

Unit Name: Period One 1491-1607

Time Frame: 2 weeks

Author: Egg Harbor Township High School Social Studies Department

UNIT

Subject: US 1 Honors

Country: **USA**

Course/Grade: 10

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY – On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

UNIT RESOURCES – [Indian Slavery in the Americas](#)

[The Columbian Exchange](#)

[Bartolomé de Las Casas debates the subjugation of the Indians, 1550](#)

[The American Pageant](#)

[The Doctrine of Discovery 1493](#)

[Columbus reports on his first voyage, 1493](#)

[Map of the New World, with European settlements and American Indian tribes, 1730](#)

[The Spanish Armada, 1588- Expeditionis Hispanorum in Angliam, 1588, by Robert Adams \(London, 1590\). \(Library of Congress Rare Book and Special Collections Division\)](#)

Internet Resource Links:

<http://ap.gilderlehrman.org/>

<http://whyteachhistory.com/apush/studyguides/>

<https://sites.google.com/site/kirksclassroom/apush>

<http://www.gilderlehrman.org/history-by-era/american-indians/essays/columbian-exchange>

<http://ap.gilderlehrman.org/resource/doctrine-discovery-1493?period=1>

STAGE ONE

GOALS AND STANDARDS

A. Civics, Government, and Human Rights	6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.		
B. Geography, People, and the Environment	6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.		
	6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.		
		C. Economics, Innovation, and Technology	6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
		6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.	
	D. History, Culture, and Perspectives	6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	
		6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.	
6.1.8.D.1.c		Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.		

ENDURING UNDERSTANDINGS- Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

ESSENTIAL QUESTIONS

- 1. How did the economic development and social diversification among Native American societies change the cultural landscape?**
- 2. What were the specific regional differences among Native American populations?**
- 3. How did Spanish and Portuguese exploration and conquest lead to deadly epidemics and a new caste system?**
- 4. How did the Columbian exchange impact the New World environment?**
- 5. What were the first European conquests in the New World?**
- 6. To what degree did African slaves maintain their culture and autonomy?**
- 7. How did Sepulveda and Las Casas differ in their approach to American Indians?**

KNOWLEDGE AND SKILLS

SWBAT – Analyze critical documents of the era.

Explain advancements in navigation equipment.

Compare and contrast diverse Native American tribes.

Explain the impact of the first European conquests.

Provide an example of American Identity, Work, exchange, and technology, peopling, politics, and power, America’s changing role in the world, environment and geography (physical and human) and changes in ideas, beliefs and culture.

STAGE TWO

PERFORMANCE TASKS – Essay comparing Sepulveda and Las Casas

Plan an exploration trip to America

Analytical essay

Create a STEM lesson on unit in groups

OTHER EVIDENCE – Essays

Teacher-created formative assessments

Teacher- created summative assessments

STAGE THREE

LEARNING PLAN – Daily Format – In order to maximize classroom time, homework is to be deposited in the bin upon entry into classroom. Agenda will be on the board daily. There will be a focus question for a warm-up. Students will maintain a notebook of daily reflections. Entry and exit cards will be used. Each daily lesson will include a variety of 4-6 activities ensuring student attention is not lost.

These activities will typically include document analysis, video clips, power point, collaborative learning and guided reading and discussion.

Unit Name: Period Two 1607-1754 Time Frame: 3 Weeks

Author: Egg Harbor Township High School Social Studies Department

UNIT

Subject: US 1 Honors

Country: USA

Course/Grade: 10

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY – Europeans and American Indians maneuvered and fought for dominance, control and security in North America, leading to the emergence of distinctive colonial and native societies.

UNIT RESOURCES

[The American Pageant](#)

[Proclamation of 1763](#)

[Receipt for land purchased from the Six Nations, 1769](#)

[Phillis Wheatley's poem on tyranny and slavery, 1772](#)

[The state of the English colonies, 1755](#)

[Two views on the Stono Slave Rebellion](#)

[Triangular Trade Map](#)

[Mayflower Compact](#)

Internet Resource Links:

<http://ap.gilderlehrman.org/>

<http://whyteachhistory.com/apush/studyguides/>

<https://sites.google.com/site/kirksclassroom/apush>

<http://nationalhumanitiescenter.org/pds/becomingamer/peoples/text4/stonorebellion.pdf>

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3

http://chnm.gmu.edu/mcpstah/files/moore_mayflower-source.pdf

STAGE ONE

GOALS AND STANDARDS

Content Area	Social Studies
Standard	6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
Era	Colonization and Settlement (1585-1763)
Grade Level	By the end of grade 8
Content Statement	Strand Indicator # Indicator

<p>2. Colonization and Settlement</p> <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
		6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
		6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
	<p>B. Geography, People, and the Environment</p>	6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
		6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
	<p>C. Economics, Innovation, and Technology</p>	6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
		6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
		6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
	<p>D. History, Culture, and Perspectives</p>	6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
		6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

ENDURING UNDERSTANDINGS-

Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

ESSENTIAL QUESTIONS –How did Spanish Colonization change the Western Hemisphere?

Compare and contrast French and Dutch colonization in the Western Hemisphere?

What were the long term effects of English colonization in the America’s?

Why were certain groups of Europeans willing to intermarry with Native Americans and Africans?

How did the Atlantic slave trade change the American economy?

Explain and list ways that African slaves organized resistance to British slavery?

Explain the regional differences between the New England, Middle and Southern and British West Indies colonies?

Provide an example of European conflict in the New World.

Explain diverse reasons for colonial dissatisfaction with European nations.

List various ways that the colonists resisted British rule.

KNOWLEDGE AND SKILLS

SWBAT – Identify early colonial rebellions.

Analyze primary sources

Draw a triangular trade map

Explain the diverse patterns of European settlement in the Americas

STAGE TWO

PERFORMANCE TASKS- Complete Colonial Chart of the Colonies

Choose historical figure of the era and role play in a 2 minute performance

View slave ship scene from Amistad

Create STEM collaborative learning project

OTHER EVIDENCE

Essays

Teacher-created formative assessments

Teacher- created summative assessments

Collaborative learning assessments

STAGE THREE

LEARNING PLAN- Daily Format – In order to maximize classroom time, homework is to be deposited in the bin upon entry into classroom. Agenda will be on the board daily. There will be a focus question for a warm-up. Students will maintain a notebook of daily reflections. Entry and exit cards will be used. Each daily lesson will include a variety of 4-6 activities ensuring student attention is not lost.

These activities will typically include document analysis, video clips, power point, collaborative learning and guided reading and focus on STEM and a six key historical themes as related to the AP Thematic Learning Objectives.

Unit Name: Period Three 1754 – 1800 Time Frame: 6 weeks

Author: Egg Harbor Township High School Social Studies Department

UNIT

Subject: Honors US I

Country: **USA**

Course/Grade: 10th

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY - British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

UNIT RESOURCES

<http://www.whyteachhistory.com/resources/APUSH-Study-Guides/S3-1754-1800.pdf>

Internet Resource Links:

The American Pageant

<http://ap.gilderlehrman.org/period/3>

[Proclamation of 1763, 1763](#)

[Paul Revere's engraving of the Boston Massacre, 1770](#)

[Declaration of Independence, 1776](#)

[The Articles of Confederation, 1777](#)

[George Washington on the abolition of slavery, 1786](#)

[George Washington discusses Shays' Rebellion and the upcoming Constitutional Convention, 1787](#)

[Two versions of the Preamble to the Constitution, 1787](#)

[//vimeo.com/28073227](https://vimeo.com/28073227)

STAGE ONE

GOALS AND STANDARDS

Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

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

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and north American settlers.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

6.1.12.A.2.e 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.A.3.b Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

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.

ENDURING UNDERSTANDINGS

Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

ESSENTIAL QUESTIONS

-During and after the imperial struggles between Britain and France in the mid-eighteenth century, what perceived and real constraints on the economic activities and political rights of the British colonies led to a colonial independence movement and war with Britain?

-In challenging traditional European imperial systems, what new ideas about politics and society arose that led to debates, and ultimately, experimentation with new government structures? What were these structures?

-How did the adoption of new state constitutions and the Articles of Confederation reflect post-Revolutionary War and republican fears of centralized power and excessive popular influence? How was government structured to safeguard liberty?

-What difficulties arising from the structure of the Articles of Confederation led to a call for a revision of the Articles, and the adoption of a stronger national government? What compromises on the part of convention delegates enabled the creation of the Constitution and a new national government?

-During and after the colonial war for independence, what efforts did various Native American tribes make to protect their interests, limit migration of white settlers, and maintain their tribal interests?

-What factors fueled American debate about US domestic policy, as well as the role of the United States in the world? How did these debates lead to the creation of the first political parties? To what extent did regional differences play into this debate?

-What factors accounted for the distinct regional attitudes towards the institution of slavery? To what extent did the Constitution address the issue?

-What were the factors that defined the relationship between the national government and the various Indian tribes? To what extent did the Constitution address this issue? How did the federal system of government affect relations between whites and Native Americans?

-What experiences and ideas defined the role of women in American in the early 1800’s?

KNOWLEDGE AND SKILLS

Students will:

- understand colonial regional differences
- understand the factors that led to a colonial independence movement
- understand new ideas and philosophies that influenced debate about new structures and institutions of government
- understand the basic structure of the Articles of Confederation and the US Constitution
- understand US government policy towards Native Americans
- understand the domestic and foreign influences that led to philosophical and political differences between political figures in the early Republic, leading to the formation of the first political parties
- understand the extent to which the Constitution addressed the issue of slavery, and the factors that contributed to the development of distinct regional attitudes towards slavery
- understand the effect of social and political ideas on the role of women in society in the early 1800's

STAGE TWO

PERFORMANCE TASKS

- document analysis (e.g. Declaration of Independence)**
- multimedia presentations**
- essays**
- power point presentations**
- STEM lessons**

OTHER EVIDENCE

Teacher-created formative assessments

Teacher-created summative assessments

Self-assessments

Lesson tests

Section quizzes

Vocabulary quizzes

STAGE THREE

LEARNING PLAN

Daily Format:

- warm-up question (written or oral)
- introduce basis vocabulary for the lesson
- deliver content-specific material related to the unit in the form of notes, power points, video clips, or interactive websites
- students work independently or in groups on the day's activity

Suggested activities:

- British colonies/regional comparison
- Analyze the Declaration of Independence in modern English
- compare/contrast Articles of Confederation/US Constitution
- Federalist/Antifederalist debate
- comparison of first political parties/debate on which vision represents America today
- early US foreign policy/compare and contrast early US presidents views on the role of the US in the world

Unit Name: Period Four 1800-1848 Time Frame: 7 Weeks

Author: Egg Harbor Township High School Social Studies Department

UNIT

Subject: **US 1 Honors**

Country: **USA**

Course/Grade: 10

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY –The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

UNIT RESOURCES

[The American Pageant](#)

[Thomas Jefferson's opposition to the Federalists, 1810](#)

[The horrors of slavery 1810](#)

[A Founding Father on the Missouri Compromise, 1819](#)

[Davy Crockett on the removal of the Cherokees, 1834](#)

[Andrew Jackson to the Cherokee Tribe, 1835](#)

[Lydia Maria Child on women's rights, 1843](#)

[John Quincy Adams and the Amistad case, 1841](#)

[Lowell Mill Girls and the factory system, 1840](#)

[The Monroe Doctrine, 1823](#)

[Jefferson on British aggression, 1815](#)

Internet Resources Links:

<http://ap.gilderlehrman.org/>

<http://whyteachhistory.com/apush/studyguides/>

<https://sites.google.com/site/kirksclassroom/apush>

<http://lewisandclarkjournals.unl.edu/>

<http://www.monticello.org/>

[http://www.oyez.org/cases/ \(*McCulloch v. Maryland, 1819, Gibbons v. Ogden, 1824, Marbury v. Madison, 1803, Worcester v. Georgia, 1832*\)](http://www.oyez.org/cases/)

<http://www.pbs.org/wgbh/americanexperience/films/abolitionists/>

[http://www.pbs.org/wnet/ihas/icon/udson.html \(Hudson River School of Art\)](http://www.pbs.org/wnet/ihas/icon/udson.html)

<http://www.pbs.org/wned/war-of-1812/essays/native-nations-perspective/>

http://www.pbs.org/kera/usmexicanwar/index_flash.html

STAGE ONE

Goal and Standards

Content Area	Social Studies
Standard	6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed

	decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.		
Era	Expansion and Reform (1801-1861)		
Grade Level	By the end of grade 8		
Content Statement	Strand	Indicator #	Indicator
4. Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	A. Civics, Government, and Human Rights	6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
		6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
		6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
	B. Geography, People, and the Environment	6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
		6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
	C. Economics, Innovation, and Technology	6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
		6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
		6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
	D. History, Culture, and Perspectives	6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
		6.1.8.D.4.b	Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
		6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

ENDURING UNDERSTANDINGS

- A. The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them
- B. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of individual citizens, and the rights and responsibilities of different branches of the federal government.
- C. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities.
- D. While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own.
- E. Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.
- F. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing.
- G. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy.
- H. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power.
- I. U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.
- J. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade
- K. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers.

ESSENTIAL QUESTIONS

1. How did the development of American Political Parties occur?
2. How did the Marshall Court assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution?
3. What were the long term effects of the acceleration of a national and international market economy and to what extent did Americans debate the scope of government's role in the economy?
4. Explain the Southern defense of slavery.
5. To what extent did the Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility foster the rise of voluntary organizations to promote religious and secular reforms including abolition and women's rights?
6. What were some of the key methods employed by Abolitionist and who were some of the key figures associated with the movement?
7. During the period 1800-1848 a new national culture emerged; how did Americans develop a new sense of identity which reflected their interests and experiences?
8. What specific American technological developments brought extended markets and efficiency to the young nation?

9. What were the major infrastructure changes that engendered western migration?
10. How did regional economic differences trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national bank, tariffs, and internal improvements?
11. In what ways did the US seek dominance over the North American continent through a variety of means including military actions, judicial decisions, and diplomatic efforts?
12. What questions did the United States face in light of territorial expansion?
13. Explain some of the Federal efforts to control the population and assimilation of American Indian populations?

KNOWLEDGE AND SKILLS-

SWBAT – Analyze critical documents of the era.

Create a map of changes to American infrastructure and territorial expansion

Compare and contrast the Whigs, Democratic- Republicans and Liberty Party

Create a timeline of key events of the era 1800-1848

Choose the war of 1812 or the Mexican American War and justify American actions.

PERFORMANCE TASKS-

Essay on the differences between the Federalists and the Democratic- Republicans

Analysis of key Marshall Court Decisions

Compare and Contrast the Panic of 1819 and Panic of 1837

Create STEM collaborative learning project – Build the National Road

Create Map illustrating key National Infrastructure from 1800-1848

Complete a chart of the major American Expansionism and Internationalism treaties.

OTHER ER EVIDENCE

Essays

Teacher-created formative assessments

Teacher- created summative assessments

Collaborative learning assessments

STAGE THREE

LEARNING PLAN- Daily Format – In order to maximize classroom time, homework is to be deposited in the bin upon entry into classroom. Agenda will be on the board daily. There will be a focus question for a warm-up. Students will maintain a notebook of daily reflections. Entry and exit cards will be used. Each daily lesson will include a variety of 4-6 activities ensuring student attention is not lost.

These activities will typically include document analysis, video clips, power point, collaborative learning and guided reading and focus on STEM and a six key historical themes as related to the AP Thematic Learning Objectives.

Unit Name: Period Five 1844-1877 Time Frame: 7 weeks

Author: Egg Harbor Township High School Social Studies Department

UNIT

Subject: Honors US I

Country: **USA**

Course/Grade: 10th

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war – the course and aftermath of which transformed American society.

UNIT RESOURCES

The American Pageant

<http://ap.gilderlehrman.org/period/5>

Internet Resource Links:

An African American protests the Fugitive Slave Law, 1850

Slave auction catalog from Louisiana, 1855

The “House Divided” Speech, ca. 1857–1858

A proposed Thirteenth Amendment to prevent secession, 1861

A proclamation on the suspension of habeas corpus, 1862

President Lincoln’s Second Inaugural Address, 1865

Charles Sumner on Reconstruction and the South, 1866

[//vimeo.com/70673218](https://vimeo.com/70673218)

[//vimeo.com/39441887](https://vimeo.com/39441887)

[//vimeo.com/65255296](https://vimeo.com/65255296)

[//vimeo.com/28421115](https://vimeo.com/28421115)

[//vimeo.com/29844670](https://vimeo.com/29844670)

Civil War and Reconstruction, 1861-1877

STAGE ONE

GOALS AND STANDARDS

6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

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.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.C.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.C.3.b 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.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

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

6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.

6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.

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

6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.

6.1.12.D.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.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

ENDURING UNDERSTANDINGS

A. The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

B. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts.

C. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants.

D. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

E. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between

the North and the South, all intensified sectionalism.

F. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states.

G. The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

H. The North's greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War.

I. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and largely unchanged social and economic patterns.

J. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

ESSENTIAL QUESTIONS

What American beliefs and desires shaped the idea of Manifest Destiny?

How did western expansion, fueled by the idea of Manifest Destiny, renew the sectional dispute over the institution of slavery?

How did the expansion of US boundaries affect the culture, status and rights of Hispanics and Native Americans?

What were the effects of the pre-Civil War wave of immigration on the United States? What is nativism?

What were the social, political and economic differences between the North and the South? How did these differences affect northern and southern attitudes towards slavery?

How did southerners depict slavery "as a positive good"?

What attempts were made by national leaders to resolve the issue of slavery in the territories?

What factors caused the demise of national loyalty to the two major parties, and the emergence of sectional parties, most notably the Republican Party?

What were the underlying causes of the Civil War? What was the immediate cause of the Civil War?

**What advantages/disadvantages possessed by both the North and the South resulted in an ultimate Union victory?
What were the consequences of the Civil War?**

What were the goals of Reconstruction?

How did the Reconstruction Era change the balance of power between Congress and the Presidency?

How did the Reconstruction Era create, at least temporarily, new rights and political opportunities for the former slaves in the South?

What factors led to the failure of the Radical Republicans' efforts to effect social change in the South?

What methods were used to strip African Americans of the rights they had gained through the Fourteenth and Fifteenth Amendments?

How did the passage of the Fourteenth and Fifteenth Amendments affect the womens' rights movement?

KNOWLEDGE AND SKILLS

Students will know:

Manifest Destiny and westward expansion and its effects

Social, political and economic differences between North and South

The first great wave of immigration and nativism

Causes and consequences of the Civil War

The Reconstruction Era, its successes and failures

STAGE TWO

PERFORMANCE TASKS

-oral presentations

-multimedia presentations

-student debates

-web quests

-power point presentations

-essays

-document-based questions

OTHER EVIDENCE

teacher-created formative assessments

teacher-created summative assessments

self-assessments

peer review

lesson tests

section quizzes

vocabulary quizzes

STAGE THREE

LEARNING PLAN

Daily format:

Begin with a warm-up question (essential question) and an overview of the day's objectives.

Introduce basic vocabulary for the lesson.

Deliver content-specific material related to the unit in the form of notes, power points, video clips, guided reading or interactive websites.

Students work independently or in groups on the day's activity.

Suggested Activities:

Have students formulate a political strategy to compromise on the slavery issue/avert civil war

Re-enact the Lincoln-Douglas debates

Civil War video projects

Administer literacy tests

Unit Name: Period Six 1865-1898 Time Frame: 7 weeks

Author: Egg Harbor Township High School Social Studies Department

UNIT

Subject: Honors US I

Country: **USA**

Course/Grade: 10th

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY – The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

UNIT RESOURCES

The American Pageant

<http://ap.gilderlehrman.org/period/6>

[Indian Wars: The Battle of Washita, 1868](#)

[Horace Greeley: "Go West," 1871](#)

[The struggle for married women's rights, circa 1880s](#)

[William T. Sherman on the western railroads, 1878](#)

[Anti-corporate cartoons, ca. 1900](#)

[The Haymarket Affair, 1886](#)

[Frederick Douglass on the disfranchisement of black voters, 1888](#)

Internet Resource Links:

<http://video.pbs.org/video/1512019816/>

http://www.americaslibrary.gov/jb/gilded/jb_gilded_subj.html (Gilded Age)

<http://www.ilwu19.com/history/labor.htm> (Labor History)

<http://www.albany.edu/history/history316/LaborMovementHistory1.html>

<http://www.learnnc.org/lp/editions/nchist-newsouth/4400> (CROP-LIEN SYSTEM)

http://www.pbs.org/ktca/farmhouses/sustainable_fut<http://www.gilderlehrman.org/history-by-era/populism-and-agrarian-discontent/timeline-terms/coloreure.html>

http://www.pbs.org/wnet/jimcrow/stories_org_populist.html

<http://www.npr.org/templates/story/story.php?storyId=130380169> (Angel Island)

<http://www.pbs.org/destinationamerica/usim.html> (Immigration)

<http://www.gilderlehrman.org/history-by-era/development-west/timeline-terms/frederick-jackson-turners-frontier-thesis-0> (Turner Thesis)

<http://ocp.hul.harvard.edu/ww/nawsa.html> (Formation of NAWSA 1869)

STAGE ONE

GOALS AND STANDARDS

6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.	
6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	
6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.	
6.1.12.D.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.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	
6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.	
	A. Civics, Government, and Human Rights	
	6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
	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.

B. Geography, People, and the Environment	6.1.12.B.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.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
C. Economics, Innovation, and Technology	6.1.12.C.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.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
	6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
D. History, Culture, and Perspectives	6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
	6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
	6.1.12.D.5.c	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.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

A. Civics, Government, and Human Rights	6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
	6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
	6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
B. Geography, People, and the Environment	6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
	6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
C. Economics, Innovation, and Technology	6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
	6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
	6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
D. History, Culture, and Perspectives	6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century

			in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
		6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
		6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

ENDURING UNDERSTANDINGS

- A. The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.
- B. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation.
- C. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements.
- D. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts.
- E. The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.
- F. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities.
- G. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity.
- H. The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.
- I. Gilded Age politics were intimately tied to big business and focused nationally on economic issues — tariffs, currency, corporate expansion, and laissez-faire economic policy — that engendered numerous calls for reform.
- J. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

ESSENTIAL QUESTIONS

1. Following the Civil War, how did government subsidies for transportation and communication systems open new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force?
2. Why did businesses and foreign policymakers increasingly look outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific, Asia, and Latin America?
3. What were the reasons that business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism?
4. As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant “conspicuous consumption,” while many others lived in relative poverty. What factors can be attributed to this uneven distribution of wealth?
5. What were the results of labor and management battling for control over wages and working conditions, with workers organizing local and nation unions and or/directly confronting corporate power?
6. What factors led to the “New South,” agrarian sharecropping, and tenant farming systems that continued to dominate the region in the post- Reconstruction era?
7. How did farmers adapt to the new realities of mechanized agriculture and dependence on the evolving railroad system?
8. What factors fueled activists to create the People’s (Populist) Party?
9. In what ways did immigrants seek to “Americanize” and to maintain their unique identities?
10. Women began to organize and become more politically active in the second half of the 19th century? Who were some of the key figures and organizations?
11. What were some of the causes of the violation of treaties with American Indian nations in the Post-Civil war period?
12. Corruption in government — especially as it related to big business — energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system. Provide some examples of laws and scandals that reflect these changes.
13. How were Supreme Court decisions such as *Plessy v. Ferguson* used to justify violence, as well as local and national policies of discrimination and segregation.

KNOWLEDGE AND SKILLS

Students will know:

How westward migration changed the American landscape, laws and racial relations.

The factors that contributed to the New South

Identify the Captains of Industry

How the transcontinental railroad engendered both environmental and industrial consequences.

Explain changes and migration to American cities

The factors that fueled the Gilded Age.

STAGE TWO

PERFORMANCE TASKS

Analysis of the Turner Thesis

Summarize the Populist movement

Identify new waves of Immigration

Compare and contrast horizontal integration and vertical integration

Identify key labor organizations

OTHER EVIDENCE

teacher-created formative assessments

teacher-created summative assessments

self-assessments

peer review

lesson tests

section quizzes

vocabulary quizzes

STAGE THREE

LEARNING PLAN

Daily format: LEARNING PLAN – Daily Format – In order to maximize classroom time, homework is to be deposited in the bin upon entry into classroom. Agenda will be on the board daily. There will be a focus question for a warm-up. Students will maintain a notebook of daily reflections. Entry and exit cards will be used. Each daily lesson will include a variety of 4-6 activities ensuring student attention is not lost.

These activities will typically include document analysis, video clips, power point, collaborative learning and guided reading and discussion.