

Course Philosophy

Awareness and comprehension of the history of the United States is essential for the maintenance and prosperity of our democratic society. This course seeks to give students a perspective on the position of the United States among the nations of the world, while examining controversies and triumphs among Americans concerning the desired attributes of their culture, government, and ideology. As such, students make connections between their world and the rich heritage of United States History. Readings, discussions, and written assignments are designed to acquaint students with the major historical and literary works in selected topical and chronological sub-fields. Students broaden their historical knowledge while sharpening their ability to analyze, synthesize, and evaluate information. Upon completion of this course, the learner will develop the ability to assess and think critically about historical issues and varied interpretations of these issues. Instruction should be geared so that students gain a basic factual knowledge while developing skills in analyzing historical data and reaching informed conclusions. Furthermore, the learner should also be able to convey his/her conclusions in written essays, oral presentations, and online/Socratic discussions.

Historiography is the use of chronological thinking in conjunction with historical comprehension, historical analysis, and interpretation to conduct historical research for decision-making and the analysis of historical issues. Students will practice the use of historiography. Therefore, the students will understand that:

1. The study of history involves evaluation, analysis, interpretation, and argumentation using written, oral, and visual sources.
2. Historical perspectives are ways of viewing history from many different points of view based on gender, race, ethnicity, social status, and distance from the historical event. Students will develop their own arguments using primary and secondary sources.

3. In order to understand contemporary issues and problems confronting people today, we need to take into account their history, culture, and context.
4. To study history we need to examine the perspectives and assumptions of the people who experience the events.

Course Description

This course is a survey of American History from 1585-1900. It will trace the political, social, cultural, geographic, and economic development of the United States from colonial times to the start of the 20th century. Special attention will be given to the establishment of the new nation, America's expansion across the continent, sectional problems, and reconstruction; issues raised by industrialization, urbanization, and immigration. In addition, this course emphasizes the awareness and analysis of multiple perspectives. The human experience through the eyes, words, deeds, and influences of distinct racial, ethnic, gender, and social groups presents the complete spectrum for the study of the formation and development of the United States.

Adolescents often grappling with the formation of their own identity and character, as such, it is fittingly appropriate to pose the same internal struggle for the creation of our nation's identity. What are the idyllic principles and foundations of the United States? Throughout this course of study, students and teachers should analyze how people often triumph and fail in the pursuit of their idyllic identity. This course is designed to encourage instructors to prepare lessons that facilitate relevant connections within and across disciplines. Activities and resources provided recognize the need for differentiated instruction to meet the needs of each student and ensure student success. During the process of mastering the proficiencies and goals of this course, the student will develop the confidence and knowledge base to teach, learn, and work in our global community.

This course should be heavily geared toward performance/project based assessments (e.g. Debates, WebQuests, and DBQs) and historical thinking skills that will appear on the AUL District Midterm and Final Exams. The course can be taught in chronological order

Recommended Textbooks/Resources

This curriculum guide should be supplemented by the text *The Americans*, with multiple supplementary resources. The required student text for this course is:

The American Vision- 2008

Teacher Reference Texts & Further Resources Recommended

Center for Civic Education. (1998). *We the People: The Citizen and the Constitution*. ISBN# 1-58371-187-2.

Center for Learning Teacher Resources

National Council for the Social Studies (NCSS). *Handbook on Teaching Social Issues*. ISBN# 0-87986-071-5.

Dudley, William, ed. (1996). *Opposing Viewpoints in American History*, v. 1 & 2. San Diego, CA: Greenhaven Press. ISBN# 9-781565-103498.

Marzano, Robert. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing*. Upper Saddle River, NJ: McREL.
ISBN# 9-780131-195035.

Ravitch, Diane, ed. (2000). *The American Reader: Words That Moved a Nation*. New York, NY: Harper Perennial. ISBN# 9-780062-737335.

Tomlinson, Carol Ann and McTighe, Jay. (2006). *Integrating Differentiated Instruction & Understanding by Design*. Alexandria, VA: ASCD.
ISBN# 9-781416-602842.

Zinn, Howard. *A People's History of the United States* (1997, Paperback). New York, NY: New Press. ISBN# 1-56584-379-7

Stafford University- Reading Like a Historian Program

Understanding By Design Unit Template

Title of Unit	Revolution and Compromise	Grade Level	9
Curriculum Area	US History 1	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

6.1.12 NJCCCS

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.4

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.6

CCSS.ELA-LITERACY.RH.9-10.7

CCSS.ELA-LITERACY.RH.9-10.8

CCSS.ELA-LITERACY.RH.9-10.9

CCSS.ELA-LITERACY.RH.9-10.10

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand that...</p> <p>Specific individuals, even outside of elected officials, can have a profound impact on history</p> <p>Progress often comes at a price – the extent of which allows history to judge its success</p> <p>Throughout history, wartime fears and perceived threats to security have lead to the denial of certain civil liberties</p> <p>Revolutions are caused by social, economic, and political inequalities. Revolutions have outcomes that affect both the local and global communities.</p>	<p>How do we determine what really happened at an historical event? To what extent do we need checks and balances on government power?</p> <p>What is the value of change?</p> <p>To what extent is US history a history of progress?</p> <p>Who determines winners and losers in history?</p>	<ul style="list-style-type: none">• <i>How did competing interpretations of the Constitution including regional, economic, and cultural agendas lead to the formation of U.S. political parties (e.g. loose strict interpretation, states rights vs. federal</i>

Related Misconceptions

losers in history?

*rights vs. general
supremacy)?*

Revolution is a change. All countries go through revolutions at some point

- *What were the socio-political roots, including impact of Enlightenment; conflicts between colonial classes, and efforts of England Parliament to increase hegemony over western hemisphere?*
- *How do differences in class and religion impact one's view on revolution?*
- *How does war impact politics, economy, gender and race?*
- *How do wartime political choices (alliances) affect the war and its aftermath? What wartime events altered political and military actions (e.g. Saratoga, Trenton, and Princeton)?*
- *What were the political, philosophical, and historical influences on the structure and spirit of the U.S. Constitution?*

Knowledge Students will know...	Skills Students will be able to...
<p>Analyzing primary documents for purpose, main idea and significance.</p> <p>Evaluating passive and aggressive behaviors</p> <p>Writing persuasively</p> <p>Tracing change over time</p> <p>Recognize, define and use key vocabulary in context</p> <p>Identify main idea and details</p>	<ul style="list-style-type: none"> • Students will explain and evaluate the causes of the American Revolution • Students will demonstrates an understanding of the principles articulated in the Declaration of Independence • Students will assess the impact of the American Revolution on politics and the economy • Students will compare/contrast the Revolution’s effects on different social and racial groups • Students will explain how the practices of government created during the revolution were revised to create our current federal system • Students will account for the development of our two-party system •
Assessment Evidence (Stage 2)	
Performance Task Description	

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

TRANSFER TASK(S):

[Road to Revolution wikipe lessons](#)

Students will demonstrate their understanding of colonists' reactions by placing the reactions on a scale of passive to aggressiveness.



[Colonist's reactions PASSIVE TO AGGRESSIVE .doc](#)

- [Details](#)
- [Download](#)
- 31 KB

Analyze primary and secondary sources on the Boston massacre and write to compare and contrast multiple perspectives. Students will demonstrate their understanding using APPARTS charts for each source and a two paragraph writing piece.



[Boston Massacre Writing Piece New.doc](#)

- [Details](#)
- [Download](#)
- 39 KB

Students will demonstrate their understanding through a Loyalist and Patriot persuasive dialogue. Students will plan for, organize, and execute a written dialogue and a verbal dialogue.



[loyalist v. patriot dialogue.doc](#)

Other Evidence

Pre and post unit test
Test and Quizzes
DBQ's
DBQ essays
Think pair share
Text based protocols
Chalk talk
Thumbs up, thumbs down
Discussions
Chalk talk
Red green card
Google forms, surveys, polls
Jigsaw groups
Tweets/ facebook page, epitaphs, bumper stickers

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Content Brainstorming:



[Content Brainstorming Textbook Preview.doc](#)

- [Details](#)
- [Download](#)
- 28 KB

Three Column Vocabulary Organizer:



[VOCAB TEMPLATE horizontal.doc](#)

- [Details](#)
- [Download](#)
- 29 KB

Framer Model:



[Framer Model Template.doc](#)

- [Details](#)
- [Download](#)
- 35 KB

In this unit students and teachers will focus on previewing a text,

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Understanding By Design Unit Template

Title of Unit	Constitution	Grade Level	9
----------------------	--------------	--------------------	---

Curriculum Area	US History 1	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			
<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.4</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.6</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical

<p>Students will understand that... The Constitution establishes the rights and responsibilities of the government and its citizens. The constitution provides a system for change through the amendments. There is an ongoing debate over the limits of government power. The language of the document was crucial because it allowed for interpretation. There is a process for judicial review.</p>	<p>What causes change? How do people compromise? What is our role of as a citizen of the US? What is power?</p>	<p>Is the Constitution a living document? When should personal liberty be sacrificed for the common good? How far should the ideals of the constitution extend? What is the purpose of government? Why do laws have to be interpreted?</p>
Related Misconceptions		
<p>That the constitution is set in stone and not a living document The president is not the final say in matters</p>		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	
<p>Separation of powers The process of judicial review The structure of the document The Patriot Act Key vocabulary including: a) Constitution b) Democracy c) Checks and balances d) Judicial review e) Constitutionality f) Amendment g) Bill of rights h) Congress i) Senate j) Supreme Court</p>	<ul style="list-style-type: none"> determining cause and effect writing for a variety of purposes Using content specific vocabulary in writing Analyzing primary and secondary sources Identifying and analyzing opposing viewpoints Identifying sources as credible evidence Debate from multiple perspectives Identify main idea and details 	
Assessment Evidence (Stage 2)		
Performance Task Description		

<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<p>You are present at a Senate Committee meeting to discuss the renewal and constitutionality of the Patriot Act. You are given a role that you will research and collect data on before the big Massachusetts Department of Elementary and Secondary Education October 2012 Work in Progress Page 5 of 90 meeting. The purpose is to create a strong argument for your side which you will present before the Committee. • Roles: News reporters/Media (5-7), Celebrity Proponent (1), Celebrity Opponent (1), Homeland Security committee (4-5), Budget Committee (4-5), Judiciary Committee (4-5), Intelligence committee (4-5), Vice President</p>
<p>Other Evidence</p>	
<p>Writing Prompts w/rubrics: Lesson 2: Why does the Supreme Court get to decide what is constitutional? Why can't any citizen just read the constitution on his/her own and interpret the laws? Lesson 4: Do you think it is worth sacrificing your civil liberties in order to prevent terrorism? How much personal freedom are you willing to give up? How has your definition of freedom changed in light of protecting the general welfare? Does the Patriot Act go too far in defending our security, at the cost of protecting our individual liberties? Accountable Talk w/rubrics: Lesson 3: Fishbowl Discussion based on questions and comments of text based discussion with notes. Technology task w/rubric: Lesson 3: Using Web 2.0 tool create a slide, glog or animoto using criteria from lesson</p>	
<p style="text-align: center;">Learning Plan (Stage 3)</p>	

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities

Summary of Key Learning Events and Instruction • Lesson 1: Introductory Lesson on Constitutional Rights • Lesson 2: The Role of Judicial Review in the Supreme Court. • Lesson 3: The Bill of Rights and Student Rights. • Lesson 4: The Constitutionality of the Patriot Act. • Lesson 5: Tools and Strategies for Argument Writing and Speaking. • Lesson 6: Research and data Collection Tools. Lesson 7: CEPA and Follow Up Argument Writing Piece

Lesson 1: Introduction • Identify prior knowledge through the A to Z Anticipation Guide on the Purpose of United States Government. • Define the term Constitutional Rights using a Frayer Model. • Analyze a video clip using an I Hear/It Means on the Teachers Domain video clip: Minersville School District vs. Gobitis. • Accountable Talk Discussion Questions: Minersville School District vs. Gobitis. • Answer the following question: What is the purpose of government? Lesson 2: • Respond to prompts and share what they would do if they were the mayor of Malden. • Mark up a reading of Marbury v. Madison and answer several review questions to check for understanding. • Interpret a political cartoon on the court case using the “I see/It means” method. • Graphic organizer to be completed during the “Hollywood Squares” game. • Quick write reflection at the end of the “Hollywood Squares” game; Glogster Technology Skill: students will answer the prompt: why does the Supreme Court get to decide what is constitutional? • Why can’t any citizen just read the constitution on their own and interpret the laws?” • Written explanation why they think the founding fathers decided to include a federal judiciary court in our government as a closing activity.

Lesson 3: • Summarize the Bill of Rights in their own words. • Apply the principles of the Bill of Rights to a Court case. • Mark up the text of a Court Case to make connections and apply theories of the Bill of Rights. • Identify connections from the Bill of Rights to today. • Analyze a primary source. • Accountable Talk using a Fishbowl Discussion with guided discussion questions on a court case. Lesson 4: • Determine if list of scenarios are either patriotic or unpatriotic with summary. • Identify where on a spectrum of liberty versus security situations fit. • Concept Event Map of the Patriot Act determining the main idea and key details. • Define key terms and

Understanding By Design Unit Template

Title of Unit	New Nation	Grade Level	9
Curriculum Area	US History 1	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

- [CCSS.ELA-LITERACY.RH.9-10.1](#)
- [CCSS.ELA-LITERACY.RH.9-10.2](#)
- [CCSS.ELA-LITERACY.RH.9-10.3](#)
- [CCSS.ELA-LITERACY.RH.9-10.4](#)
- [CCSS.ELA-LITERACY.RH.9-10.5](#)
- [CCSS.ELA-LITERACY.RH.9-10.6](#)
- [CCSS.ELA-LITERACY.RH.9-10.7](#)
- [CCSS.ELA-LITERACY.RH.9-10.8](#)
- [CCSS.ELA-LITERACY.RH.9-10.9](#)
- [CCSS.ELA-LITERACY.RH.9-10.10](#)

6.1.12

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Groups and individuals pursuing their own goals may influence the priorities and actions of a government.</p> <ul style="list-style-type: none"> • Relationships between nations can impact both domestic and foreign affairs. • Leaders can modify the institutions of government in response to the challenges of their time. 	<p>What ideas of our founding fathers are still applied today?</p> <p>What is a legacy?</p> <p style="text-align: center;"><i>How does federalism shape American society?</i></p>	<ul style="list-style-type: none"> • 1.01 What was the impact of the major domestic issues and conflicts experienced by the nation during the Federalist Era? • 1.01 How did the U.S. government emerge out of competing processes of conflict and compromise? • 1.01 How did the Federalist Period contribute to the development of the U.S. government?
Related Misconceptions		

The first political parties are very different from the parties we have today

What are the basic components of and systems of the US Federal Government?

Federalist Period contribute to the long-standing debate in America about the role of government and the distribution of power?

- 1.01 How is the U.S. Constitution a document subject to change and interpretation?
- 1.02 How did the distribution of political and economic power reflect the social structure and geographic diversity of the Federalist Era?
- 1.02 How effective were the political, social, and economic institutions of the emerging republic in creating a democratic foundation for the United States?
- 1.02 How can individual rights and the government's view of the "common good" create conflict or stability?
- 1.03 How did the U.S. confront internal and international conflicts during this era?
- 1.03 How does a nation's involvement in international conflicts affect its identity?
- 1.03 Should a nation form

<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>
<ul style="list-style-type: none"> • GW Presidency • Marshall Court • Federalis • Republicans • Foreign Affairs Events of 1800s • Reform Movements 	<ul style="list-style-type: none"> • Students will explain and evaluate the causes of the American Revolution • Students will demonstrates an understanding of the principles articulated in the Declaration of Independence • Students will assess the impact of the American Revolution on politics and the economy • Students will compare/contrast the Revolution’s effects on different social and racial groups • Students will explain how the practices of government created during the revolution were revised to create our current federal system • Students will account for the development of our two-party system •
<p>Assessment Evidence (Stage 2)</p>	
<p>Performance Task Description</p>	
<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<p>DBQs on Emergence of Political Parties</p> <p>Analysis of Washingtons Farewell Address and rewritten for modern times.</p>
<p>Other Evidence</p>	

Pre and post unit test

Test and Quizzes

DBQ's

DBQ essays

Think pair share

Text based protocols

Chalk talk

Thumbs up, thumbs down

Discussions

Chalk talk

Red green card

Google forms, surveys, polls

Jigsaw groups

Tweets/ facebook page, epitaphs, bumper stickers

Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- 1.01a Create campaign poster and speeches supporting Jefferson or Adams during the Election of 1800.
- 1.01b Research and debate which president was “best” or “most effective” (Washington, Adams, or Jefferson). Establish criteria for deciding.
- 1.01d Produce a video “talk show” in which students portray Federalist Era leaders and their philosophies regarding States’ Rights and Federal Power. (H)
- 1.01e Complete a Venn Diagram comparing Jefferson and Hamilton.
- 1.01f Read George Washington’s Farewell Address and Jefferson’s First Inaugural Address and analyze the leadership differences between Washington and Jefferson. (H)
- 1.01g Create a comparison chart of the Federalists and the Democratic-Republicans, comparing each party’s beliefs/attitudes on:
- Interpretation of the Constitution
 - Appropriate powers of the national government
 - Types of people who should govern
 - Bank of the U.S.
 - Protective tariff
 - The economy (business vs. agriculture)
 - Britain vs. France
 - Defense vs. standing armies
 - Regions of support
 - Leadership
- 1.02a Working in cooperative groups, complete a fishbone diagram analyzing the political freedoms available to women, workers, landless farmers, American Indians, free blacks and slaves during the Federalist Era.

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

Understanding By Design Unit Template

Title of Unit	Expansion and Reform	Grade Level	9
Curriculum Area	US History 1	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			
<p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.7</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.8</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.9</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.10</u></p> <p>NJ 6.1.12</p>			
Understandings		Essential Questions	

Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> • Sectional priorities can shape the policies of a national government. • Individuals and groups can effect change at the local, state and national levels. • Expansionism can contribute to both nationalism and sectionalism. 	<p>What can we do to instill change in the world?</p> <p>What reforms changed our world?</p>	<ul style="list-style-type: none"> • 2.01 What tactics can citizens use to influence government? • 2.01 How can expansion lead to conflict and change? • 2.01 What affect did territorial expansion have on the development of the new nation?
Related Misconceptions	<i>How did westward expansion impact America</i>	

That America moved west and there were no problems...

expansion impact America between 1800 and 1865?

How did Westward expansion impact everyone else between 1800 and 1865?

new nation:

- 2.02 How did the art, literature, and language of 1801-1850 reflect a collective sense of nationalism and sectionalism?
- 2.02 How did the U.S. develop and express its unique style through the arts during the early 1800s?
- 2.02 Are art and literature effective formats for communicating political and social discontent?
- 2.03 How were nationalism and sectionalism reflected in economic and social issues of the era?
- 2.03 How do economic and social conditions and issues contribute to the differences in sectionalism and nationalism?
- 2.03 How do economic and social conditions effect innovation and change?
- 2.04 In what ways were nationalism and sectionalism reflected in the politics and issues of the time period?
- 2.04 How was the issue of slavery affected by territorial expansion?
- 2.04 How did the politics

<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>
<ul style="list-style-type: none"> • Westward expansion & manifest destiny & the industrial revolution • Nationalism • Virginia presidential dynasty • Indian removal • Sectionalism • Civil war 	<ul style="list-style-type: none"> • Students will apply knowledge of geographic skills to describe US territorial expansion between 1801 and 1861 • Students will explain the international background and consequences of the Louisiana purchase the war of 1812, and the Mexican –American war • Students will analyze the ideology of Manifest Destiny • Students will asses the impact of the industrial revolution on the expansion of slavery • Students will describe the features of early 19th century urbanization • Students will assess the impact of the industrial revolution and the hardening of sectional relations • Students will appreciate how Americans strived to reform society and create a distinct American culture • Students identify and assess the impact of changing roles and ideas of women reformers • Students will analyze African –American survival strategies and the abolition movement •
<p>Assessment Evidence (Stage 2)</p>	
<p>Performance Task Description</p>	
<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<p>Reformers project with Carousel and quiz Ranking of reformers US Manifest Destiny 1800s vs US Manifest Destiny today debate</p>
<p>Other Evidence</p>	

Pre and post unit test

Test and Quizzes

DBQ's

DBQ essays

Think pair share

Text based protocols

Chalk talk

Thumbs up, thumbs down

Discussions

Chalk talk

Red green card

Google forms, surveys, polls

Jigsaw groups

Tweets/ facebook page, epitaphs, bumper stickers

Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

2.01a Create “Territorial Expansion” jigsaw puzzles. Students can trace and cut out puzzle pieces representing the territorial acquisitions of the lower 48 states on cardboard and write notes on the back of each piece to explain how it was acquired. Exchange puzzles and compare notes.

2.01b Complete a Venn diagram comparing the support and opposition for the Mexican War. Use this information to write personal letters to President Polk supporting or protesting the war.

2.01c Have students write a position paper on the United States’ entrance into the Mexican War.

(H)

2.01d Create posters celebrating the advantages of territorial expansion.

2.01e Analyze the painting *Trail of Tears* from the perspective a Cherokee tribe member, a US official, a white farmer in Georgia, a Supreme Court justice.

2.02a Compare images of neoclassical architecture (Monticello, U.S. Capitol, etc.) to examples of Roman structures. How are the lines different?

2.02b View the image of the 1836 George Washington statue by Horatio Greenough. Discuss or write analysis of why Americans embraced neoclassical styles.

2.02c View landscape paintings by Thomas Cole and Asher Durand, and genre works by William Sidney Mount, etc. Summarize the images and explain how the works celebrate the spirit of nationalism.

2.02d Compare and contrast the painting *Cotton Plantation* by Giroux and *After The Sale* by Eyre Crowe in their different presentations of slavery in America.

2.02e Have students read *Incidents in the Life of a*

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
 ISBN # 0-87120-313-8 (ppk)

Understanding By Design Unit Template

Title of Unit	Conflict and War	Grade Level	9
Curriculum Area	US History 1	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			
<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.4</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.6</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u> NJ 6.1.12			
Understandings		Essential Questions	

Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> • Unresolved political and economic conflicts can cause war. • The national government may increase its scope of power during war. • Both strong leadership and weak leadership can contribute to changes in political institutions. 	<p style="text-align: center;"><i>Why did feelings of sectionalism arise in America between 1800 - 1865?</i></p> <p><i>What were the causes and effects of the Civil War?</i></p>	<ul style="list-style-type: none"> • 3.01 How did the issues of sectionalism lead to the Civil War? • 3.01 How did political, economic, and social differences develop into the sectionalism that split the North and the South? • 3.01 To what extent did differing opinions on
Related Misconceptions		

The Civil War was caused by slavery

- emerging opinions on slavery as well as the institution's expansion become a deciding factor in instituting a Civil War?
- 3.02 How did the issues of sectionalism lead to the Civil War?
 - 3.02 To what extent was slavery the primary cause of the Civil War?
 - 3.02 What did a federal union of states mean politically and socially before and after the Civil War?
 - 3.03 Why are the Battle of Gettysburg and the Siege of Vicksburg considered the military turning points of the Civil War?
 - 3.03 How did the political actions of President Lincoln affect the outcome of the war?
 - 3.03 Was it inevitable that the North would win the war?
 - 3.04 How are civil liberties challenged during times of conflict and change?
 - 3.04 How have changes during Reconstruction made a lasting impact on America?
 - 3.04 To what extent did the

Knowledge Students will know...	Skills Students will be able to...
<ul style="list-style-type: none"> • Reconstruction • Southern response to reconstruction • African Americans after the Emancipation Proclamation • Westward expansion & manifest destiny & the industrial revolution • Women’s rights movement 	<ul style="list-style-type: none"> • Students will evaluate the competing economic agendas of the nation’s three sections • Students will explain the causes of the Civil War • Students will assess northern and southern readiness for war • Students will understand how the war impacted the nation’s three sections • Students will compare/contrast the differing plans for reconstruction of the south • Students will describe ways in which African Americans laid the foundation for the struggle for human rights • Students will discuss the successes and failures of Reconstruction • Students will describe the system of Jim Crow the developed throughout the south •
Assessment Evidence (Stage 2)	
Performance Task Description	
<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<p>American History Theme Park project</p> <p>Recreation of Political Cartoons of the time Era</p> <p>Journals of Veterans</p>
Other Evidence	

Pre and post unit test

Test and Quizzes

DBQ's

DBQ essays

Think pair share

Text based protocols

Chalk talk

Thumbs up, thumbs down

Discussions

Chalk talk

Red green card

Google forms, surveys, polls

Jigsaw groups

Tweets/ facebook page, epitaphs, bumper stickers

Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

3.01a Determine ways in which strong executive leadership in the 1850's could have averted the Civil War.

3.01b On a map of the U.S., identify the following areas: Slave and Free States, Kansas and Nebraska Territories, areas open to slavery under the terms of the Missouri Compromise, Compromise of 1850, and proposed routes of the transcontinental railroad. Discuss how each of these contributed to outbreak of the Civil War.

3.01c Identify and describe the failure of various compromises to reach a solution on the issue of slavery.

3.01d Have students read the text of the Missouri Compromise, Compromise of 1850, the Kansas-Nebraska Act, excerpts from *Uncle Tom's Cabin*, and excerpts from *The Impending Crisis of the South*, and create a timeline of 1820-1860 that demonstrates the development of the crisis. **(H)**

3.01e Compare and contrast Stephen Douglas' Freeport Doctrine with the Dred Scott decision. Write a position paper outlining the pros and cons of each for the nation as a whole. **(H)**

3.01f Develop a graphic organizer that compares and contrasts the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.

3.01g Using Bleeding Kansas, John Brown's Raid at Harpers Ferry, and the Brooks-Sumner incident as background, have students determine how these issues were a preview of the coming war.

3.02a Create a chart showing results of the 1860 election. Determine the reasons for Lincoln's election and project the

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
 ISBN # 0-87120-313-8 (ppk)

Understanding By Design Unit Template

Title of Unit	Industrialization	Grade Level	9
Curriculum Area	US History 1	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			
<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.4</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.6</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u> NJ 6.1.12			
Understandings		Essential Questions	

Overarching Understanding	Overarching	Topical
<p>Industrialization can impact people, the environment, and the economy.</p> <ul style="list-style-type: none"> • The government may create policies that encourage economic growth. • Different groups of people may be affected in different ways by economic growth. 	<p><i>With greater legal and civil rights, how did the lives of African Americans & women in America change after the civil war?</i></p>	<ul style="list-style-type: none"> • 4.01 Who migrated West and what problems did they experience? • 4.01 How did the experiences of the settlers impact their successes or failures?
Related Misconceptions	<p><i>To what extent did westward expansion</i></p>	

*westward expansion
impact the American
economy?*

*What impact did westward
expansion have on
immigrants, indigenous
peoples, and all American
citizens?*

- 4.01 Why did different groups of people have such varied experiences as they migrated?
- 4.02 How did the environment of the West impact the success of the settlers?
- 4.02 How did the migration of people bring about change in the West?
- 4.02 What cause individuals or groups to migrate?
- 4.02 Was the impact of settlement in the West positive or negative for the individuals affected?
- 4.02 How do individuals adapt to their surroundings?
- 4.03 How and why was the plight of the American farmer so different from that of other Americans?
- 4.03 Why did so many farmers support Populism?
- 4.03 How can economically oppressed groups make their voices heard politically?
- 4.04 How can technological innovations change society?
- 4.04 Why did the agricultural innovations and technological developments impact groups of people in different ways?
- 4.04 How did the existence of the frontier impact the technological development of the U.S.?

<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>
<ul style="list-style-type: none"> • Industrialization & Urbanization • Labor rights movement • Social, economic, and political reform • Women’s suffrage movement 	<ul style="list-style-type: none"> ○ Students will demonstrate an understanding the various perspectives on federal Indian policy and their impact on Native Americans • Students will describe how the rise of corporations, heavy industry and mechanized farming transformed America and its people • Students will describe the massive immigration of the Gilded age and how new social patterns and conflicts, challenged American notions of diversity • Students will describe conflicts and reactions to the increasingly diverse industrial society • Students will trace the growth of the American labor movement • Students will explain how Gilded political issues reflected social and economic changes • Students will demonstrate an understanding of the major features of a capitalist system • Students will understand the role the government and its policies in America’s rapid industrialization •
<p>Assessment Evidence (Stage 2)</p>	
<p>Performance Task Description</p>	
<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<p>Simulation of trying to vote after the Civil War as a Black Male Progressive Era Reforms Balloon Race for Gilded Age Reading Like a Historian Western Expansion Close Reading in groups Book Excerpt analysis for life reforms</p>
<p>Other Evidence</p>	

Pre and post unit test

Test and Quizzes

DBQ's

DBQ essays

Think pair share

Text based protocols

Chalk talk

Thumbs up, thumbs down

Discussions

Chalk talk

Red green card

Google forms, surveys, polls

Jigsaw groups

Tweets/ facebook page, epitaphs, bumper stickers

Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of **ALL** students, without compromising the goals of the unit?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of **ALL** students?

4.01a Take on the role of a homesteader and write a letter to family back East explaining the reasons for moving west, the experiences along the way, and the conditions at the new location. Share with class.

4.01b Evaluate the extent to which settlers adapted to the new environment and to the geography of the West.

4.01c Research the experiences of North Carolinians who took advantage of the Homestead Act and moved West.

Present information about their experiences using a multimedia presentation, demonstrating whether their lives were better out west than in NC. **(H)**

4.01d Create a chart showing all the groups who went west, why, and the results of their quest

4.02a Review excerpts from historical fiction, selected works of art and/or movie excerpts to compare the romantic vision of the West to the reality of life there. **(H)**

4.02b Create a pictorial or verbal diary of stories of the Buffalo Soldiers serving in the Indian wars. Share these stories in class.

4.02c Prove or disprove this quote: "The American cowboy was actually a dirty, overworked laborer who fried his brains under a prairie sun, or rode endless miles in rain and wind to mend fences or look for lost calves." *The Cowboy*, Time Life, p.1 **(H)**

4.02d Analyze photographs and narratives of American Indians before and after "assimilation." Write reflective paragraph discussing the similarities and differences.

4.02e Read excerpts from speeches or papers written by American Indians and analyze

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)