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.
## AP U.S. History I

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Colonization and Settlement</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>The Revolution and New Nation</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Expansion and Reform</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Era of Turmoil</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Reconstruction and Migration</td>
<td>6 Weeks</td>
</tr>
</tbody>
</table>
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.
CRP12. Work productively in teams while using cultural global competence.
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.
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote</td>
</tr>
<tr>
<td>reports and projects</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>independence</td>
</tr>
<tr>
<td>• Communication system</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>between home and school</td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assistive Technology

<table>
<thead>
<tr>
<th>Computer/whiteboard</th>
<th>Tape recorder</th>
<th>Spell-checker</th>
<th>Audio-taped books</th>
</tr>
</thead>
</table>

### Tests/Quizzes/Grading

<table>
<thead>
<tr>
<th>Extended time</th>
<th>Study guides</th>
<th>Shortened tests</th>
<th>Read directions aloud</th>
</tr>
</thead>
</table>

### Behavior/Attention

<table>
<thead>
<tr>
<th>Consistent daily structured routine</th>
<th>Simple and clear classroom rules</th>
<th>Frequent feedback</th>
</tr>
</thead>
</table>

### Organization

<table>
<thead>
<tr>
<th>Individual daily planner</th>
<th>Display a written agenda</th>
<th>Note-taking assistance</th>
<th>Color code materials</th>
</tr>
</thead>
</table>
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.5.c: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Geography, People, and the Environment
6.1.12.B.4.b: Analyze the impact of population shifts and migration patterns during the Reconstruction period.
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.

Economics, Innovation, and Technology
6.1.12.C.5.b: Compare and contrast economic development of the North, South, and West in the post-Civil War period.

History, Culture, and Perspectives:
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.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.
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.
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.

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.

Text Type and Purposes
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.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific 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.9-10.8: 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.

CCSS.ELA-LITERACY.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
Grade: 10  
Unit: V  
Approximately 6 weeks  
Topic: Reconstruction and Migration—This unit focuses on the time period after the Civil War called Reconstruction and the westward migration.


**Standards:** CCSS: RH.9-10.1, RH.9-10.2, RH.9-10.4, RH.9-10.7, WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the different reconstruction policies discussed post-civil war and evaluate their effectiveness.</td>
<td>What were President Lincoln’s Reconstruction policies?</td>
<td><strong>Compare and Contrast chart:</strong> Students will complete compare and contrast chart of Lincoln’s and Johnson’s policies for reconstruction.</td>
<td>SAS Curriculum Pathways: Newspaper Article <a href="https://www.sascurriculumpathways.com/portal/launch?id=402">https://www.sascurriculumpathways.com/portal/launch?id=402</a></td>
<td><strong>Technology:</strong> Use of computer and internet complete activity as well as the producing and publishing of the newspaper article.</td>
</tr>
<tr>
<td><strong>CCSS:</strong> RH.9-10.1; RH.9-10.2; WHST.9-10.1; WHST.9-10.2; WHST.9-10.6</td>
<td>What were Johnson’s Reconstruction policies?</td>
<td></td>
<td>Reconstruction: <a href="http://teachingamericanhistory.org/static/neh/interactives/reconstruction/">http://teachingamericanhistory.org/static/neh/interactives/reconstruction/</a></td>
<td><strong>ELA:</strong> Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates.</td>
</tr>
<tr>
<td></td>
<td>What were the 14th and 15th Amendments?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why was Johnson impeached?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What Reconstruction policies did Congress pass?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
<td>Essential Question</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-----------</td>
<td>------------------------------</td>
</tr>
</tbody>
</table>
| Discuss the challenges facing African Americans and the South after the Civil War.  
**Standards:**  
CCSS: RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.7 | What were carpetbaggers?  
What were Reconstructions successes? Failures? | **SAS Curriculum Pathways: Newspaper Article**  
Students will use computers and the internet to complete this activity.  
| | What freedoms were new for former slaves?  
Why were so many African-American families separated?  
How did life change for former slaves?  
What types of education were available for former slaves?  
How did Reconstruction impact African Americans politically? | **Cicero Dialogue Activity: From Slave to Sharecropper**  
Students will read play as a class From Slave to Sharecropper. After reading, will answer questions that respond to the play.  
http://cicerosystems.com/history/unit/civil-war/content/3215/5783 | **Cicero Dialogue Activity: From Slave to Sharecropper**  
http://cicerosystems.com/history/unit/civil-war/content/3215/5783 | **ELA:** Reinforce skills of reading and interpreting informational text and responding to questions about their reading.  
**Technology:** Use of computer and internet complete activity as well as the producing and publishing a presentation |
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the settlement of the Great Plains during the late 1800’s and how that impacted Native Americans.</td>
<td>What were the characteristics of the Plains Indians culture? How did the culture of white settlers compare with that of the Plains Indians? Why did settlers continue to push westward?</td>
<td><strong>SAS Curriculum Pathway: The Great Plains Indian Wars</strong> Students will use computer and internet to complete activity that has students researching military encounters between government and Native Americans. <a href="https://www.sascurriculumpathways.com/portal/Launch?id=1130">https://www.sascurriculumpathways.com/portal/Launch?id=1130</a></td>
<td><strong>Awesome Stories: Reconstruction and African Americans</strong> <a href="https://www.awesomestories.com/asset/view/Impact-of-Reconstruction-on-African-Americans">https://www.awesomestories.com/asset/view/Impact-of-Reconstruction-on-African-Americans</a> <strong>NetTrekker: Black Reconstruction in America</strong> <a href="http://www.isreview.org/issues/57/feat-reconstruction.shtml">http://www.isreview.org/issues/57/feat-reconstruction.shtml</a></td>
<td><strong>Technology:</strong> Use of computer and internet complete activity. <strong>ELA:</strong> Students will practice skills they learned in English class by researching information. <strong>ELA:</strong> Reinforce skills of reading and interpreting informational text and responding to questions about their reading.</td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
<td>Essential Question</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-----------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| How did the government deal with the conflicts between the Native Americans and white settlers? | How did the government deal with the conflicts between the Native Americans and white settlers? | **Buffalo Research Activity:** Students will research the importance of the Buffalo to Native American culture and research different ways the buffalo were used. **Comparison Chart:** Students will create a comparison chart that compares the culture of the Native Americans on the Plains with the white settlers. | **PBS:** The American Buffalo  
http://www.pbs.org/wnet/nature/episodes/american-buffalo-spirit-of-a-nation/introduction/2183/  
**Native American Indian Facts:**  
**NetTrekker:** North America’s Native People  
http://www.cabrillo.edu/~crsmith/noamer_plains.html |  |
| Explain the importance of the Buffalo to the Native Americans. | Explain the importance of the Buffalo to the Native Americans. |  |  |  |
| How did the cattle industry develop? | How did the cattle industry develop? |  |  |  |
| Explain how early settlers survived on the plains. **Standards:** NJCCCS: 6.1.12.C.5.b; 6.1.12.B.5.a | How is a cowboy’s actual life different from the popular conception of it? | **See Below:** | **National Park Service:**  
http://www.nps.gov/nr/tw/ hp/wwwlps/lessons/1knife/1knife.htm | **ELA:** Reinforce skills of reading and interpreting informational text and responding to questions about their reading. |
<table>
<thead>
<tr>
<th><strong>NJDOE Student Learning Objectives</strong></th>
<th><strong>Essential Question</strong></th>
<th><strong>Sample Activities</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Interdisciplinary Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: RH.9-10.1; RH.9-10.2; RH.9-10.4; WHST.9-10.1; WHST.9-10.2</td>
<td>What was life like for people living on the Plains? What types of shelters did people live in? What types of technology helped settlers on the prairie? What challenges did farmers face in the late 1800’s?</td>
<td><strong>Cicero Guided Reading:</strong> Buffalo Bill’s Wild West Show Students will read selected passages about Buffalo Bill’s Wild West Show and answer questions about it. <a href="http://cicerosystems.com/history/unit/industry-and-migration/content/2142/4430">http://cicerosystems.com/history/unit/industry-and-migration/content/2142/4430</a> <strong>Diary Activity:</strong> Students will research what daily life was like for people living on the Plains and will write a series of diary entries from the perspective of that person. <strong>Shelter Replica:</strong> Students will research different shelters from the Plains and create a replica of them out of various materials.</td>
<td><strong>Cicero Guided Reading:</strong> Buffalo Bill’s Wild West Show <a href="http://cicerosystems.com/history/unit/industry-and-migration/content/2142/4430">http://cicerosystems.com/history/unit/industry-and-migration/content/2142/4430</a> <strong>Library of Congress:</strong> Prairie Settlement <a href="http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html">http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html</a> <strong>Sod Houses:</strong> [<a href="http://www.nebraskastudies.org/0500/frameset_rese">http://www.nebraskastudies.org/0500/frameset_rese</a> t.html?<a href="http://www.nebraskastudies.org/0500/stories/0501_0108.html">http://www.nebraskastudies.org/0500/stories/0501_0108.html</a>](<a href="http://www.nebraskastudies.org/0500/frameset_rese">http://www.nebraskastudies.org/0500/frameset_rese</a> t.html?<a href="http://www.nebraskastudies.org/0500/stories/0501_0108.html">http://www.nebraskastudies.org/0500/stories/0501_0108.html</a>)</td>
<td><strong>ELA:</strong> Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates. <strong>Science:</strong> Students will research different types of shelters and create a replica of them.</td>
</tr>
<tr>
<td><strong>NJDOE Student Learning Objectives</strong></td>
<td><strong>Essential Question</strong></td>
<td><strong>Sample Activities</strong></td>
<td><strong>Resources</strong></td>
<td><strong>Interdisciplinary Connections</strong></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------</td>
<td>----------------------</td>
<td>-------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Identify different inventions from the turn of the century and explain how they changed the way people lived and worked.</td>
<td>What led to the nation’s oil boom?</td>
<td>Cicero Dialogue activity: Students will read play as a class <em>The Wizard of Menlo Park</em>. After reading, will answer questions that respond to the play. <a href="http://cicerosystems.com/history/unit/industry-and-migration/content/3218/5796">http://cicerosystems.com/history/unit/industry-and-migration/content/3218/5796</a></td>
<td>NetTrekker: Thomas Alva Edison <a href="http://harcourtschool.com/activity/biographies/edison/">http://harcourtschool.com/activity/biographies/edison/</a></td>
<td><strong>Technology:</strong> Use of computer and internet complete activity.</td>
</tr>
<tr>
<td>Standards: NJCCCS: 6.1.12.D.5.a</td>
<td>What was the Bessemer process and what was its impact?</td>
<td></td>
<td>Cicero:Dialogue Activity <a href="http://cicerosystems.com/history/unit/industry-and-migration/content/3218/5796">http://cicerosystems.com/history/unit/industry-and-migration/content/3218/5796</a></td>
<td><strong>ELA:</strong> Students will practice skills they learned in English class by researching information.</td>
</tr>
<tr>
<td>CCSS: RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.7; WHST.9-10.1; WHST.9-10.7; WHST.9-10.8; WHST.9-10.9</td>
<td>How did electricity transform American business?</td>
<td>Invention Jigsaw: Students will be broken into partners and each will select an invention or innovation to research. The groups will research their topic and present the information to other groups.</td>
<td>American Experience: Technology Timeline <a href="http://www.pbs.org/wgbh/amex/telephone/timeline/f_timeline.html">http://www.pbs.org/wgbh/amex/telephone/timeline/f_timeline.html</a></td>
<td><strong>ELA:</strong> Reinforce skills of reading and interpreting informational text and responding to questions about their reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Greatest Achievements: <a href="http://www.greatachievements.org">http://www.greatachievements.org</a></td>
<td></td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
<td>Essential Question</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-----------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Explain the impact that improving methods of transportation had on society.</td>
<td>How did the government facilitate the expansion of the railroads?</td>
<td><strong>Invention Timeline:</strong> Students will create either digital or handmade timelines that detail the creation of different technological inventions and improvements.</td>
<td><a href="https://www.sascurriculumpathways.com/portal/Launch?id=1547">SAS Curriculum Pathways: Timeline and Map Activity</a></td>
<td><strong>Technology:</strong> Use of computer and internet complete activity.</td>
</tr>
<tr>
<td><strong>Standards:</strong> NJCCCS: 6.1.12.D.5.a; 6.1.12.B.5.a</td>
<td>What were the positives and negatives about railroad expansion?</td>
<td><strong>SAS Curriculum Pathways: Timeline and Map Activity</strong> Students will use computers and internet to complete the timeline and map activity which will explore U.S. Railroad Expansion. <a href="https://www.sascurriculumpathways.com/portal/Launch?id=1547">https://www.sascurriculumpathways.com/portal/Launch?id=1547</a></td>
<td><a href="http://www.rrmuseumpa.org/education/historytimeline1.shtml">Railroad History and Timeline</a></td>
<td><strong>ELA:</strong> Students will practice skills they learned in English class by researching information.</td>
</tr>
<tr>
<td>CCSS: WHST.9-10.7; WHST.9-10.8; WHST.9-10.9; WHST.9-10.6; WHST.9-10.5; WHST.9-10.4; WHST.9-10.2; WHST.9-10.1; WHST.9-10.2</td>
<td>What is railroad time?</td>
<td><strong>Pros and Cons Essay:</strong> Students will research railroads and their creation and write an essay that discusses the pros and cons of the growth of railroads.</td>
<td><a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/risingrailroad/">NetTrekker: Library of Congress-Railroads</a></td>
<td><strong>ELA:</strong> Reinforce skills of reading and interpreting informational text and responding to questions about their reading.</td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
<td>Essential Question</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Central Pacific Railroad: <a href="http://cprr.org/Museum/index.html">http://cprr.org/Museum/index.html</a></td>
<td></td>
</tr>
</tbody>
</table>

[Central Pacific Railroad](http://cprr.org/Museum/index.html)
The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12. [http://www.njamistadcurriculum.net/](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:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Activities</td>
<td>7. Griot</td>
<td></td>
</tr>
<tr>
<td>3. Assessments</td>
<td>8. Library</td>
<td></td>
</tr>
<tr>
<td>4. Essentials</td>
<td>9. Links</td>
<td></td>
</tr>
<tr>
<td>5. Gallery</td>
<td>10. Rubrics</td>
<td></td>
</tr>
</tbody>
</table>

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

Andrew Johnson     Reconstruction     Radical Republicans
Thaddeus Stevens     Wade-Davis Bill     Freedmen’s Bureau
black codes      Fourteenth Amendment     Fifteenth Amendment
impeach    scalawag     carpetbagger
sharecropping    tenant farming     Ku Klux Klan
panic of 1873    redemption     Sitting Bull
Compromise of 1877     Great Plains     assimilation
Dawes Act    Battle of Wounded Knee     Homestead Act

DBQ (Required)

Students will complete DBQ from Mini-Q’s in History. The topic of the DBQ for this unit is:

- North or South: Who killed Reconstruction?

DBQ resources are available from supervisor.
**Unit Project (Suggested)**

<table>
<thead>
<tr>
<th>Advertisement Project:</th>
<th>Reconstruction Essay:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will work with partners for this project. They will select and research one of the important technological innovations of this time period. Afterwards they will create a newspaper or magazine advertisement for their product. They will be required to have all five pieces of an advertisement.</td>
<td>Students will write a 5-paragraph essay discussing why reconstruction failed. They will complete this project while following the writing process. They will edit and workshop their own papers as well as their classmates. A final typed copy will be turned in.</td>
</tr>
</tbody>
</table>