Social Studies Curriculum

United States History I
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

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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, Revolution and Constitution (1585-1800)</td>
<td>6 Weeks</td>
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<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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<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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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.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tr>
<td>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.</td>
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<table>
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<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tr>
<td>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.</td>
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<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>Career Ready Practices</th>
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<tbody>
<tr>
<td>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.</td>
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## Differentiated Instruction

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

<table>
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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<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 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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<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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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<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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- **Recall:**
  - Teacher-made checklist
  - Use visual graphic organizers
  - Reference resources to promote independence
  - Visual and verbal reminders
  - Graphic organizers
### 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.2.f Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.

6.1.12.A.3.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.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.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.

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

B. 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.

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.b Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.

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.

D. 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.2.d Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

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


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


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

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.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

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

Text Types and Purposes:

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Research to Build and Present Knowledge:

**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.

**WHST.9-10.9** Draw evidence from informational texts to support analysis, reflection, and research.
**Grade:** 10th  
**Unit:** 2  
**8 Weeks**  

**Topic:** New Nation, Expansion and Reform (1801-1861)  
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.  
3. New Nation, Expansion and Reform  
Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic. Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

| Standards: CCSS: | WHST.9-10.9, RH.9-10.8, RH.9-10.7, WHST.9-10.2, WHST.9-10.7, RH.9-10.9 |

<table>
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<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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</thead>
</table>
| 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 | Is government censorship of wartime photos ever acceptable?  
How did the United States form its pluralist society? | **Research/Presentation**  
Have students research an interest group (NRA, a labor union, Family Research Council, ACLU etc..) and present to the class about the | **Interest Groups Recap:**  
http://www.learner.org/courses/democracyinamerica/dia_14/dia_14_ct.html | **ELA:** Students read The Federalist No. 10 The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection and write a reaction paper |
| Democratic institutions and practices. Draw evidence from informational texts to support analysis of the emergence of early political parties. | Role and function of that interest group. | **Political Gridlock**
**Articles:**
http://www.huffingtonpost.com/tag/political-gridlock/ | Contrasting with how political parties operate today
Federalists #10,
http://www.constitution.org/fed/federa10.htm |
| --- | --- | --- | --- |
| **Standard:**
WHST.9-10.9
6.1.12.A.2.f
6.1.12.A.3.g | **Journal:**
Where did the founders fall on political parties? Did they support or reject the idea of factions? |  |
| Assess the extent to which the reasoning and evidence in de Tocqueville’s *Democracy in America* supported the author’s claims that Americans in this time period were developing democratic institutions and practices (including ways to balance civic virtue and self-interest). | **Writing Assignment:**
Find 2 current event articles relating to democracy in America, and write a 3 paragraph reaction explaining the status of democracy in the US. (i.e., supreme court case, campaign donations, current election, etc…)

**Web-quest:**
http://www.tocqueville.org/ | **Haitian Revolution:**
http://www.khanacademy.org/humanities/history/1600s-1800s/haitian-revolution/v/haitian-revolution--part-1 | **ELA:** Compare the American revolution with that of other nation’s revolutions |
| **Standard:**
RH.9-10.8
6.1.12.A.3.g |  |
| How did the events of the Revolutionary time period influence the formation of a national identity?
Is their contention between civic virtue and self-interest? |  |  |
| **Compare and contrast views about how to best promote economic development (including issues of national and state debt, National Bank, trade and taxation) advanced by Hamilton and Jefferson, and Clay and Jackson.** | **Should the United States fear a national debt? (Financial problems of the new nation and Hamilton’s financial plan)** Does war cause national prosperity? | **Chart:** Create a chart of the differing opinions regarding economic issues in the United States during this time period. **Blog:** Create a blog as if you were a key figure during this time period and write 3 different posts on economic issues. **Reading Like a Historian:** [http://sheg.stanford.edu/hamilton-jefferson](http://sheg.stanford.edu/hamilton-jefferson) **ABC-CLIO, Hamilton and Debt:** [http://americanhistory.abc-clio.com/Topics/Display/1183580](http://americanhistory.abc-clio.com/Topics/Display/1183580) **Technology:** Create a blog as if you were a key figure during this time period and write 3 different posts on economic issues. [www.blogger.com](http://www.blogger.com) | **Use quantitative analysis, maps, and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets.** | **What inventions during this time period helped develop the US’s economy?** How did these inventions and developments affect the economic role of the US in the world? What changes occurred in the United States during the period of industrialization before the Civil War? | **Video:** Watch, the Industrial Revolution in America, [http://history.howstuffworks.com/industrial-revolution-videos-playlist.htm](http://history.howstuffworks.com/industrial-revolution-videos-playlist.htm) **Class Assignment:** Was There an Industrial Revolution? New Workplace, New Technology, New Consumers, several activities, [http://edsitement.neh.gov/lesson-plan/was-there-industrial-revolution-new-workplace-new-technology-new-consumers#sect-](http://edsitement.neh.gov/lesson-plan/was-there-industrial-revolution-new-workplace-new-technology-new-consumers#sect-) **The Erie Canal:** [http://www.rochester.lib.ny.us/rochimag/4thmain.html](http://www.rochester.lib.ny.us/rochimag/4thmain.html) **Science:** Have students investigate new modes of travelling and what impact it will have on the domestic and global economy **Article, Pentagon Enlists Jeff Bezos and Richard Branson To Design a Space Plane** [http://www.thedailybeast.com/articles/2014/07/16/pentagon-enlists-jeff-bezos-and-richard-branson-to-design-a-space-plane.html](http://www.thedailybeast.com/articles/2014/07/16/pentagon-enlists-jeff-bezos-and-richard-branson-to-design-a-space-plane.html) |
Transportation Journal: Have students look at their hometown from the perspective of transportation options and to determine what option, if any, the railroads offer. With maps readily available, ask each student to select as a travel destination a large city at least 500 miles from where he or she lives. Each student's objective is to figure out the best way of getting to that destination and back. Options they should look into include train, bus, and plane.

Explain how the wealth of natural resources (e.g., water, coal, gold, silver) in the United States (e.g., Paterson, Lowell, Charleston) affected economic development and the quality of life of individuals from multiple perspectives (e.g., mill worker, 

| What were the working conditions for women working the factory mills? (Lowell, Paterson) |
| What role did robber barons play in the US economy at the time? |

Chart: Create a chart to compare and contrast economic issues during the early industrial revolution and the United States today

Several activities: Early industrial revolution
http://edsitement.neh.gov/lesson-plan/was-there-

Paterson Silk Strike: http://www.pbs.org/wgbh/amex/goldman/peoplevents/e_strike.html

Article, Peak Oil: http://www.aljazeera.com/programmes/countingthecost/2013/05/2013541104481584.html

CIA Factbook: 

Math: create a statistical analysis (chart, graph, visual) on current economic indicators in the United States.
|------------------------|------------------------------------------------|---------------------------------------------------------------------|

**Standard:**
WHST.9-10.2
6.1.12.C.3.b
6.1.12.D.3.a

| Draw evidence from landmark cases (e.g., McCulloch v. Maryland, Gibbons v. Ogden) to show how the Supreme Court expanded the power of the national government and promoted national economic growth during this era. | Did the Supreme Court under John Marshall give too much power to the federal government (at the expense of the states)? Why was the US Supreme Court’s interpretation of the Commerce Clause significant in the development of interstate commerce? | McCulloch v. Maryland (1819) Review: [http://billofrightsinstitute.org/resources/educator-plans/landmark-cases-and-the-constitution/mcculloch-v-maryland-1819/](http://billofrightsinstitute.org/resources/educator-plans/landmark-cases-and-the-constitution/mcculloch-v-maryland-1819/)

**Moot Court:** Have students conduct a moot court on a Supreme court trial.

**Federalism and the Courts:**


| Evaluate the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. | How does the treatment of Native Americans during this time period reflected in their society today? | **Political Cartoon:** Students create a political cartoon on the treatment of Native Americans

**Reading Like a Historian- Indian Removal:** [http://sheg.stanford.edu/indian-removal](http://sheg.stanford.edu/indian-removal) |

**ELA:** Students write a 2-3 page paper on a government action against Native Americans. |
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<tr>
<td>Conduct short research to determine the extent to which America’s foreign policy (i.e., Tripoli pirates, Louisiana Purchase, War of 1812, and Monroe Doctrine) was influenced by geopolitics</td>
<td>Should the United States pursue a Foreign Policy of Isolationism or Interventionism? How do Lewis and Clark’s discoveries set the stage for Manifest Destiny</td>
<td><strong>Cartoon:</strong> Have students create a political cartoon demonstrating their understanding of the Monroe Doctrine. <strong>Negotiation Project:</strong> Divide students into two groups; American representatives and Native American leaders. Have students negotiate a treaty for the removal of Native Americans off their land however make sure the American representatives have more power. Provide students with a list of points to negotiate over (payment, relocation destinations, time frame of removal, etc.).</td>
<td><strong>Reading Like a Historian- Lesson plan Louisiana Purchase:</strong> <a href="http://sheg.stanford.edu/louisiana-purchase">http://sheg.stanford.edu/louisiana-purchase</a> <strong>ABC-CLIO, War of 1812:</strong> <a href="http://americanhistory.abc-clio.com/Topics/Display/1183594">http://americanhistory.abc-clio.com/Topics/Display/1183594</a> <strong>Message of President Thomas Jefferson concerning Hamet Caramelli and transmitting a copy of a treaty with Tripoli, 01/13/1806:</strong> <a href="http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=306476">http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=306476</a></td>
<td><strong>ELA:</strong> Write a paper explaining a foreign policy current event issue. NY Times, USA International Relations <a href="http://topics.nytimes.com/top/reference/timestopics/subjects/u/united_states_international_relations/index.html">http://topics.nytimes.com/top/reference/timestopics/subjects/u/united_states_international_relations/index.html</a></td>
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<tr>
<td><strong>Compare and contrast the treatment of the institution of slavery in several primary and secondary sources.</strong></td>
<td><strong>How and to what extent did West Africans and their cultures survive the Middle Passage and the conditions of slavery?</strong></td>
<td><strong>Students map the growth of the United States after the establishment of the original 13 states. Provide students with a blank political map of the United States. Establish a period of years (10-years) and a color code system. Have students color the map and create a visual representation of the growth of the United States. Relate this to the Manifest Destiny.</strong></td>
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</table>
| **Standard:** RH.9-10.9 6.1.12.A.3.h | **Article:** Read and discuss, Omar ibn Said, African Muslim Enslaved in the Carolinas [http://docsouth.unc.edu/highlights/omarsaid.html](http://docsouth.unc.edu/highlights/omarsaid.html)  
| **Reading Like a Historian- Slavery** [http://sheg.stanford.edu/slavery-constitution](http://sheg.stanford.edu/slavery-constitution) **The Role of Social Darwinism in European Imperialism:** [http://www.nypl.org/blog/2013/10/15/classroom-connections-social-darwinism-european-imperialism](http://www.nypl.org/blog/2013/10/15/classroom-connections-social-darwinism-european-imperialism) | **Science:** find the North Star. Explain to students that slaves traveled the Underground Railroad at night, guided by Polaris, the North Star. Then ask them to go to Ursa Minor to locate and read about the North Star. Encourage students to ask an adult family member to help them locate the Big Dipper, the Little Dipper, and Polaris in the night sky. [http://www.astro.wisc.edu/~dolan/constellations/constellations/Ursa_Minor.html](http://www.astro.wisc.edu/~dolan/constellations/constellations/Ursa_Minor.html) |
| Explain the Amistad case and describe the impact of the Supreme Court decision on the antislavery movement. | What was the significance of the Amistad Mutiny and court case? How did the outcome of the case affect the antislavery movement? | **Article:** Stamped With Glory: Lewis Tappan and the Africans of the Amistad, [http://law2.umkc.edu/faculty/projects/ftrials/trialheroes/Tappanessay.html](http://law2.umkc.edu/faculty/projects/ftrials/trialheroes/Tappanessay.html)  
**Illustration:** Create a illustration of the Amistad case | **ABC-CLIO, Slavery:** [http://americanhistory.abc-clio.com/Topics/Display/1183585](http://americanhistory.abc-clio.com/Topics/Display/1183585)  
**Recommended Film:** Amistad | **Technology/Visual Arts:** Student will create a theatrical trailer on Amistad. How to use Animoto in Class, [http://animoto.com/blog/education/education-videos/](http://animoto.com/blog/education/education-videos/) |
Draw evidence from informational texts to illustrate the connections among the leadership (e.g., Grimke Sisters, Mott, Stanton, Sojourner Truth, Douglass, Garrison) and ideas of the social reform movements (i.e. abolition, women’s rights, and temperance) and their impact in New Jersey and the nation during the Antebellum period.

**Standard:**
- WHST.9-10.9
- 6.1.12.D.2.d
- 6.1.12.A.3.f

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<th>Question</th>
<th>Answer</th>
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**Video:** Watch video and discuss with class, [http://havefunwithhistory.com/movies/frederick.jpg](http://havefunwithhistory.com/movies/frederick.jpg) Douglass.html **Reading Like a Historian- Lesson plan Nat Turner:** [http://sheg.stanford.edu/nat-turner](http://sheg.stanford.edu/nat-turner) **ELA:** Read excerpts from the Narratives of Frederick Douglass and write a review.

### Determine the impact of African American leaders (e.g., Richard Allen) and institutions (e.g., churches) in shaping free Black communities in the North (e.g., Philadelphia, New Jersey, New York).

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>What were the causes of the Great Migration?</td>
<td>ABC-CLIO, lesson plan and several activities: <a href="http://americanhistory.abc-clio.com/Topics/Display/1183889?cid=41&amp;terms=immigration+1800">http://americanhistory.abc-clio.com/Topics/Display/1183889?cid=41&amp;terms=immigration+1800</a></td>
</tr>
<tr>
<td>What impact did the migration of Blacks have on their new found home- cities (culture, social movements)?</td>
<td>Pros and Cons: Create a pros and cons sheet on an African American's Biography of Richard Allen: <a href="http://www.britannica.com/blackhistory/article-9005791">http://www.britannica.com/blackhistory/article-9005791</a></td>
</tr>
</tbody>
</table>

**ABC-CLIO, lesson plan and several activities:** [http://americanhistory.abc-clio.com/Topics/Display/1183889?cid=41&terms=immigration+1800](http://americanhistory.abc-clio.com/Topics/Display/1183889?cid=41&terms=immigration+1800) **Pros and Cons:** Create a pros and cons sheet on an African American's **Biography of Richard Allen:** [http://www.britannica.com/blackhistory/article-9005791](http://www.britannica.com/blackhistory/article-9005791) **Reading Guide:** [http://nationalhumanitiescenter.org/pds/triumphnationalism/cman/text5/text5read.htm](http://nationalhumanitiescenter.org/pds/triumphnationalism/cman/text5/text5read.htm) **ELA:** Write a biography of one of the leaders of the Black Communities in the North
<table>
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<tr>
<th><strong>Standard:</strong> 6.1.12.D.2.e</th>
<th><strong>Standard:</strong> 6.1.12.D.3.b</th>
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<tbody>
<tr>
<td>Relate the changing immigration patterns (1800-1850) to ethnic and cultural conflicts and the forging of a national identity.</td>
<td>What was the make-up of the immigrants flowing into America at this time? How did the natives treat different ethnicities? Is the United States a melting-pot or more complex layers of integrated cultures?</td>
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<tr>
<td><strong>Decision to migrate.</strong></td>
<td><strong>Timeline:</strong> The Peopling of America: <a href="http://www.ellisisland.org/immexp/wseix_5_0.asp">http://www.ellisisland.org/immexp/wseix_5_0.asp</a> <strong>Class Discussion:</strong> Lead a discussion that can include both students born in the United States and students who have immigrated here. You might focus the discussion on the following questions: Why have people come to the United States in the past? Why do people come to the United States today? What are the benefits for immigrants and for the country when people from other lands settle here? What complications sometimes develop for immigrants and for the country?</td>
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<tr>
<td><strong>Math:</strong> Review immigration patterns from 1800 to 1850 in the United States and create a statistical visual</td>
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<td>Determine the impact of religious and social movements (e.g., Second Great Awakening, Transcendentalist Movement) on the development of American culture by examining literature (e.g., Thoreau, Emerson, Whitman, and Dickinson), artwork (e.g., Hudson River School) and popular music (e.g., Stephen Foster, hymns, spirituals) of the time period.</td>
<td>How did authors such as Thoreau influence American politics and culture? What role did spirituals play in the South and the anti-slavery movement?</td>
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<tr>
<td>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).</td>
<td>How did the issues of sectionalism lead to the Civil War? Was the Missouri Compromise able to quell divisions between regions?</td>
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<tr>
<td>Anayze maps of the United States (1820-1850) to analyze the causes and consequences of the changing political boundaries.</td>
<td>To what extent did the federal government wield its power over the states during and after the Civil War?</td>
</tr>
</tbody>
</table>
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:
All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
**Essential Vocabulary**


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**DBQ (Required)**

*American History DBQ Volume 1*

How Free Were Free Blacks in the North?
**Unit Project (Suggested)**

**Bringing the Lewis and Clark Expedition to Life**

“Far too frequently, many students find history to be boring, rate it as their least favorite subject, or perceive it as irrelevant,” say Scott Waring (University of Central Florida) and Cicely Scheiner-Fisher (Seminole County Schools instructional specialist) in this *Middle School Journal* article. But they believe that even tech-savvy adolescents will love history if teachers use primary-source documents and focus on how events affected ordinary people. Waring’s and Scheiner-Fisher’s article is a detailed example of how this played out in a unit on the Lewis and Clark expedition. The big question for the unit: *What was it like for Lewis and Clark to travel west?* Here is the seven-step SOURCES framework they used:

- **Scrutinize the primary source material.** From the Library of Congress collection, Waring and Scheiner-Fisher chose Thomas Jefferson’s letter of instructions for the expedition as the best document (see [http://tinyurl.com/7b7wbg6](http://tinyurl.com/7b7wbg6)). To scaffold students’ close reading of this document, they used a primary source analysis sheet produced by the Library of Congress.
- **Organize thoughts.** Students watched a video providing background, including the fact that Jefferson’s letter went through multiple drafts and incorporated feedback from a number of experts and political figures.
- **Understand the context.** Students learned about the historical background of the expedition and Jefferson’s goals.
- **Read between the lines.** Using this information, students re-read the primary document with new understanding.
- **Corroborate and refute.** At this point, students were asked to examine other primary documents on the Library of

| Group project on the economic development of the United States from 1800-1850. Students should be given topics such as transportation, natural resources, immigration, etc.. Students as a group will present to the rest of the class (15 minute presentation) This can be done in PowerPoint or any other visuals the group decides to convey its research. |  |
Congress website to learn more about the expedition: [http://www.loc.gov/exhibits/lewisandclark/lewis-landc.html](http://www.loc.gov/exhibits/lewisandclark/lewis-landc.html).

- **Establish a plausible narrative.** Students were assigned the following performance task: pretend you are a member of the expedition and write a journal on how it unfolded.
- **Summarize final thoughts.** Students were asked to pull together what they learned and what questions still lingered.

**Suggested Field Trips**

Constitution Center, Philadelphia, PA

The New York Museum of Transportation, NYC

Paterson Museum