *Writing DBQ's*
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - *Google Translate*
- Scaffolding
- Sentence frames
    - Sentence starters for document based writing (when needed)
- Think-pair-share
    - *Turn and Talk in class*
- Cooperative learning groups
    - Reconstruction Project

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - *Period 5 Notes*
- Introduce key vocabulary before lesson
    - *Vocabulary list from American Pageant*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - *Road to the Civil War*
    - *Key Battles*
    - *Emancipation Proclamation*
    - *Gettysburg Address*
    - *Reconstruction*
    - *13th , 14th, 15th Amendments*
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
    - *Brisk Learning*
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
    - *Vocabulary list from American Pageant*

Stage 1 Desired Results
Unit Title: Period 6 The Development of the Industrial United States (1870–1900)
Unit Summary: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.
Unit Learning Targets
AP Content Standards: KC-6.1 Technological advances,large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. KC-6.1.I Large-scaleindustrialproduction— accompanied by massive technological change, expanding international communicationnetworks,andpro-growth governmentpolicies—generated rapid economic development and business consolidation. KC-6.1.II A variety of perspectives on the economy and labor developed during a time of financialpanicsanddownturns. KC-6.1.III New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers. KC-6.2 The migrations that accompanied industrializationtransformedbothurbanand rural areas of the United States and caused dramatic social and cultural change. KC-6.2.I International and internal migration increased urban populations and fostered the growth of a new urban culture. KC-6.2.II Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict. KC-6.3 The Gilded Age produced new cultural and intellectual movements,public-reform efforts, and political debates over economic and social policies.

KC-6.3.I New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

KC-6.3.II Dramatic social changes in the period inspiredpoliticaldebatesovercitizenship, corruption, and the proper relationship between business and government.

KC-6.1.III.A Improvementsinmechanizationhelped agricultural production increase substantially and contributed to declines in food prices.

KC-6.1.III.B 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.

KC-6.1.I.A Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.

KC-6.2.II.A The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity

KC-6.2.II.B Inhopesofachievingidealsofself-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.

KC-6.2.II.C 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 increaseinviolentconflict.

KC-6.2.II.D 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.

KC-6.2.II.E Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, andtheyattemptedtodevelopself-sustaining economic practices.

KC-6.1.II.D Despitetheindustrializationofsomesegments oftheSoutherneconomy—achangepromoted by Southern leaders who called for a "New South"—agriculturebasedonsharecropping and tenant farming continued to be the primary economic activity in the South.

KC-6.3.II.C The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation (known as Jim Crow) helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence,discrimination,andscientifictheories of race, African American reformers continued tofightforpoliticalandsocialequality.

KC-6.1.I.B.i Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.

KC-6.1.I Large-scaleindustrialproduction— accompanied by massive technological change, expanding international communicationnetworks,pro-growth governmentpolicies—generatedrapid economic development and business consolidation.

KC-6.1.I.B.ii Businessesmadeuseofredesignedfinancial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.

KC-6.1.I.D Many business leaders sought increased profitsbyconsolidatingcorporationsintolarge trusts and holding companies, which further concentrated wealth.

KC-6.1.I.E.i Businesses increasingly looked outside U.S. bordersinaneffortto gaingreaterinfluence and control over markets and natural resources inthePacificRim,Asia,andLatinAmerica.

KC-6.1.I.C 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.

KC-6.1.II.C Labor and management battled over wages and working conditions, with workers organizinglocalandnationalunionsand/or directly confronting business leaders.

KC-6.1.II.B.i The industrial workforce expanded and child labor increased.

KC-6.1.II.B.ii The industrial workforce expanded and became more diverse through internal and international migration.

KC-6.2.I.A 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.

KC-6.2.I.B Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.

KC-6.2.I.C Increasing public debates over assimilation andAmericanizationaccompaniedthegrowth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.

KC-6.3.I.A 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.

KC-6.3.II.B.i Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.

KC-6.2.I.E 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.

KC-6.3.I.B 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.

KC-6.3.I.C 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.

KC-6.3.II.B.ii Many women sought greater equality with men,oftenjoiningvoluntaryorganizations, going to college, and promoting social and political reform.

KC-6.1.II.A Somearguedthatlaissez-fairepoliciesand competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.

KC-6.1.I.E.ii Foreign policymakers increasingly looked outsideU.S.bordersinanefforttogain greaterinfluenceandcontrolovermarkets andnaturalresourcesinthePacificRim, Asia, and Latin America.

KC-6.1.III.C 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.

KC-6.3.II.A The major political parties appealed to lingering divisions from the Civil War and contended over tariffsandcurrencyissues,even as reformers argued that economic greed and self-interest had corrupted all levels of government.

KC-6.2.I.D 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.

KC-6.1 Technological advances,large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

KC-6.1.I Large-scaleindustrialproduction— accompanied by massive technological change, expanding international communicationnetworks,andpro-growth governmentpolicies—generated rapid economic development and business consolidation.
KC-6.1.II A variety of perspectives on the economy and labor developed during a time of financialpanicsanddownturns.
KC-6.1.III New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.
KC-6.2 The migrations that accompanied industrializationtransformedbothurbanand rural areas of the United States and caused dramatic social and cultural change. KC-6.2.I International and internal migration increased urban populations and fostered the growth of a new urban culture.
KC-6.2.II Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competitionandviolentconflict.
KC-6.3 The Gilded Age produced new cultural and intellectual movements,public-reform efforts, and political debates over economic and social policies.
KC-6.3.I New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.
KC-6.3.II Dramatic social changes in the period inspiredpoliticaldebatesovercitizenship, corruption, and the proper relationship between business and government.

NJSLS Standards:

6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

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

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

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

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

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

RI.CR.9–10.1. cite a range and 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. 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.TS.9–10.4. 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.MF.9–10.6. 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.CT.9–10.8. 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.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL)*

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

Holocaust & Amistad: *(ELA & SS ONLY)*

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

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

Unit Essential Questions:	**Unit Enduring Understandings:**
1. How did the government try to provide economic stability? 2. How effective were the attempts to address discrimination? 3. How were the transportation revolution, an improved national economy, and immigration connected?	1. The government tried to provide economic stability through regulation of industrial and financial systems. 2. The government, individuals, and groups all made attempts to address discrimination with varying degrees of success.

4. How did urbanization affect the environment and living conditions in the cities? 5. How did the business practices of corporations impact the workers and society? 6. What were the long term economic effects of the Civil War on the economy? 7. What is the cyclical nature of the economy? 8. How did agricultural and labor organizations come about? 9. How did education try to foster national unity and help people reach their goals? 10. What was the experience of the immigrant? 11. Where and how do slavery, child labor, and unfair labor practices still exist?	3. The improvements in transportation led to a new thriving national economy and increased immigration. 4. Rapid urbanization led to increased pollution and deplorable living conditions for the working class. 5. The business practices of corporations led to government regulations, the growth of labor unions, and formation of new isms to address the issues. 6. The Civil War led to an era of economic growth and the evolution of Big Business that needed to be regulated by the government, mass immigration, and urbanization. 7. The economy exists in a cycle of growth and expansion and decline and recession and is based on the law of supply and demand. 8. Labor and agricultural organizations came about through the ideas of socialism and the need created by abuses implemented on workers and farmers by industrial capitalists. 9. The education system fostered national unity and economic self sufficiency by providing free public education for all children. 10. Depending on the nation of origin, the experience of the immigrant varied which can be experienced through primary sources. 11. Slavery, child labor, and unfair labor practices still exist throughout the world and civil rights are being violated despite organizations that try to end these practices.
Students will know: ● The impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. ● The effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. ● How the Homestead Act, the availability of land and natural	**Students will be able to:** ● Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. ● Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. ● The impact of rapid urbanization on the environment and on the quality of life in cities. ● The economic practices of corporations and monopolies regarding the production and marketing of goods determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations. ● The economic developments and long-term effects of the Civil War on the economics of the North and the South. ● The cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. ● How events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods. ● The effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. ● Relate varying immigrants' experiences to gender, race, ethnicity, or occupation. ● Current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. **Vocabulary:** Bessemer Process. Transcontinental Railroad, Interstate Commerce Act (1877), Vertical and Horizontal Integration, Social Darwinism,	● Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. ● Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. ● Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations. ● Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South. ● Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. ● Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods. ● Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. ● Use primary sources to relate varying immigrants' experiences to gender, race, ethnicity, or occupation. ● Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Sherman Antitrust Act (1890), American Federation of Labor, 1886 Samuel Gompers, Industrial Workers of the World (IWW, 1905), Ellis Island, Angel Island, e Chinese Exclusion Act (1882), Urbanization, Political Machine, Patronage, Gilded Age, Laissez-Faire, Monopoly, Trust, . Knights of Labor,. Anarchist, Suburb, Graft, Pendleton Act, Gold standard,. Merger, . Populist party, William Jennings Bryant. Strike, Injunction, Tenement, J.D. Rockefeller, Andrew Carnegie, Gospel of Wealth, J. P. Morgan,. Jacob Riis, Melting Pot, Capitalism, Nativism, Thomas Nast, . William Tweed, Tammany Hall, Cornelius Vanderbilt:	

Stage 2 Assessment Evidence

Summative Assessment:

Industrialization and Immigration Project

Death of the West and Agriculture Project

Formative Assessments:

Industrialization and Immigration Reading Quiz

Industrialization and Immigration Vocabulary Quiz

Industrialization and Immigration Notebook Check

Death of the West and Agriculture Reading Quiz

Death of the West and Agriculture Vocabulary Quiz

Death of the West and Agriculture Notebook Check

Informal questioning

Do Nows

Homework responses

Small group/whole class discussions Exit tickets Polls In class projects Digital quizzes though textbook
Common Benchmark Assessments: Industrialization and Immigration Common Project Death of the West and Agriculture Common Project
Alternative Assessments: Research Project on one of the Native American tribes Multimedia presentation showing Grangers, AFofL, or one of the Robber Barons

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12.EconEM.5.a :	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	• PECS chart for the Gilded Age • T Chart of the Gilded Age Presidents • Chapter 22: Investigate Sources. Rail Road Business • Chapter 23: Investigate Sources. Rise of Corporations • Chapter 23: Investigate Sources. Organizing Labor • CHIPPO Sherman Antitrust Act	2 blocks
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and	• Quest Inquiry PBL Create a Layered Map of the American West • Chapter 22: Investigate Sources. The Economic West • CHIPPO Red Cloud's Speech at Cooper Union	2 blocks

	African Americans.	• DBQ Impact of Westward Movement and Settlement on Native Americans	
6.1.12.GeoPP.5.a:	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.	• Chapter 22. Railroads Spur Economic Development in Cities • Chapter 23: Investigate Sources. Industrial Innovators • CHIPPO Primary Source: The Consequence of Industrialization	1 block
6.1.12.GeoHE.5.a:	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.	• PECS Life in the New Cities: New York, Chicago, and San Francisco • CHIPPO Jacob Riis *How the Other Half Lives* • Chapter 24: Investigate Sources Growth, Rural & Urban •	2 blocks
6.1.12.EconEM.5.a:	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.	• Chapter 23: Investigate Sources. Business & Innovation • Chapter 23. Investigate Sources. Railroads Worldwide • CHIPPO a passage of *The Jungle* • Chapter 24. Investigate Sources. City Living	1 block
6.1.12.HistoryNM.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.	• Graphic organizer on the long term effects of the Civil War. • Venn diagram of the long term effects of the Civil War on the economies of North and South.	1 block
6.1.12.HistoryNM.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	• CHIPPO Letter from a New York Banker to a Business Associate • (November 1907 – During the Panic of 1907)	1 block
6.1.12.HistoryCC.5.a:	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods	• Chapter 25: Investigate Sources. Farmer's Women's, and Worker's Movements • Primary Source Analysis: The Preamble to the Platform of the Populist Party	1 block

		• Secondary Source Analysis
		  ○ The Wizard of Oz: Parable on Populism by Henry M. Littlefield
		  ○ *"The 'Wizard of Oz' as a Monetary Allegory"* by Hugh Rockoff	

6.1.12.HistoryCA.5.a:	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	• Primary Source Jigsaw
		  ○ Excerpt from John Dewey (e.g., *"Education and Democracy"*) – Schools as builders of civic identity
		  ○ Photo of immigrant children in a classroom (c. 1910) – Visual evidence of Americanization
		  ○ Excerpt from a 1918 compulsory education law or a factory reform law tying child labor to school attendance
			1 block

6.1.12.HistoryUP.5.a:	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	• DBQ Immigrant Experiences:Italian, Chinese, Tenement Life and working mother.	2 blocks
6.3.12.CivicsHR.1:	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.	• Research and present a modern day case of slavery, child labor, or other unfair labor practice and compare it to the working conditions during the Industrial Revolution in the US.	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
The American Pageant, 18th edition • Chapter 21- Political Upheaval in the Gilded Age: 1869-1896 • Chapter 22 - The Conquest of the West: 1865-1896 • Chapter 23- The Industrial Era Dawns: 1865-1900 • Chapter 24- America Moves to the City: 1865-1900 • Chapter 25 - Rumbles of Discontent: 1865-1900	Scaffolded texts and ELL texts online

Gilder Lehrman Institute *AP Classroom* *CHIPPO Graphic Organizer* *PECS Graphic Organizer* *DBQ Practice*	Scaffolded online texts with text tools and features.

Accommodations and Modifications: **Students with Disabilities, English Language Learners,** **Students at Risk of Failure, Students with 504s, Gifted & Talented Students**
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** ● Use of visual and multisensory for*mats* ● *Use of assisted technology* ● Use of prompts ○ *Compare and contrast successes and failures of Labor Unions and government regulations.* ○ *DBQs* ● Modification of content and student products ○ *Period 6 Assessments* ● Testing accommodations ○ *Period 6 Assessments* ● Authentic assessments ○ *Industrialization and Immigration Project* ● *Preferential seating (seating is arranged to maximize student /teacher interaction.* ● *Review sheets and study guides with breakdown of notes needed to study for assessment.* ● *Additional time for tests/quizzes.* ● *Supplemental Graphic Organizers to facilitate organization* ● *Multi -sensory resources (auditory, visual, hands -on, and small group work)* ● *Consistent proximal monitoring to ensure success and intervene as needed/required. One on One conferencing to assess frustration/difficulty levels.* ● *Broken down assignments and projects into smaller units to facilitate comprehension.*

- *Daily Agenda tracking log to assist in organization.*
- *Writing down ALL assignments, quizzes, projects and tests to assist in successful completion of class tasks and assessments.*
- *Pairing with "Peer Buddy" when appropriate and as required.*

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Inquiry-based instruction
    - *CHIPPO & PECS in Period 6*
- Independent study
- Higher-order thinking skills
    - *Compare and Contrast successes and failures of Labor Unions and government regulations.*
    - *Analyzing primary sources*
- Interest-based content

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
    - *PECS Chart*
- Teacher modeling
    - *Writing DBQ's*
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - *Google Translate*
- Scaffolding
- Sentence frames
    - Sentence starters for document based writing (when needed)
- Think-pair-share
    - *Turn and Talk in class*
- Cooperative learning groups
    - Industrialization and Immigration Project

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - *Period 6 Notes*
- Introduce key vocabulary before lesson
    - *Vocabulary list from American Pageant*
- Work in a small group

    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - *Industrialization*
    - *Inventions*
    - *Big Business*
    - *Monopolies*
    - *Immigration*
    - *Urbanization*
    - *Assimilation*
    - *Native American Removal*
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
    - *Brisk Learning*
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
    - *Vocabulary list from American Pageant*