Social Studies Curriculum

United States History
Course Description

The United States History I course is the first half of a two-year sequence that constitutes the heart of the History/Social Science program in the high school. It is intended to satisfy the requirements of the New Jersey law in this area and to apply to all students who do not choose an alternate United States History I or II sequence. This is a general survey course in American history. This survey follows a flexible chronology that broadly covers the panorama of our nation’s development of a period of four centuries. The major divisions of the United States History I course are: the economic, political, and religious factors in European history leading to the discovery and exploration of the New World; the settlement and growth of colonial America; the American struggle for independence from England; the creation of a unique American form of government with special emphasis on the Constitution of the United States; the development of the new nation in regard to its political, economic, and cultural growth; the Civil War and Reconstruction; and the rise of industrialism and the economic changes that transformed the nation.
## U.S. History I

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Colonization, Revolution and Constitution (1585-1800)</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>New Nation, Expansion and Reform (1801-1861)</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>Civil War and Reconstruction (1850-1877)</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>The Development of the Industrial United States and the Emergence of Modern America (1890-1930)</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 5</td>
<td>The Emergence of Modern America: World War I and Roaring Twenties (1890-1930)</td>
<td>6 Weeks</td>
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</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.
## Career Ready Practices

<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<tr>
<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

<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>
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<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 reports and projects</td>
<td>● Repeat, clarify or reword directions</td>
<td>● Brief and concrete directions</td>
<td>● Reference resources to promote independence</td>
</tr>
<tr>
<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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<tr>
<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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<tr>
<td></td>
<td>● Reading partners</td>
<td>● Emphasize multi-sensory learning</td>
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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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<tbody>
<tr>
<td>● Computer/whiteboard</td>
<td>● Extended time</td>
<td>● Consistent daily structured routine</td>
<td>● Individual daily planner</td>
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<tr>
<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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<tr>
<td>● Spell-checker</td>
<td>● Shortened tests</td>
<td>● Frequent feedback</td>
<td>● Note-taking assistance</td>
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<tr>
<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
Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards

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.

A. Civics, Government, and Human Rights
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.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.

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

6.1.12.A.2.b Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.

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

B. Geography, People, and the Environment

6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

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

C. Economics, Innovation, and Technology

6.1.12.C.2.a Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering
6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

D. History, Culture, and Perspectives
6.1.12.D.1.a Explain the consequences to Native American groups of the loss of their land and people.

6.1.12.D.2.a Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

**English Language Arts & History/Social Studies Grades 9-10 Common Core Standards**

Key Ideas and Details:
- 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.
- WHST.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:
- RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:
- RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Text Types and Purposes:
- WHST.9-10.1 Write arguments focused on *discipline-specific content.*
Production and Distribution of Writing:

**WHST.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.

Research to Build and Present Knowledge:

**WHST.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.
Grade: 10th
Unit: 1
6 Weeks

Topic: Colonization, Revolution and Constitution (1585-1800)
1. Colonization and Settlement
North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
2. Revolution and the Constitution
The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.

NJCCCS

CCSS
RH.9-10.7, WHST.9-10.4, WHST.9-10.8, WHST.9-10.2, RH.9-10.6, RH.9-10.1, WHST.9-10.1

<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>Examine how geographic characteristics of a region (e.g., climate, social conditions, other natural resources) contributed to economic development in the New World.</td>
<td>How did the experiences of Colonial America set the foundation for the future United States? Did geography greatly affect the development of colonial America? Why did the settlers</td>
<td>Map activity: Triangular Trade Map Activity-colonies/colonial regions</td>
<td>Birth of the US Constitution: <a href="http://www.khanacademy.org/humanities/history/1600s-1800s/declaration-of-independence/v/birth-of-the-us-constitution">http://www.khanacademy.org/humanities/history/1600s-1800s/declaration-of-independence/v/birth-of-the-us-constitution</a></td>
<td>Science: Examine how technological advances in navigation made it possible to explore the New World.</td>
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<tr>
<td>Standard: RH.9-10.7</td>
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<tr>
<td>6.1.12.B.1.a 6.1.12.C.1.b.</td>
<td>settle near water?</td>
<td>color them in. In the key, students will create symbols to show the various economic activities of each colony and they will place these symbols on the map. They will also answer a short question packet analyzing their map and the impact of these economic activities on the relationship between the colonies and Great Britain.</td>
<td><strong>Teach About Geography:</strong> <a href="http://learning.blogs.nytimes.com/2012/12/04/all-over-the-map-10-ways-to-teach-about-geography/?_php=true&amp;_type=blogs&amp;_r=0">http://learning.blogs.nytimes.com/2012/12/04/all-over-the-map-10-ways-to-teach-about-geography/?_php=true&amp;_type=blogs&amp;_r=0</a></td>
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| Evaluate the extent to which labor systems (i.e., indentured servants, African slaves, and immigrant labor) and entrepreneurship contributed to economic development in the American colonies. **Standard:** 6.1.12.C.1.b | Was colonial America a democratic society? What was the contribution made by African slaves in building the new nation? What was the system of indentured servitude that developed in the American colonies? **Newspaper Project:** Research and publish a Colonial Newspaper on a specific colonial region assessing the economy, politics, and social issues including the impact on Native Americans; use Microsoft Publisher program to create newspaper. **Research:** Research information about labor in the colonies and participate in a **Handout, Tobacco and Labor:** [http://historyisfun.org/pdf/Life-at-Jamestown-Lesson-Plans/TobaccoandLabor.pdf](http://historyisfun.org/pdf/Life-at-Jamestown-Lesson-Plans/TobaccoandLabor.pdf) **Website, Plantation Systems:** [http://www.spartacus-educational.com/USASplantation.htm](http://www.spartacus-educational.com/USASplantation.htm) **Math:** Create some form of statistical analysis of slaves, indentured servants, and their economics contribution |
| Produce clear and coherent writing to explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. **Standard:** WHST.9-10.4 6.1.12.C.1.a | Simulation of indentured servants and free market agents who negotiate labor contracts. | Research Paper: Write a research paper on how the triangle trade was a product of mercantilism. **PowerPoint:** Create a PowerPoint on the development of capitalism using Adam Smith’s arguments. | ABC-CLIO, Mercantilism: [http://americanhistory.abc-clio.com/Topics/Display/1183173?cid=71&sid=1183176&useConcept=False](http://americanhistory.abc-clio.com/Topics/Display/1183173?cid=71&sid=1183176&useConcept=False) **Early European Imperial Colonization of the New World:** [http://www.gilderlehrman.org/history-by-era/imperial-rivalries/resources/early-european-imperial-colonization-new-world](http://www.gilderlehrman.org/history-by-era/imperial-rivalries/resources/early-european-imperial-colonization-new-world) **Visual Arts:** Students will create a movie using movie-maker or a similar video-editing program on mercantilism and/or capitalism. |
| Should the government regulate business closely? How was mercantilism a predecessor to capitalism? Where did slavery fit into the economic system of the colonies? | Should the government regulate business closely? How was mercantilism a predecessor to capitalism? Where did slavery fit into the economic system of the colonies? | **Research Paper:** Write a research paper on how the triangle trade was a product of mercantilism. **PowerPoint:** Create a PowerPoint on the development of capitalism using Adam Smith’s arguments. | **Early European Imperial Colonization of the New World:** [http://www.gilderlehrman.org/history-by-era/imperial-rivalries/resources/early-european-imperial-colonization-new-world](http://www.gilderlehrman.org/history-by-era/imperial-rivalries/resources/early-european-imperial-colonization-new-world) **Visual Arts:** Students will create a movie using movie-maker or a similar video-editing program on mercantilism and/or capitalism. |
| Explain how self-government in the British North American colonies evolved from British governmental structures. **Standard:** | What important ideas and major events led to the American Revolution? In what ways were the colonies modeled after their British homeland? | **Prezi:** Create a Prezi on the system of checks and balances. **PowerPoint:** The Colonies Come of Age [http://ushistoryimackay.wikispaces.com/file/view](http://ushistoryimackay.wikispaces.com/file/view) | **Lesson plan, several activities listed, Jamestown and the Founding of English America:** [http://www.gilderlehrman.org/history-by-era/early-](http://www.gilderlehrman.org/history-by-era/early-) **ELA:** Write a report on the early governmental structures of the American Colonies, such as a comparison between Massachusetts and Virginia. |
|--------------------------|-------------------------------------------------|-----------------------------------------------------------------|
| **Standard:** 6.1.12.A.1.a | What protections and rights did Britain revoke in leading to the American Revolution? | **Jigsaw:** activity on the way different people were treated in the colonies by race, class, and gender. |
| | How did the political rights of self-governance relate to eventual American Revolution? | **Lecture:** on different rights established for each, including inheritance for women and men. |
| | | **ELA:** Write a paper comparing the rights of women and men in the United States today. This can include disparities among pay, medical treatment, etc.. |
| | | **Editorial:** Write an editorial calling for the expansion of political rights as if you were living in one of the **Technology:** Create a pamphlet as if you were a colonist at the time that calls for expanded political rights. |
| | | **Book, Women and the Law of Property in Early America:** |
| | | |}

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**Note:** The document includes various resources and activities related to the study of individual rights in the context of British governance and the American Revolution, focusing on gender, property ownership, religion, and legal status. The text also references a reading plan, lecture, jigsaw activity, and editorial writing, among other educational materials. The website for The Colonial Experience provides additional content.
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<tbody>
<tr>
<td><strong>Voting in Early America:</strong></td>
<td><a href="http://www.history.org/Foundation/journal/spring07/elections.cfm">http://www.history.org/Foundation/journal/spring07/elections.cfm</a></td>
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<tr>
<th>Analyze the intellectual origins (e.g., John Locke) of the key ideas expressed in the Declaration of Independence.</th>
<th>Does the system of checks and balances provide us with an effective and efficient government? What ideas did John Locke express in his writings? What influence did Locke have on the drafters of the Declaration of Independence?</th>
<th><strong>Newspaper Article:</strong> Events Leading up the Revolutionary War newspaper project: Students create a colonial newspaper about the events leading up to and the start of the Revolutionary War (nothing beyond Lexington and Concord). They will be required to take the perspective of either a Loyalist or a Patriot and they must consistently use this perspective throughout the newspaper. <strong>Video, All Men are Created Equal:</strong> <a href="http://www.khanacademy.org/humanities/history/1600s-1800s/declaration-of-independence/v/all-men-are-created-equal">http://www.khanacademy.org/humanities/history/1600s-1800s/declaration-of-independence/v/all-men-are-created-equal</a> <strong>Teacher notes, John Locke:</strong> <a href="http://galileo.rice.edu/Catalog/NewFiles/locke.html">http://galileo.rice.edu/Catalog/NewFiles/locke.html</a></th>
<th><strong>ELA:</strong> lesson plan on Locke: <a href="http://teachinghistory.org/teaching-materials/english-language-learners/24139">http://teachinghistory.org/teaching-materials/english-language-learners/24139</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong> RH.9-10.1 6.1.12.A.2.a</td>
<td>Use quantitative or technical analysis to explain why financing the American Revolutionary War was problematic and the impact it had on the colonies and the new governments. Also review war profiteering. What role did inflation have on the economies of the colonies? What role did Haym Solomon place in financing the American Revolution? What impact did war profiteering have on the economies?</td>
<td><strong>Article:</strong> Read article on The American Revolution and the Birth of American Finance <a href="http://amrevmuseum.org/blog/american-revolution-and-birth-american-finance">http://amrevmuseum.org/blog/american-revolution-and-birth-american-finance</a> <strong>National Archives, Primary resources on the American Revolution:</strong> <a href="http://www.archives.gov/education/lessons/revolution-images/">http://www.archives.gov/education/lessons/revolution-images/</a> <strong>Pinterest, collection of materials for the American Revolution:</strong> <a href="http://www.revolutionwararchives.org/salomon.html">http://www.revolutionwararchives.org/salomon.html</a> <strong>Economics:</strong> Lesson plan on inflation: <a href="http://www.econedlink.org">http://www.econedlink.org</a></td>
<td></td>
</tr>
<tr>
<td>Standard: RH.9-10.7 6.1.12.C.2.a</td>
<td>War?</td>
<td><strong>Read and discuss:</strong> U.S. Debt and Foreign Loans, 1775–1795, <a href="https://history.state.gov/milestones/1784-1800/loans">https://history.state.gov/milestones/1784-1800/loans</a>  <strong>Short Essay:</strong> Write a short essay on war profiteering and its impact on the revolution.  <strong>Lesson Plan, Cause of the British defeat:</strong> <a href="http://www.pbs.org/ktea/liberty/tguide_4.html">http://www.pbs.org/ktea/liberty/tguide_4.html</a>  <strong>Document Activity:</strong> In pairs, students will receive a packet containing primary and secondary sources on the Middle Passage and slavery in the Americas. These packets contain pictures, quotes, runaway slave ads, charts, and general information on the Middle Passage and slavery. Students will examine the sources and answer a question packet analyzing what slavery was really like for Africans and their experiences on the Middle Passage.  <strong>Thomas Walke's Account of Capturing his Runaway Slaves in New York City:</strong> <a href="http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2441090">http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2441090</a>  <strong>Speech of the United Indian Nations at their Confederate Council, 12/18/1786:</strong> <a href="http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2544432">http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2544432</a>  <strong>Recommend Film:</strong> The Patriot</td>
<td><strong><a href="http://www.pinterest.com/rlfrankl/revolutionary-war/">http://www.pinterest.com/rlfrankl/revolutionary-war/</a></strong>  <strong>rg/lessons/index.php?lid=615&amp;type=educator</strong></td>
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<td></td>
<td>Describe the contributions and perspectives of African Americans, Native Americans, and women during the American Revolution. <strong>Standard:</strong> WHST.9-10.8 6.1.12.D.2.a</td>
<td>What contributions did African-Americans play in the American Revolution? What were the sentiments of African-Americans during the War? What role did Native Americans play in fighting the American Revolution?</td>
<td>Art: Students can create a collage of women and African-American leaders of the Revolution, either using computer graphics or traditional methods</td>
</tr>
<tr>
<td>Determine the central ideas in foundational documents such as the Declaration of Independence, the U.S. Constitution, and the Bill of Rights, making clear the relationship among key concepts, such as self-government, democratic government structures, and the protection of individual rights.</td>
<td><strong>Standard:</strong> 6.1.12.A.2.b</td>
<td><strong>Is the Constitution a living document?</strong> (amendment process, elastic clause, judicial interpretation, legislative modifications, etc.)</td>
<td>Is a strong federal system the most effective government for the United States? Which level of government, federal or state, can best solve our nation’s problems?</td>
</tr>
</tbody>
</table>
Examine state constitutions, including New Jersey’s 1776 constitution, and the U.S. Constitution, attending to date and origin of the information, to determine their impact on the development of American constitutional government.

**Standard:**
RH.9-10.1
6.1.12.A.2.c

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<tr>
<th>Question</th>
<th>Resource</th>
<th>Additional Resource</th>
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<td>How were less populated states and larger state able to compromise on representation in the new Constitution?</td>
<td>The Constitutional Compromises: <a href="http://americanhistory.abc-clio.com/Topics/Display/1183216">http://americanhistory.abc-clio.com/Topics/Display/1183216</a></td>
<td>ABC-CLIO, Constitutional Compromises: <a href="http://americanhistory.abc-clio.com/Topics/Display/1183216">http://americanhistory.abc-clio.com/Topics/Display/1183216</a></td>
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Develop claims and counterclaims that reflect the Federalists and Anti-Federalists positions during the ratification debates on issues such as federalism, factions, checks and balances, and the importance of independent judiciary.

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<td>Are political parties good for our nation? (Federalists v. Democratic-Republicans)</td>
<td>Venn Diagram: Research and analyze their political preferences of Republican vs. Democrat and compare ideas to Hamilton and the Jefferson in a Venn Diagram.</td>
<td>Reading Like a Historian- Lesson plan Federalists vs. Anti-federalists: <a href="http://sheg.stanford.edu/federalists-antifederalists">http://sheg.stanford.edu/federalists-antifederalists</a></td>
</tr>
<tr>
<td>Who were the opponents of an expanded national government and why? What was George Washington’s position</td>
<td>Venn Diagram: Create a chart to compare and contrast Federalists and Anti-federalists.</td>
<td>Lesson Plans on Federalists and Anti-</td>
</tr>
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**ELA:** Students write a research paper on freedom of religion in Virginia and its contribution to freedom of religion at the federal level:


[http://www.loc.gov/exhibits/religion/rel06.html](http://www.loc.gov/exhibits/religion/rel06.html)

**Music/Technology:** create a song related to the federalists or anti-federalists debates.


Article on how to use Audacity in the...
|----------------------------------------|----------------------|------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|


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<tr>
<th>Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and limiting the expansion of slavery. <strong>Standard:</strong> 6.1.12.B.2.b</th>
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</thead>
</table>
| How did the federal government deal with the issue of slavery in the northwest territories?  
Why was the incorporation of new territories a delicate situation as it pertained to slavery? |
| **Anti-Federalists:**  
**George Washington,** “Farewell Address,” Yale University:  
Avalon Project |
| **ABC-CLIO, Slavery and Northwest Ordinance activities:**  
**ABC-CLIO, Native American Lands:**  
| **Northwest Ordinance:**  
**The Act of April 30, 1802 ("Ohio Enabling Act"):** 2 STAT 173, "enabling the people of the Eastern Division of the territory northwest of the river Ohio to form a Constitution and State government and for the admission of such state into the Union.” 04/30/1802 - 04/30/1802  
| **Science:** Article on DNA and slavery:  
<table>
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<tr>
<th>Identify the themes of regionalism and national identity during this time period</th>
<th>How did geography affect the cultural development of different regions in the US?</th>
<th>How did regionalism develop in the United States?</th>
<th>What role did geography play in the development of regionalism and American identity?</th>
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<tbody>
<tr>
<td><strong>Standard:</strong> RH.9-10.7 6.1.12.B.2.a</td>
<td>Reading Like an Historian Lesson plans, several activities, Irish Immigration: <a href="http://sheg.stanford.edu/irish-immigration">http://sheg.stanford.edu/irish-immigration</a></td>
<td>ABC-CLIO, American Identity: <a href="http://americanhistory.abc-clio.com/Topics/Display/1183179">http://americanhistory.abc-clio.com/Topics/Display/1183179</a></td>
<td>Math: Create a chart or graph illustrating demographics of different regions in the US during this time period</td>
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</table>
| Examine the interrelationship of the ideals set forth in the Constitution (i.e., due process, rule of law, and individual rights) and provide examples of their denial or fulfillment to different groups of people in the past and today. | When is rebellion justified? Does US history illustrate the expansion of rights overtime? How has the 14th Amendment’s equal protection clause been used in addressing racial inequalities? | **Presentation or debate:** Have students review a Supreme Court case relating to the expansion of civil liberties and create a presentation or report on the case. [http://www.oyez.org/issues/](http://www.oyez.org/issues/)  
**Vocabulary Exercise:** Have students create a government dictionary. Begin with four pieces of white paper; fold them lengthwise, then fold width-wise. On each page write a letter of the alphabet, a word that begins with that letter, a definition in students' own words, and an example. Illustration is optional. | **National Archives interactive lesson plan, Docteach- From Dred Scott to the Civil Rights Act of 1875:** [http://docsteach.org/activities/8773](http://docsteach.org/activities/8773)  
**Benjamin Franklin Petitions Congress:** [http://www.archives.gov/legislative/features/franklin/](http://www.archives.gov/legislative/features/franklin/)  
**Science:** Students write an essay on an important historical figure that is women, African-American, or Native American, and explain the difficulties and discrimination they faced or tackled during their time. Example figure, African American Medical Pioneer: Daniel Hale Williams [http://www.pbs.org/wgbh/amex/partners/early/e_pioneers_williams.html](http://www.pbs.org/wgbh/amex/partners/early/e_pioneers_williams.html) |
Vocabulary


DBQ (Required)

American History DBQ Volume 1

Early Jamestown: Why Did So Many Colonists Die?

Choose 1

Unit Project (Suggested)

Have student conduct a re-dramatization of the Constitutional Convention. Should be done in groups of 3-4.

Student will use the following to help in creating their re-dramatizations amongst their own research: Notes on the Debates in the Federal Convention, www.avalon.law.yale.edu/subject_menus/debcont.asp

Unit Project (Suggested)

Students will create a presentation of the impact of colonization on Native Americans and their current condition in the United States. This can be either a PowerPoint, Video presentation, etc….

Resources:

Colonial Germ Warfare, http://www.history.org/Foundation/journal/Spring04/warfare.cfm

Early Biological War on Native Americans, http://academic.udayton.edu/health/syllabi/bioterrorism/00intro02.htm
Native Americans and the Clash of Cultures: Then and Now
http://www.yale.edu/ynhti/curriculum/units/1999/3/99.03.03.x.html

Academic Journal, Alcohol abuse among Native Americans,

Article, The hard lives — and high suicide rate — of Native American children on reservations

Suggested Field Trips
Constitution Center, Philadelphia, PA
Museum of Natural History, New York City
National Museum of the American Indian, New York City
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>2. Activities</td>
<td>7. Griot</td>
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<tr>
<td>3. Assessments</td>
<td>8. Library</td>
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<tr>
<td>4. Essentials</td>
<td>9. Links</td>
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<tr>
<td>5. Gallery</td>
<td>10. Rubrics</td>
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All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.