Social Studies Curriculum

U.S. History I: Advanced Placement (Unit III)
Course Description

United States History I Advanced Placement is a full-year course designed to provide students with content, practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for not only the AP Exam, but also their future educational areas.

The course begins with British colonization of America as students study how the early colonies were created and how early democratic traditions and basic freedoms were instilled into the core values of inhabitants of the New World. When the American Revolution unfolds and the United States is left to form its own government, an understanding of the relevance and importance of those values and freedoms is stressed. As America moves forward into the 19th century, the split in our nation’s values and practices, most demonstrated through issues of slavery and immigration, are highlighted. Even as industrialization and expansion make the U.S. powerful, the students come to see that those inherent cracks will result in Civil War, and soon thereafter, a new rebirth of the core values upon which our nation was founded.

Students will enhance their critical thinking, analyzing and synthesizing skills often through document analysis along with document based question (DBQs) and open answer essay writing. Additionally, the use of maps, charts, time lines and other visual aids will be utilized and skills such as creating power points and outlining and essay writing will be developed.
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<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Colonization and Settlement</td>
<td>6 Weeks</td>
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<td>Unit 2</td>
<td>The Revolution and New Nation</td>
<td>6 Weeks</td>
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<td>Unit 3</td>
<td>Expansion and Reform</td>
<td>6 Weeks</td>
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<td>Unit 4</td>
<td>Era of Turmoil</td>
<td>6 Weeks</td>
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<td>Unit 5</td>
<td>Reconstruction and Migration</td>
<td>6 Weeks</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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**Differentiated Instruction**

**Accommodate Based on Students Individual Needs: Strategies**

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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
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<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
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<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
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<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
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Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
**Assessments**

*Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
New Jersey Core Curriculum Content Standards 9-12

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.

Civics, Government, and Human Rights

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.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.d: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
6.1.12.A.3.e: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.A.3.f: Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
6.1.12.A.3.g: 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.
6.1.12.A.3.h: Analyze the various rationales provided as a justification for slavery.
6.1.12.A.3.i: Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.

Geography, People, and the Environment
6.1.12.B.3.a: Assess the impact of Western settlement on the expansion of United States political boundaries.

Economics, Innovation, and Technology
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.
**History, Culture, and Perspectives**

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.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).


**Common Core State Standards**

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Craft and Structure:**

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

**Text Type and Purposes**

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

CCSS.ELA-LITERACY.WHST.9-10.1: Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Production and Distribution of Writing
CCSS.ELA-LITERACY.WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge
CCSS.ELA-LITERACY.WHST.9-10.7: 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.
CCSS.ELA-LITERACY.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
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<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Describe the impact of Louisiana Purchase, War of 1812 and the Monroe Doctrine.</td>
<td>What was the Louisiana Purchase and how did the U.S. acquire the territory?</td>
<td><strong>Interactive Map Activity:</strong> Students will use computers to complete the online Lewis and Clark interactive map activity. <a href="http://www.sascurruculumpathways.com/portal/Launch?id=1493&amp;bhcp=1">http://www.sascurruculumpathways.com/portal/Launch?id=1493&amp;bhcp=1</a></td>
<td>SAS Curriculum Pathways: Interactive Map Activity <a href="http://www.sascurruculumpathways.com/portal/Launch?id=1493">http://www.sascurruculumpathways.com/portal/Launch?id=1493</a></td>
<td><strong>Technology:</strong> Use of computer and internet complete Interactive Map Activity as well as the producing and publishing of the newspaper article.</td>
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<tr>
<td>Standards: NJCCCS: 6.1.12.A.3.a; 6.1.12.A.3.b; 6.1.12.A.3.c; 6.1.12.A.3.d</td>
<td>What was the importance of the Lewis and Clark expedition?</td>
<td><strong>Analyzing Primary Sources:</strong> Students will work in pairs to read primary sources and answer questions that analyze the sources. Class discussion of sources will follow.</td>
<td>PBS: <a href="http://www.pbs.org/wned/war-of-1812/classroom/">The War of 1812</a></td>
<td><strong>Geography:</strong> Students will be working to complete interactive map activity.</td>
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<td>CCSS: RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.7; HST.9-10.1; WHST.9-10.2; WHST.9-10.4; WHST.9-10.6</td>
<td>What were the causes of the War of 1812?</td>
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<td>NetTrekker: <a href="http://www.pbs.org/wned/war-of-1812/classroom/">Louisiana Purchase</a></td>
<td><strong>ELA:</strong> Reinforce skills of reading and interpreting informational text and responding to questions about their reading.</td>
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<td>Discuss how the expanding United States borders impacted the Native Americans.</td>
<td>How did westward movement impact the Native Americans? What were the effects of the Indian Removal Act of 1830? How did the Trail of Tears earn its name?</td>
<td><strong>Newspaper article:</strong> Students will write and publish a newspaper article detailing either the causes of the War of 1812, reporting on any of the battles, or doing a story on one of the important figures of the war. <strong>Jigsaw:</strong> Students will be broken up into pairs or small groups and will then be assigned various Native American Tribes that were impacted by the westward movement of settlers. Students will research these tribes to discover what happened to them and where they are now. <strong>Letter to Andrew Jackson:</strong> Students will write a letter to President Jackson either in support or against his Indian Removal Policies. <strong>SAS Curriculum Pathways: Interactive Activity</strong> <a href="http://www.sascurriculumpathways.com/portal/Launch?id=31">Interactive Activity</a> <strong>History.com: Trail of Tears</strong> <a href="http://www.history.com/topics/native-american-history/trail-of-tears">Trail of Tears</a> <strong>Cherokee Nation: The Trail of Tears</strong> <a href="http://www.cherokee.org/AboutTheNation/History/TrailofTears/ABriefHistoryoftheTrailofTears.aspx">Brief History of the Trail of Tears</a></td>
<td><strong>Monroe Doctrine:</strong> <a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=23">Monroe Doctrine</a> <strong>Technology:</strong> Use of computer and internet to complete Interactive Activity as well as to complete research on the different Native American Tribes. <strong>ELA:</strong> Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates. <strong>ELA:</strong> Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates.</td>
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<td>Understand the causes and consequences of western settlement.</td>
<td>What is manifest destiny? How does the idea of manifest destiny influence the expansion of the nation?</td>
<td><strong>Interactive Lesson:</strong> Students will use technology to complete the interactive lesson on SAS Curriculum Pathways. They will watch short movie clips, analyze primary source documents and finally answer questions about what they learned. <strong>Hero or Villain Essay:</strong> Andrew Jackson was deemed a hero early in his career. Students will do research on Andrew Jackson and decide whether they think him a hero or a villain. They will write an essay discussing their findings.</td>
<td><strong>PBS: We Shall Remain</strong> <a href="http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_3_trailer">http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_3_trailer</a> <strong>Library of Congress: Indian Removal Act</strong> <a href="http://www.loc.gov/rr/program/bib/ourdocs/Indian.html">http://www.loc.gov/rr/program/bib/ourdocs/Indian.html</a> <strong>Smithsonian Sources: Indian Removal</strong> <a href="http://www.smithsoniansource.org/content/dbqs/westwardexpansion/impact_westward_expansion.pdf">http://www.smithsoniansource.org/content/dbqs/westwardexpansion/impact_westward_expansion.pdf</a> <strong>SAS Curriculum Pathways: Map Activity</strong> <a href="http://www.sascurriculumpathways.com/portal/Launch?id=609">http://www.sascurriculumpathways.com/portal/Launch?id=609</a></td>
<td><strong>Geography:</strong> Students will be completing map activity where they have to identify important places and trace the movement of people.</td>
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| **Standards:**                 | How did people get to the west? What was like for settlers moving westward? What were the causes of the Texas War for Independence? What caused the Mexican-American War and how did it impact America? | **Westward Expansion**  
**Map Activity:** Students will work either by themselves or with others to complete activity. They will be assigned topics that they will research and trace the routes used in westward expansion on a map.  
http://www.sascurriculumpathways.com/portal/launch?id=609  
**Interview a Settler:** Students will work with a partner to complete assignment. They will be researching and conducting mock interviews of settlers who have traveled the westward trails.  
**Creation of a Timeline:** Students will complete either a digital or drawn timeline detailing the battle of the Mexican-American War. | **The Oregon Trail:**  
http://www.america101.us/trail/Allabout.html  
**NetTrekker: Women’s Voices from Oregon Trail**  
http://www.opb.org/programs/womensvoices/  
**Mexican-American War: Battles**  
http://cicerosystems.com/history/unit/jacksonian-and-the-whigs/content/1421/1959  
**Library of Congress: Western Life and Culture**  
http://memory.loc.gov/ammem/award99/icuhtml/fawsp/sp4.html | **ELA:** Reinforce skills of reading and interpreting informational text and responding to questions about their reading.  
**ELA:** Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates.  
**Technology:** Use of computer and internet to create digital timelines. |
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<td>Evaluate how economic patterns are shaped by the Industrial Revolution, expansion of slavery and westward movement.</td>
<td>How did the Industrial Revolution in Europe impact America? What economic systems developed in the North and South? What sources of labor were used in the North and South? How did the creation of new types of technology impact the country?</td>
<td><strong>Library of Congress:</strong> History of American West&lt;br&gt;<a href="http://www.loc.gov/teachers/classroommaterials/connections/hist-amer-west/history.html">http://www.loc.gov/teachers/classroommaterials/connections/hist-amer-west/history.html</a></td>
<td><strong>ELA:</strong> Reinforce skills of reading and interpreting informational text and responding to questions about their reading.</td>
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<td><strong>Comparison Chart:</strong> North and South&lt;br&gt;Students will use graphic organizer to complete a comparison of the economic systems in the North and the South.</td>
<td><strong>Civil War Trust:</strong> Cultures of North and South&lt;br&gt;<a href="http://www.civilwar.org/education/history/civil-war-overview/northandsouth.html">http://www.civilwar.org/education/history/civil-war-overview/northandsouth.html</a></td>
<td><strong>ELA:</strong> Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates.</td>
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<td><strong>Essay:</strong> Students will use completed chart to write essay comparing the economies of the North and South.</td>
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<td><strong>Paterson Research:</strong>&lt;br&gt;Students will research Paterson textile industry and how it began in the city. A trip to the Paterson museum would be perfect for this unit to see machines used in the mills.</td>
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<td><strong>National Park Service:</strong> Paterson&lt;br&gt;<a href="http://www.nps.gov/nr/tw/hp/wwwlps/lessons/102paterson/102paterson.htm">http://www.nps.gov/nr/tw/hp/wwwlps/lessons/102paterson/102paterson.htm</a></td>
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<td><strong>NetTrekker:</strong> StudyMode&lt;br&gt;<a href="http://www.studymode.com/essays/Compare-And-Contrast-Economic-Social-And-1034848.html">http://www.studymode.com/essays/Compare-And-Contrast-Economic-Social-And-1034848.html</a></td>
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<td><strong>NJDOE Student Learning Objectives</strong></td>
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<td>Discuss the institution of slavery in America and the varied experiences of enslaved African Americans.</td>
<td>What is the plantation system?</td>
<td><strong>SAS Curriculum Pathways: Daily Lives of Slaves</strong> Students will use the computer to complete research and answer questions about the daily lives of slaves.</td>
<td><strong>PBS: American Experience</strong> <a href="http://www.pbs.org/wgbh/amex/telephone/timeline/timeline_text.html">http://www.pbs.org/wgbh/amex/telephone/timeline/timeline_text.html</a></td>
<td><strong>ELA:</strong> Reinforce skills of reading and interpreting informational text and responding to questions about their reading.</td>
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<td><strong>Standards:</strong> NJCCCS: 6.1.12.A.3.h; 6.1.12.C.1.b</td>
<td>After arriving to America how were the slaves treated?</td>
<td><strong>Slave Law Jigsaw Activity</strong> Students will be broken up into groups. Each study will read and research about different slave laws from the 1800’s. They will answer questions and once becoming an expert will share information with other classmates. (See Unit III folder for activity)</td>
<td><strong>SAS Curriculum Pathways:Daily Lives of Slaves</strong> <a href="http://www.sascurriculumpathways.com/portal/Launch?id=203">http://www.sascurriculumpathways.com/portal/Launch?id=203</a></td>
<td><strong>Technology:</strong> Students will use technology such as computers to research information about the daily lives of slaves.</td>
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<td>Is there still slavery today?</td>
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<td>Explain the various social and labor movements that swept the nation during the first half of the 19th century.</td>
<td>What religious movements swept through the United States in the 1800’s?</td>
<td>Chart of Religious Movements: Students will create a chart to compare the different religious movements of this time period and what their goals were.</td>
<td>Hermitage Plantation: <a href="http://www.thehenryford.org/exhibits/smartfun/hermitage/house/plant.html">http://www.thehenryford.org/exhibits/smartfun/hermitage/house/plant.html</a></td>
<td><strong>ELA:</strong> Reinforce skills of reading and interpreting informational text and responding to questions about their reading. <strong>Technology:</strong> Students will use technology such as computers to research information about the different reform movements and create a powerpoint for their presentation. <strong>ELA:</strong> Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates.</td>
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<td>CCSS: RH.9-10.1; RH.9-10.2; RH.9-10.3; RH.9-10.4; WHST.9-10.1; WHST.9-10.2; WHST.9-10.6; WHST.9-10.8</td>
<td>How was education reformed during this time period?</td>
<td>US History.org: Prison Reform <a href="http://www.ushistory.org/us/26d.asp">http://www.ushistory.org/us/26d.asp</a></td>
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<td>What was the debate on slavery?</td>
<td>Cicero: Abolition <a href="http://cicerosystems.com/history/unit/antebellum-america/watch/3286/6196">http://cicerosystems.com/history/unit/antebellum-america/watch/3286/6196</a></td>
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<td>What were opportunities for women like and how did women seek to change them?</td>
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<td>What were conditions like in early factories and how did workers seek to change their conditions?</td>
<td><strong>Jigsaw of Reform Movements:</strong> Students could be divided up into small groups. Each group would be given a major reform group of the 1800’s. Groups would have to research information about their cause and present it to the class. Students would have to create Power Points for their project.</td>
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Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.  
http://www.njamistadcurriculum.net/

All New Jersey educators with a school email address have access to the curriculum free of charge.  Registration can be found on the homepage of the NJ Amistad Curriculum.  All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

1. Social Studies Skills  
2. Indigenous Civilization (1000-1600)  
3. Ancient Africa (3000-1492)  
4. The emerging Atlantic World (1200-1700)  
5. Establishment of a New Nation and Independence to Republic  (1600-1800)  
6. The Constitution and Continental Congress (1775-1800)  
7. The Evolution of a New Nation State (1801-1860)  
8. The Civil War and Reconstruction (1861-1877)  
9. Post Reconstruction and the origins of the Progressive Era  
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)  
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)  

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
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<td>1. Intro</td>
<td>5. Gallery</td>
<td>11. Tools</td>
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<tr>
<td>4. Essentials</td>
<td>8. Library</td>
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<tr>
<td>5. Gallery</td>
<td>9. Links</td>
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</table>

All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
Vocabulary

Louisiana Purchase    Lewis and Clark    midnight judges
judicial review    Sacajawea    blockade
impressment    embargo    war hawK
Tecumseh    Andrew Jackson    Treaty of Ghent
Eli Whitney    interchangeable parts    mass production
Industrial Revolution    cotton gin    Henry Clay
American System    Erie Canal    American System
nationalism    Sacajawea    Monroe Doctrine
Missouri Compromise    sectionalism    Indian Removal Act
Trail of Tears    spoils system    revival
Ralph Waldo Emerson    Second Great Awakening    Henry David Thoreau
civil disobedience    transcendentalism    Dorothea Dix
abolition    utopian community    antebellum
Gag rule    emancipation    David Walker
Fredrick Douglass    William Lloyd Garrison    Elizabeth Cady Stanton
Lucretia Mott    cult of domesticity    Seneca Falls Convention
Sojourner Truth    temperance movement    master
journeyman    cottage industry    strike
labor union    apprentice
DBQ (Required)

Students will complete DBQ from *Mini-Q's in History*. The topic of the DBQ for this unit is:
- How Free Were Free Blacks in the North?

DBQ resources are available from supervisor.

Choose 1

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<tr>
<th>Unit Project (Suggested)</th>
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<td><strong>Biography Project:</strong> Students will complete a biography project on one of the key players in any of the reform movements of the time period. Students will complete research on their life, accomplishments and their cause. They will then create a PowerPoint or Prezi and present their topic to the class.</td>
<td><strong>Advertisement Project:</strong> Students will select one of the various technological improvements or innovations of this time period. They will do research on their topic and create a newspaper or magazine advertisement to sell their product.</td>
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