Wall Township Public Schools	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.

New Jersey Student Learning Standards

Social Studies

The New Jersey Student Learning Standards (NJSLS) are reviewed and revised every five years. The 2020 NJSLS in Social Studies was adopted by the State Board of Education on June 3, 2020. Districts are required to implement these standards through the updating of social studies curricula by September 2022. The standards provide the framework for curricular instruction as well as provide the performance expectations students are expected to meet by the end of each grade band.

Implementation of the standards is mandated by the New Jersey Administrative Code. District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (N.J.A.C. 6A:8-3.1(a)). The district must provide

sufficient time and resources to ensure that all students can demonstrate that they have met or exceeded the expectations set forth in the New Jersey Student Learning Standards.

2020 New Jersey Student Learning Standards for Social Studies

Intent and Spirit

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards — Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K–12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Course Sequence & Pacing

Unit Title	Estimated Number of Instructional Periods
Period 1 Three Cultures Collide (1491-1607)- In this unit, students examine the diverse civilizations and cultures that flourished throughout North and South America prior to European contact and analyze how European exploration transformed societies across the globe. Students explore how geography, climate, natural resources, and topography influenced Indigenous communities as well as European exploration, colonization, and settlement	3

patterns. Through the study of Columbus and the Columbian Exchange, students investigate the movement of people, plants, animals, diseases, commodities, and ideas among the Americas, Europe, Africa, and Asia and evaluate both the positive and negative consequences of these interactions. Students also analyze how mercantilism, the pursuit of natural resources, and expanding global trade encouraged European conquest and colonization. By examining geographic representations, economic data, and historical evidence, students develop an understanding of how European exploration and the Columbian Exchange permanently altered Indigenous societies, political boundaries, economies, environments, and global relationships.	
Period 2 (1607-1754) Colonial America and French Indian War- In this unit, students examine the development of the British North American colonies and how European political, economic, cultural, and social traditions were adapted to meet the needs of life in the New World. Students compare the New England, Middle, and Southern Colonies through their political, economic, cultural, and social characteristics, analyzing how geography, climate, natural resources, and regional differences shaped settlement patterns and economic development. Students explore the growth of representative government and political participation while examining the competing economic systems of mercantilism and capitalism and the role of slavery in colonial economies and societies. Students also investigate the development of an emerging American identity and evaluate the complex interactions and conflicts between European settlers and Native American populations. Through the analysis of primary and secondary sources from multiple perspectives, students develop an understanding of how colonial experiences, regional differences, economic systems, and cultural interactions helped establish the political, economic, and social foundations of the future United States.	12

Period 3 (1754-1800) Revolution & The New Nation- In this unit, students examine the political, economic, social, and ideological developments that transformed the American colonies into an independent nation and shaped the early Republic. Beginning with the French and Indian War, students analyze the growing tensions with Great Britain, the causes and course of the American Revolution, and the principles expressed in the Declaration of Independence. Students then explore the challenges of creating a new government through the Articles of Confederation, Constitutional Convention, and debates between Federalists and Anti-Federalists. The unit continues with an examination of the early presidencies of Washington, Adams, and Jefferson, including Hamilton's economic plan, the emergence of political parties, territorial expansion through the Louisiana Purchase, and evolving foreign and domestic policies. Students also investigate the growing power of the Supreme Court through landmark decisions such as *Marbury v. Madison* and *McCulloch v. Maryland*, as well as the causes and consequences of the War of 1812. Throughout the unit, students use multiple perspectives and primary sources to evaluate how debates over individual rights, federal and state power, economic policy, political participation, and national identity established precedents that continue to influence American government and society.	40
Period 4 Expansion and Reform (1801–1861)- In this unit, students examine the political, economic, and social forces that transformed the United States during the early to mid-19th century. Students analyze how industrialization, technological innovation, and economic growth contributed to increasing differences between the North and South while exploring the development of national policies such as the American System, Missouri Compromise, and	28

Monroe Doctrine. The unit investigates the expansion of democracy during the Jacksonian era, including changing political participation, contested elections, states' rights, and the forced removal of Native Americans. Students also explore westward expansion, the Mexican-American War, and the Gold Rush to evaluate how territorial growth created economic opportunities while generating conflict and displacement. Finally, students examine how the Second Great Awakening inspired major reform movements, including public education, abolition, temperance, and women's rights. Through primary and secondary sources and multiple perspectives, students evaluate how expansion, economic change, democratic participation, and reform reshaped American society while intensifying regional and political tensions.	
Period 5 Civil War and Reconstruction (1850–1877): In this unit, students examine the political, economic, and ideological conflicts that led to the Civil War and the challenges the nation faced during Reconstruction. Students analyze how the expansion of slavery, sectionalism, political compromises, Supreme Court decisions, and events such as Bleeding Kansas, the Dred Scott decision, John Brown's raid on Harpers Ferry, and the election of 1860 intensified divisions between the North and South and ultimately led to secession and war. Students explore key events and battles of the Civil War while evaluating the economic resources, geographic factors, and experiences of different groups that shaped the conflict. Particular attention is given to the Emancipation Proclamation and Gettysburg Address and their impact on the meaning and purpose of the war. The unit then examines efforts to reunify and rebuild the nation during Reconstruction, including the 13th, 14th, and 15th Amendments, competing Reconstruction plans, Johnson's impeachment, and new opportunities and challenges for formerly enslaved people, women, and families. Through primary and secondary sources and multiple	25

perspectives, students evaluate the successes, limitations, and lasting political, social, and economic consequences of the Civil War and Reconstruction	
Period 6 The Development of the Industrial United States (1870–1900)- In this unit, students examine the rapid industrialization and economic transformation of the United States during the late 19th century. Students explore how new inventions, technological advancements, and expanding transportation systems contributed to the growth of big business, free enterprise, and national markets. They analyze the rise of corporations and monopolies, the experiences of industrial workers, and the development of labor unions in response to changing working conditions. The unit also examines how increased immigration and urbanization transformed American cities, culture, and society while contributing to tensions among ethnic, racial, and social groups. Students investigate the impact of westward economic expansion on Native Americans, including federal policies of removal, reservations, and assimilation. Through multiple perspectives, students evaluate how industrialization created new opportunities and economic growth while also producing inequality, labor conflict, environmental challenges, and significant social and cultural change.	15

Unit 1

Desired Results

Unit 1 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.

Learning Standards

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 Different native societies adapted to and 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 Exchange and significant social, 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 The spread of maize cultivation from present day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification 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-gatherer economies that favored the development of permanent villages.

KC-1.1.I.D Societies in the Northwest and present-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 European nations'efforts to explore and 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 more organized methods for conducting international trade, such as joint-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 to support plantation-based agriculture and 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, and carefully defined the status 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 and Native Americans often defined the early 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 justifications for the subjugation of Africans and 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 Different native societies adapted to and 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.

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

Learning Targets	
Unit Essential Questions: <u>Chapter 1: Course Expectations and Native American Overview Pre-1492</u> • What is history? Where should the story of the U.S. begin? • How do we evaluate the importance of events and people in history? • What are the themes for this course? • What skills must students use to think and write as historians do? <u>Section 2: Native American Societies</u>	**Unit Enduring Understandings:** <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

• What were the major groups of Native Americans before contact? • 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> • How did the Columbian Exchange affect Europe, the Americas, and Africa, and what were its effects? • How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?	& 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> • There were many well established and accomplished Native American tribes prior to Columbus' arrival. • 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> • The Columbian Exchange had monumental consequences, both positive and negative on the three worlds involved. • Western European countries had varying forms of success in making the New World both profitable and easy to manage.
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
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. ● Explain the effects of the development of transatlantic voyages from 1491 to 1607.
Learning Activities: ● PECS chart for Period 1 including the geography tie and a broad statement encompassing the Age of Exploration ● 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
- The teacher made a chart comparing New Spain, New Netherlands, New France, and the English colonies with similarities and differences..
- Document analysis of the Columbian Exchange from summer work
- Chapter 1 Essay: Indigenous America & Spanish Colonization
- Summer vocabulary with historical thinking skills applied to one per chapter
- Gilder Lehrman Institute DBQ on the encomienda system- small group CHIPPO and put parts on the board for class analysis.
- 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: find evidence from summer work to support this claim.
- 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

Assessment Evidence

Formative Assessments:

Chapter 1 Reading Quiz

Native Americans and Exploration Vocabulary Quiz Period 1 Notebook Check European Colonization Cooperative Graphic Organizer
Summative Assessments: AP Period 1 Assessment
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

Core Instructional & Supplemental Materials

- 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

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:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2: 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.

Learning Standards

AP Content Standards:

KC-2.1 Europeans developed a variety of colonization and migration patterns, influenced by different 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 colonizers had different economic and 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 regional differences that reflected various 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 conflict in the Americas.

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 system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.

KC-2.1.I.A Spanish efforts to extract wealth from the 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 French and Dutch colonial efforts involved 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 English colonization efforts attracted a 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 grew prosperous exporting tobacco—a labor intensive 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 The middle colonies supported a flourishing 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 led to the colonies creating self-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 the flow of goods in and out of American 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, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.

KC-2.1.III.C Interactions between European rivals and American Indian populations fostered both accommodation and conflict. 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 British conflicts with American Indians over 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 colonizing efforts in North America, 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 significant minorities of enslaved people, 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 interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity

KC-2.2.II.C Africans developed both overt and covert means to depict the dehumanizing nature of slavery and maintain their family and gender systems, culture, and religion.

KC-2.2.I.A The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.

KC-2.2.I.B The British colonies experienced a gradual Anglicization overtime, developing autonomous political communities based on English models with influence from 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 territorial settlements, frontier defense, self rule, and trade.

KC-2.2.I.D Colonists' resistance to imperial control drew on local experiences of self-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 colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

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

NJSLS:

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.

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:

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

Slavery in the colonies.

Learning Targets

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	• 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

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?	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.
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	

Students will be able to:

- 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.

Learning Activities & Differentiation:

- PECS for Period 2 on the board for introduction paragraphs for essays
- Colonial Regions Project comparing PECS (Political, Economic, Cultural, Social) of each 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.
- 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.
- PECS Chart with geography for the three regional colonies of England. Jigsaw and share information with the home group.
- 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.
- 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 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.*
- 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.

Assessment Evidence
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
Summative Assessments: AP Colonial America Assessment

AP The French Indian War Assessment
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.

Core Instructional & Supplemental Materials

- The American Pageant, 18th edition
    - Chapter 2- The Contest for North America: 1500-1664
    - 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:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3: 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.

Learning Standards

AP Content Standards:

KC-3.1 British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government-led to 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 ideals of self-government in the face of renewed British imperiale effort led to a colonial independence movement and war with Britain.

KC-3.2 The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

KC-3.2.I The ideals that inspired the revolutionary cause reflected new beliefs about 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 liberties and limiting both centralized power and excessive popular influence.

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 intensified conflicts among peoples and nations.

KC-3.3.I In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.

KC-3.3.II The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

KC-3.1.I.A Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing 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 for imperial efforts to raise revenue and consolidate control over the colonies.

KC-3.1.I.C After the British victory, imperial officials' 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 The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes 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, local traditions of self-rule, and the ideas of the Enlightenment.

KC-3.1.II.C The effort for American independence was energized by colonial leaders such as Benjamin 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, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.

KC-3.2.I.A Enlightenment ideas and philosophy inspired many American political thinkers to emphasize 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).Federalists ensured the ratification 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 led to the formation of political parties— most significantly the Federalists, led by Alexander Hamilton, and the Democratic Republican Party, led by Thomas Jefferson and 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 resolve to pursue self-government led to a 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 ideals of self-government in the face of renewed British imperial effort led to a colonial independence movement and war with Britain.

KC-3.2 The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

KC-3.2.I The ideals that inspired the revolutionary cause reflected new beliefs about 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 liberties and limiting both centralized power and excessive popular influence.

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 intensified conflicts among peoples and nations.

KC-3.3.I In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending. KC-3.3.II The continued presence of European powers in North America challenged the United States to find ways to safe guard its borders, maintain neutral trading rights, and promote its economic interests.
NJSLS: 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.1: Identify problem-solving strategies used in the development of an innovative product or practice.

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.

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.

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:

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.

Learning Targets

Unit Essential Questions:

- 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?
- 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?

Unit Enduring Understandings:

- 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 government and change it as necessary and provides the protection of natural rights and equality under the law.

• 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?	• 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.

• 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?	• 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.
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, 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	
Students will be able to: • 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.
- 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.

Learning Activities & Differentiation:

- CHIPPO the Declaration of Independence
- CHIPPO the Preamble
- Paraphrase the Bill of Rights
- CHIPPO Articles of Confederation
- CHIPPO Common Sense in interactive gallery
- Chapter 6: Investigate Sources. Crown & Colonial Conflict
- 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 Anti-Federalists during the ratification debates, and assess their continuing relevance
- Chapter 8: Investigate. From the Articles of Confederation to the Constitution
- 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
- 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.
- 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.
- 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.
- Journal entry describing personal "best government characteristics" compared to current government and Washington's presidency.
- DBQ on acquiring western territory.
- CHIPPO the NWLO 1787
- Chapter8: Explore. Western Land Cessions to the US
- Graphic organizer comparing mercantilism restrictions to the freedoms under capitalism.
- Chapter 9:Investigate Sources.Establishing America's borrowing power
- 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.
- 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”
- Make a google slides timeline of American trade and the connected policies.
- 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 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.
- 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
- Debate the argument for Republican Motherhood.
- CHIPPO Abigail Adams letter, "Don't Forget the Ladies.."
- Webquest on the contributions of African American leaders and institutions
- 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 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 record
    - 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

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

Assessment Evidence

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
Summative Assessments: AP Revolution Assessment AP Constitution Project AP Early Presidents Assessment
Common Benchmark Assessments: Revolution Common Assessment Constitution Project Early Presidencies Common Assessment Midterm Exam
Alternative Assessments: Research Project on one battle of the revolution. Multimedia presentation showing PECS of several artifacts.

Project Imagine

Core Instructional & Supplemental Materials

- 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

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:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4: 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.

Learning Standards

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 suffrage from a system based on property 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 revolution had significant effects on U.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, powers of the federal government, 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. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.

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 whether such policies would benefit agriculture or industry, potentially favoring different 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 The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe 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 manufacture of goods became more organized.

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

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 to industrializing Northern cities, while many 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 significant increase in prosperity and standards 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 relied on semi-subsistence agriculture; 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 suffrage from a system based on property 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—the Democrats, led by Andrew Jackson, and the Whigs, led by Henry 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,while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

KC-4.1.II.B A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.

KC-4.1.II.C Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced 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 among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.

KC-4.1.III.A Americans formed new voluntary organizations 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 Antislavery efforts in the South were largely 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 joined political efforts aimed at changing 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, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

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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 the Pacific Ocean; however, this frequently provoked competition and violent conflict.

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.government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.

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 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.

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.

Learning Targets

Unit Essential Questions:

- What characteristics define the American identity?
- How do new technologies impact society?
- Why is Jackson the only president to have an era named for him?
- How can acquiring new territories affect societies?
- What are acceptable means for nations to acquire territory?
- What are the challenges and opportunities related to migration?
- What did “opening the frontier” mean for different groups in North America?
- How successful were the reform movements?

Unit Enduring Understandings:

- The North and South developed different economic systems that led to political differences between the regions.
- New technologies created a greater rift between the sections of the new nation.
- Andrew Jackson served as a President for the “Common Man” while extending the powers of the President beyond that of any of his predecessors.
- Americans moved west energized by their belief in the rightful expansion of the US from the Atlantic to the Pacific.
- Americans used varying means of acquiring land from war to diplomatic negotiations.
- Mexico offered land grants to American settlers, but conflict developed over religion and other cultural differences, and the issue of slavery.
- 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. ● Though they did not meet with success, the reform movements set the stage for real change by the turn of the century.
Vocabulary: Industrial Revolution, Industrialization, Sectionalism, Era of Good Feelings, American System, Missouri Compromise, Monroe Doctrine, Jacksonian Democracy, Suffrage, Spoils System, Indian Removal Act, Trail of Tears, Nullification, States' Rights, Westward Expansion, Manifest Destiny, Annexation, Mexican-American War, Gold Rush, Second Great Awakening, Social Reform, Temperance, Abolition, Abolitionism, Women's Rights, Public Education Reform, Market Revolution, Urbanization, Immigration, Antebellum	
Students will be able to: ● 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. ● Explain the impact of the discovery of gold in California on the development of the West. ● Describe the new religious movements that swept the United States after 1790.	

- Explain the new philosophy that offered an alternative to traditional religion.
- Characterize the nature of utopian communities
- Describe the reforms demanded in schools, mental hospitals, and prisons.
- Identify key abolitionists.
- Describe the experiences of free African Americans in the United States.
- Describe the experiences of slaves in rural and urban areas.
- Summarize the slavery debate in the South.
- Explain why women's opportunities were limited in the mid-1800s.
- identify the reform movements in which women participated and which parts were successful.
- Describe the progress of the expanding women's rights movements.
- Demonstrate how new manufacturing techniques shifted the production of goods from home to factory.
- 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.

Learning Activities & Differentiation:

- 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.
- 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

Assessment Evidence

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
Summative Assessments: AP Jackson Assessment AP Manifest Destiny Assessment AP Reformers Project
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

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  - 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

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Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling -

Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5: 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.

Learning Standards

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 A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.

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, a free-soil movement arose that portrayed 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 ultimately failed to reduce conflict.

KC-5.2.II.C The Second Party System ended when the issues of slavery and anti-immigrant nativism 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-soil platform in the presidential election of 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. Many African Americans fled southern 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 slavery as the fulfillment of America's founding democratic ideals. Both the Union and the Confederacy mobilized 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 to debates over new definitions of citizenship, 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 African Americans citizenship, 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 Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. 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 of self-sufficiency,as an exploitative and soil-intensive share cropping system limited 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:

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.

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:

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

Learning Targets	
Unit Essential Questions:	**Unit Enduring Understandings:**

• Was slavery the primary cause of the Civil War? • Did the various compromises over slavery delay the inevitable? • What are the regional differences and events that led to the Civil War? • Can legislative compromises solve moral issues? • Was the Civil War inevitable? • How was propaganda used during the abolitionist Movement? • How did geography impact the Civil War? • How did the population shift in the US following the Civil War? • What impact did economics have on the Civil War? • What role did African Americans play in the Civil War? • How effective was Reconstruction? • What were the economic impacts of the Civil War on the North and the South? • How did the Civil War amendments affect the lives of Americans and the relationship between state and the nation governments?	• Slavery, along with many other issues led to the Civil War. • Debates over slavery increased sectionalism and influenced politics. • Moral and political beliefs influence the actions of citizens which led to sectionalism and divisions that caused the Civil War. • Economic, social and political sectional differences in America interlaced with slavery escalated into a conflict between the states. • Legislation often only addresses moral issues through compromise. • Conflict can lead to both negative and positive changes. • Conflicts over States Rights culminated over the divisive issue of slavery leading to the Civil War. • Literature can be used as propaganda to impact public opinion. • Geography had a huge impact on the outcome of the Civil War. • There were huge population shifts based on race following the Civil War.

	• Wealth, industry and supplies gave the North a huge advantage over the South in the Civil War. • African Americans made huge contributions to both sides in the Civil War both in the military and on the homefront. • 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. • The South suffered tremendous economic effects from the Civil War while the North fared far better. • 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.
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

Students will be able to:

- 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.
- 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

Learning Activities & Differentiation:

- 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 vs. Confrontation
- Chapter 18: Investigate Sources- The Dred Scott Decision
- Graphic organizer comparing the 13, 14, and 15 amendments and their impact on African Americans
- 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
    - 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
- 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 18: Map Exploration- Seceding States
- Chapter 19: Map Exploration- How to Win a Civil War
- 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
- 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
- DBQ on the Experiences of African Americans during the Civil War,
- View Clips of Glory and analyze the significance of African American contributions.
- Read articles on the Civil Wars in Rwanda and Sudan and find similarities and differences to the American Civil War.

- Research and debate how to best reunite the nation following the war- one side from Lincoln's Plan and the other from the Radicals.
- Essay on successes and failures of Reconstruction
- 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.
- Chapter 20: Investigate Sources. The Road to Ratification
- Chapter 20: Investigate Sources.Reimagining Slavery
- Graphic organizer for the long and short term effects of the Civil War on both the North and the South.

Assessment Evidence

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

Core Instructional & Supplemental Materials

- 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

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:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

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- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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Unit 6

Desired Results

Unit 6: 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.

Learning Standards

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-scale industrial production— accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—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 financial panics and downturns.

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 industrialization transformed both urban and 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 inspired political debates over citizenship, corruption, and the proper relationship between business and government.

KC-6.1.III.A Improvements in mechanization helped 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 In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.

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 increase in violent conflict.

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, and they attempted to develop self-sustaining economic practices.

KC-6.1.II.D Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a "New South"—agriculture based on share cropping 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 and scientific theories of race, African American reformers continued to fight for political and social equality.

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-scale industrial production— accompanied by massive technological change, expanding international communication networks,pro-growth government policies—generated rapid economic development and business consolidation.

KC-6.1.I.B.ii Businesses made use of redesigned financial 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 profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.

KC-6.1.I.E.i Businesses increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

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 organizing local and national unions and/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 and American civilization accompanied the growth 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, often joining voluntary organizations, going to college, and promoting social and political reform.

KC-6.1.II.A Some argued that laissez-faire policies and 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 outside U.S.borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

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 tariffs and currency issues,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-scale industrial production— accompanied by massive technological change, expanding international communication networks,and pro-growth government policies—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 financial panics and downturns.

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 industrialization transformed both urban and 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 inspired political debates over citizenship, corruption, and the proper relationship between business and government.

NJSLS:

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.

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

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How did the government try to provide economic stability? • How effective were the attempts to address discrimination? • How were the transportation revolution, an improved national economy, and immigration connected? • How did urbanization affect the environment and living conditions in the cities? • How did the business practices of corporations impact the workers and society? • What were the long term economic effects of the Civil War on the economy? • What is the cyclical nature of the economy? • How did agricultural and labor organizations come about? • How did education try to foster national unity and help people reach their goals? • What was the experience of the immigrant? • Where and how do slavery, child labor, and unfair labor practices still exist?	• The government tried to provide economic stability through regulation of industrial and financial systems. • The government, individuals, and groups all made attempts to address discrimination with varying degrees of success. • The improvements in transportation led to a new thriving national economy and increased immigration. • Rapid urbanization led to increased pollution and deplorable living conditions for the working class. • The business practices of corporations led to government regulations, the growth of labor unions, and formation of new isms to address the issues. • 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. • The economy exists in a cycle of growth and expansion and decline and recession and is based on the law of supply and demand.

	• 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. • The education system fostered national unity and economic self sufficiency by providing free public education for all children. • Depending on the nation of origin, the experience of the immigrant varied which can be experienced through primary sources. • 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.
Vocabulary: Bessemer Process. Transcontinental Railroad, Interstate Commerce Act (1877), Vertical and Horizontal Integration, Social Darwinism, 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	

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.
- 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.

Learning Activities & Differentiation:

- PECS chart for the Gilded Age
- T Chart of the Gilded Age Presidents
- Chapter 22: Investigate Sources- Rail Road Businesses
- Chapter 23: Investigate Sources- Rise of Corporations
- Chapter 23: Investigate Sources- Organizing Labor
- CHIPPO Sherman Antitrust Act
- 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
- DBQ Impact of Westward Movement and Settlement on Native Americans
- Chapter 22. Railroads Spur Economic Development in Cities
- Chapter 23: Investigate Sources: Industrial Innovators
- CHIPPO Primary Source: The Consequence of Industrialization
- 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
- CHIPPO a passage of *The Jungle*
- Chapter 24: Investigate Sources: City Living
- 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.
- CHIPPO Letter from a New York Banker to a Business Associate

- (November 1907 – During the Panic of 1907)
- Chapter 25: Investigating Sources- Farmer's, Women's and Worker's Movements
- Primary Source Analysis: The Preamble to the Platform of the Populist Party
- 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
- 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
- DBQ Immigrant Experiences:Italian, Chinese, Tenement Life and working mother.
- 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.

Assessment Evidence

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
Summative Assessments: Industrialization and Immigration Project Death of the West and Agriculture Project
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

Core Instructional & Supplemental Materials

- *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
- 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:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning