

# UNITED STATES HISTORY I HONORS

Course 0053

Credits 5

2018

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## **COURSE DESCRIPTION**

### **I.**

#### **U.S. History I Honors**

United States History I Honors is a full-year course designed to provide students with content, practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for future educational endeavors and beyond. During the course, students will analyze and examine the political, economic, social and religious issues that molded this nation from its first permanent settlement of Jamestown in 1607 through many of the events and changes that occurred in the post-Civil War era.

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

History is much more than facts and dates to remember. It is an ever-changing discipline. Therefore, students will learn and practice critical thinking, synthesizing and analyzing skills to discover that while the American experiment has been a great success, the people and leaders of the United States have not always been ethical, nor have they fully acted in a manner intended by the founding fathers. A course goal is to relate such lessons to current events and to students' own lives in order to teach that one must learn from history the true essence of the human experience. Further skill building to help students in future academic endeavors and beyond will come through the use of maps, charts, time lines and other visual aids along with practice in creating power points, outlining and essay writing.

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## II. Units

<b>Content Area:</b>	<b>U.S. History I Honors</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>The Planting of English America</b>		
<b>NJSLS Standard(s) Addressed in this unit</b>			
<b>New Jersey Student Learning Standards for Social Studies</b>			
6.1.12.B.1.a - Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.			
6.1.12.D.1.a - Assess the impact of the interactions and conflicts between native groups and North American settlers.			
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"><li>• What international events and domestic changes prompted England to begin colonization?</li><li>• What hardships did the early settlers of Jamestown endure?</li><li>• Why were the Native Americans unable to repel the English colonization of North America?</li><li>• What crops were important to the English colonies in the South? How did the cultivation of those crops shape those colonies?</li><li>• What features were shared by Virginia, Maryland, South Carolina, North Carolina &amp; Georgia? What distinguished them from one another?</li></ul>			
<b>Anchor Text</b>			
<ul style="list-style-type: none"><li>• <b><u>The American Pageant</u></b>, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 97811111349530</li></ul>			
<b>Informational Texts (3-5)</b>			
<ul style="list-style-type: none"><li>• <i>Fundamental Orders of Connecticut</i>, 1639</li><li>• Discovery Education: Exploring the World: English Come to America</li><li>• <i>The American Reader</i>, Words that moved a Nation. Diane Ravitch. (2000)</li><li>• <i>Eyewitness to America</i>, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)</li></ul>			
<b>Short Texts (1-3)</b>			
<ul style="list-style-type: none"><li>• Benjamin Franklin in a letter on Indian life to Europeans, 1753</li><li>• The Barbados slave code, 1661</li><li>• Makers of America, The Iroquois</li></ul>			
<b>Formative &amp; Summative Assessments</b>			
<ul style="list-style-type: none"><li>• Chapter test</li></ul>			

- Comparison/contrast essay about the successes and failures /development of the first two permanent settlements in America

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- <https://www.apushwithmrjohnson.com/pre-columbian-america--spanish-colonization.html>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- <https://www.tomrichey.net/colonial-america.html>

**Suggested Time Frame:** 1 week

**Content Area:** U.S. History I Honors **Grade(s)** 11

**Unit Plan Title:** Settling the Northern Colonies

**NJSLS Standard(s) Addressed in this unit**

**New Jersey Student Learning Standards for Social Studies**

- 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.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.
- 6.1.12.B.1.a - Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
- 6.1.12.D.1.a - Assess the impact of the interactions and conflicts between native groups and North American settlers.

**Essential Questions (3-5)**

- Who were the Puritans, what were their beliefs, and why did they leave England for the New World?
- What were the basic religious and governmental ideas and practices of the Massachusetts Bay Colony?
- How did the Massachusetts Bay’s conflict with religious dissenters and economic opportunities lead to the expansion of New England in to Rhode Island, Connecticut, and elsewhere?
- How did the development of the middle colonies become so ethnically, politically and religiously diverse?
- How did the middle, New England, & southern colonies differ from each other?

**Anchor Text**

- **The American Pageant**, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

**Informational Texts (3-5)**

- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *Eyewitness to America*, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)
- *Rodger Williams: The Church & State*, Edmund S. Morgan. (1967)

### Short Texts (1-3)

- R.C. Winthrop, *Life and Letters of John Winthrop*
- John Winthrop, *A City Upon a Hill*, 1630
- Discovery Education: *Establishing More American Colonies*

### Formative & Summative Assessments

- Chapter test
- Graphic organizer comparing regional differences
- DBQ on regional differences within the colonies

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- <https://www.tomrichey.net/colonial-america.html>
- <https://sheg.stanford.edu/history-lessons/salem-witch-trials>
- <https://www.apushwithmrjohnson.com/unit-1-colonization.html>

### Suggested Time Frame:

1- 2 weeks

<b>Content Area:</b>	<b>U.S. History I Honors</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>American Life in the Seventeenth Century</b>		
<b>NJSLS Standard(s) Addressed in this unit</b>			
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.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.			
6.1.12. B.1.a - Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.			
6.1.12. D.1.a - Assess the impact of the interactions and conflicts between native groups and North American settlers.			
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"> <li>• What was the basic economy, demographics, and social structure and life of the seventeenth-century colonies?</li> </ul>			

- Why did the practice of indentured servitude fail to solve the colonial labor problem, and why did colonists then turn to African slavery?
- Describe the slave trade and the character of early African American slavery.
- How did the New England way of life center on family, town, and church, and describe the changes that overcame this comfortable social order in the late seventeenth century?
- What was the role of family life and the roles of women in the seventh century colonies, and how did they change over time?

### Anchor Text

- *The American Pageant*, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

### Informational Texts (3-5)

- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *Eyewitness to America*, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)
- *Many Thousands Gone : The First Two Centuries of Slavery in North America* , Ira Berlin.(1998)

### Short Texts (1-3)

- *An Indentured Servant's Contract*, 1746
- *Slavery and the Making of America*, Horton and Horton. (2004)

### Formative & Summative Assessments

- Chapter test
- Presentation/research on regional differences

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- <https://www.tomrichey.net/colonial-america.html>
- <https://www.apushwithmrjohnson.com/unit-1-colonization.html>

**Suggested Time Frame:** 1 week

<b>Content Area:</b>	<b>U.S. History I Honors</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>Colonial Society on the Eve of Revolution</b>		
<b>NJSLS Standard(s) Addressed in this unit</b>			
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.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.
- 6.1.12. D.3.e - Determine the impact of religious and social movements on the development of American culture, literature, and art.
- 6.1.12. D.2.d - Analyze arguments for new women's roles and rights and explain why 18<sup>th</sup> century society limited women's aspirations.
- 6.1.12. D.2.e - Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

### Essential Questions (3-5)

- What was the demographic, economic, and social structure of the eighteenth-century colonies like and how did they change since the seventeenth century?
- How did the economic development of the colonies alter the patterns of social prestige and wealth?
- What were the causes of the religious Great Awakening, and describe its effects on American education and politics?
- What were the basic features of colonial politics, including the role of various official and informal political institutions?

### Anchor Text

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### Informational Texts (3-5)

- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *Eyewitness to America*, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)
- *Autobiography*, Benjamin Franklin. (1868)
- *The Evolution of American Society, 1700 – 1815*, James Henretta. (1973)

### Short Texts (1-3)

- Jonathan Edwards, "Sinners in the Hands of an Angry God"
- Thomas Paine, "Of the Religion of Deism Compared with the Christian Religion"
- Benjamin Franklin on George Whitefield

### Formative & Summative Assessments

- Chapter test
- Group project on the formation of different religious groups in America
- SAQ's

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- <https://www.tomrichey.net/colonial-america.html>
- <https://www.apushwithmrjohnson.com/life--liberty-in-the-colonies.html>

<b>Suggested Time Frame:</b>	1 ½ weeks		
<b>Content Area:</b>	<b>U.S. History I Honors</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>The Duel for North America</b>		
<b>NJSLS Standard(s) Addressed in this unit</b>			
<p>6.1.12. C.1.a - Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period</p> <p>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.</p> <p>6.1.12. A.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights</p>			
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"> <li>• What caused the great contest for North America between Britain and France?</li> <li>• How did the series of wars with France help foster greater unity among the British colonies?</li> <li>• How were North American political and military events affected by developments on the larger European stage?</li> <li>• Explain how and why the Seven Years' War (French and Indian) became one of the background causes of the American Revolution.</li> </ul>			
<b>Anchor Text</b>			
<ul style="list-style-type: none"> <li>• <i>The American Pageant</i>, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 97811111349530</li> </ul>			
<b>Informational Texts (3-5)</b>			
<ul style="list-style-type: none"> <li>• <i>The American Reader</i>, Words that moved a Nation. Diane Ravitch. (2000)</li> <li>• <i>Eyewitness to America</i>, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)</li> <li>• <i>Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754 – 1766</i>, Fred Anderson. (2001)</li> </ul>			
<b>Short Texts (1-3)</b>			
<ul style="list-style-type: none"> <li>• Discovery Education: The Enlightenment in America</li> <li>• The Proclamation of 1763</li> <li>• <i>Treaty of Paris</i>, 1763</li> </ul>			
<b>Formative &amp; Summative Assessments</b>			
<ul style="list-style-type: none"> <li>• Chapter test</li> <li>• Causes and effects chart of the Seven Years' War</li> <li>• Essay on the Seven Years' War</li> </ul>			
<b>Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)</b>			

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- <https://www.tomrichey.net/the-american-revolution.html>
- <https://www.apushwithmrjohnson.com/life--liberty-in-the-colonies.html>
- <https://sheg.stanford.edu/history-lessons/king-philips-war>

**Suggested Time Frame:** 1 ½ weeks

**Content Area:** U.S. History I Honors **Grade(s)** 11

**Unit Plan Title:** The Road to Revolution

#### NJSLS Standard(s) Addressed in this unit

- 6.1.12. C.1.a - Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period
- 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.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights

#### Essential Questions (3-5)

- What were the deeply rooted historical factors that moved America toward independence from Britain?
- What is the theory and practice of mercantilism and why did Americans resent it?
- Why did Britain attempt tighter control and taxation of Americans after 1763 and why Americans resist these efforts?
- What were the methods of colonial resistance that forced repeal of all taxes except the tax on tea?

#### Anchor Text

- *The American Pageant*, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 97811111349530

#### Informational Texts (3-5)

- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *Eyewitness to America*, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)
- Discovery Education: Causes of the American Revolution, Countdown to Independence

#### Short Texts (1-3)

- *The Stamp Act*
- *The Intolerable Acts*

- *The Boston Massacre*

### Formative & Summative Assessments

- Chapter test
- Graphic organizer about tax acts
- Primary source analysis “Was the Stamp Act fair?”
- “Road to Revolution” Choice Project

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- <https://www.tomrichey.net/the-american-revolution.html>
- <https://www.apushwithmrjohnson.com/unit-2-revolutionary-era.html>

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>U.S. History I Honors</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>America Secedes from the Empire</b>		
<b>NJSLS Standard(s) Addressed in this unit</b>			
6.1.12. A.2.a - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world			
6.1.12. B.2.a - Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.			
6.1.12. D.2.a - Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.			
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"> <li>• How did Americans engage in major military hostilities with Britain after April 1775?</li> <li>• What were the specific reasons and general principles used in the Declaration of Independence to justify America’s separation?</li> <li>• What were the military and political obstacles Washington and his generals faced and how did they overcome them?</li> <li>• What were the terms of the Treaty of Paris and explain why America was able to achieve such a stunning diplomatic victory?</li> </ul>			
<b>Anchor Text</b>			

- *The American Pageant*, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

### Informational Texts (3-5)

- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *Eyewitness to America*, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)
- *The American Revolutionaries: A History in their own words, 1750-1800*
- James Deen, Primary Source Documents of the Revolutionary War

### Short Texts (1-3)

- Declaration of Independence , 1776
- *Common Sense*, Thomas Paine. (1776)

### Formative & Summative Assessments

- Chapter test
- American Revolution battles project
- DBQ on The American Revolution

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- <https://www.apushwithmrjohnson.com/unit-2-revolutionary-era.html>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- <https://www.tomrichey.net/the-american-revolution.html>
- <https://sheg.stanford.edu/history-lessons/battle-lexington>
- <https://sheg.stanford.edu/history-lessons/boston-massacre>
- <https://sheg.stanford.edu/history-lessons/declaration-independence>

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>U.S. History I Honors</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>The Confederation and the Constitution</b>		
<b>NJSLS Standard(s) Addressed in this unit</b>			
6.1.12. A.2.b - Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.			
6.1.12. A.2.c - Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.			
6.1.12. B.2.a - Analyze how the United States has attempted to account for regional differences while also striving to create an American			

identity.

6.1.12. D.2.b - 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.2.d - Analyze arguments for new women's roles and rights, and explain why 18th century society limited women's aspirations.

### Essential Questions (3-5)

- Explain the movement toward social and political equality that flourished after the Revolution and indicate why certain social and racial inequalities remained in place.
- What were the achievements and failures of the government set in place by the Articles of Confederation?
- How did Shay's Rebellion spark the movement for a new constitution?
- What were the social, political and economic differences between the federalists and anti – federalists?
- How did the new Constitutional government represent a conservative reaction to the American Revolution and at the same time institutionalized central radical principles?

### Anchor Text

- *The American Pageant*, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 97811111349530

### Informational Texts (3-5)

- The American Revolutionaries: A History in their own words, 1750-1800
- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- The United States Constitution
- We the People: The Citizen and the Constitution

### Short Texts (1-3)

- Discovery Education: A Convention Philadelphia
- The Articles of Confederation
- The Bill of Rights

### Formative & Summative Assessments

- Chapter test
- Bill of Rights analysis
- Determining constitutionality of court cases

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)

- <https://www.tomrichey.net/the-us-constitution.html>
- <https://www.tomrichey.net/jeffersonvshamilton.html>
- <https://sheg.stanford.edu/history-lessons/hamilton-v-jefferson>
- <https://sheg.stanford.edu/history-lessons/federalists-and-anti-federalists>
- <https://www.apushwithmrjohnson.com/unit-4-the-virginia-dynasty.html>

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>U.S. History I Honors</b>	<b>Grade(s)</b>	<b>11</b>
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<b>Unit Plan Title:</b>	<b>Launching the New Ship of State</b>
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#### **NJSLS Standard(s) Addressed in this unit**

6.1.12. A.2.b - Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

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

6.1.12. B.2.a - Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12. D.2.b - 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.2.d - Analyze arguments for new women's roles and rights, and explain why 18<sup>th</sup> century society limited women's aspirations.

#### **Essential Questions (3-5)**

- Why was George Washington pivotal to establishing the new federal government?
- How did the conflict between Hamilton and Jefferson lead to the formation of the first political parties?
- What were the effects of the French Revolution on American foreign policy & politics from 1790 to 1800?
- Describe the poisonous political atmosphere that produced the Alien and Sedition Acts and the Kentucky and Virginia resolutions.
- What were the major causes of the undeclared war with France and why did Adams choose to seek peace rather than declare war?

#### **Anchor Text**

- *The American Pageant*, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 97811111349530

#### **Informational Texts (3-5)**

- *The American Revolutionaries: A History in their own words*, 1750-1800
- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- Alexander Hamilton's Opinion on the Constitutionality of the Bank of the U.S. 1791
- Thomas Jefferson's Opinion on the Constitutionality of a National Bank 1791

#### **Short Texts (1-3)**

- Discovery Education: America's Early Years: America in a changing world; The Whiskey Rebellion

- Washington’s Farewell address
- John Adams letters

### Formative & Summative Assessments

- Hamilton vs. Jefferson essay
- Chapter test
- Debate on National bank

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- <https://www.tomrichey.net/the-us-constitution.html>
- <https://www.tomrichey.net/jeffersonvshamilton.html>
- <https://www.apushwithmrjohnson.com/unit-4-the-virginia-dynasty.html>

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>U.S. History I Honors</b>	<b>Grade(s)</b>	<b>11</b>
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<b>Unit Plan Title:</b>	The Triumphs and Travails of the Jeffersonian Republic
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### NJSLS Standard(s) Addressed in this unit

- 6.1.12. A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12. A.3.b - Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- 6.1.12. A.3.c - Assess the role of geopolitics in the development of American foreign relations during this period.
- 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. B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries.

### Essential Questions (3-5)

- How did Jefferson’s moderation and compromises turn the “Revolution of 1800” into a relatively smooth transition of party control from Federalists to Republicans?
- What were the major points of conflict between the Federalists and Republicans over the Judiciary?
- What were the basic foreign policy goals of Jefferson’s presidency?
- What were the causes and effects of the Louisiana purchase?
- What were the causes and effects of Jefferson’s embargo?

### Anchor Text

- *The American Pageant*, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 97811111349530

<b>Informational Texts (3-5)</b>	
<ul style="list-style-type: none"> <li>• The American Revolutionaries: A History in their own words, 1750-1800</li> <li>• <i>The American Reader</i>, Words that moved a Nation. Diane Ravitch. (2000)</li> <li>• <i>Louisiana Purchase</i>, 1803</li> </ul>	
<b>Short Texts (1-3)</b>	
<ul style="list-style-type: none"> <li>• Discovery Education: Westward Strategy, The Importance of Louisiana; Lewis and Clark Expedition</li> <li>• Glencoe, McGraw-Hill, Supreme Court Case Studies: Marbury v. Madison, McCullough v. Maryland, Dartmouth College v. Woodward</li> </ul>	
<b>Formative &amp; Summative Assessments</b>	
<ul style="list-style-type: none"> <li>• Chapter test</li> <li>• Socratic seminar on the constitutionality of the Louisiana Purchase</li> <li>• Embargo political cartoon analysis</li> </ul>	
<b>Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)</b>	
<ul style="list-style-type: none"> <li>• <a href="http://www.apnotes.net">http://www.apnotes.net</a></li> <li>• <a href="http://www.apstudynotes.org/us-history">http://www.apstudynotes.org/us-history</a></li> <li>• <a href="http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources">http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources</a></li> <li>• <a href="https://www.tomrichey.net/jeffersonvshamilton.html">https://www.tomrichey.net/jeffersonvshamilton.html</a></li> <li>• <a href="https://www.apushwithmrjohnson.com/unit-4-the-virginia-dynasty.html">https://www.apushwithmrjohnson.com/unit-4-the-virginia-dynasty.html</a></li> </ul>	
<b>Suggested Time Frame:</b>	<b>1 ½ weeks</b>

<b>Content Area:</b>	<b>U.S. History I Honors</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	The Second War for Independence and the Upsurge of Nationalism		
<b>NJSLS Standard(s) Addressed in this unit</b>			
6.1.12. A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.			
6.1.12.A.3.b - Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.			
6.1.12. B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries.			
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).			
6.1.12. A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.			
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"> <li>• What were the major causes of the War of 1812?</li> <li>• What were the short-term and long-term effects of the war of 1812?</li> <li>• How did the conflict over slavery expand in 1819 and what were the terms of the Missouri compromise that temporarily resolved</li> </ul>			

these conflicts?

- What was the Monroe Doctrine and its significance in American foreign policy?
- How did the federal government's power expand under Marshall's court?

#### Anchor Text

- *The American Pageant*, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013)  
ISBN9781111349530

#### Informational Texts (3-5)

- *The American Revolutionaries: A History in their own words*, 1750-1800
- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *The War of 1812 in the Age of Napoleon*, Jeremy Black.(2009)

#### Short Texts (1-3)

- *The Missouri Compromise*, 1820
- *Marbury vs. Madison*, 1803
- Discovery Education: *Problems over America's Shipping Right; Rush-Bagot Treaty and Convention of 1818; America's Era of Expansion and Reform under Presidents Monroe and J.Q. Adams*

#### Formative & Summative Assessments

- Chapter test
- War of 1812 causes and effects chart
- DBQ on the Era of Good Feelings

#### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <https://www.apushwithmrjohnson.com/war-of-1812--era-of-good-feeling.html>
- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- <https://www.tomrichey.net/jeffersonianrepublic.html>
- <https://sheg.stanford.edu/history-assessments/war-1812>

**Suggested Time Frame:**

**1 ½ weeks**

**Content Area:**

**U.S. History I Honors**

**Grade(s)**

**11**

**Unit Plan Title:**

The Rise of a Mass Democracy

**NJSLS Standard(s) Addressed in this unit**

6.1.12. A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

- 6.1.12. A.3.b - Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- 6.1.12. B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries.
- 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).
- 6.1.12. A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

### Essential Questions (3-5)

- Explain the growth of “Mass Democracy” in the 1820’s.
- How did the “corrupt bargain” of 1824 set the stage for Jacksons election in 1828?
- Describe Jackson’s policies of westward expansion and his harsh removal of the southeastern Indian nations on the Trail of Tears.
- What were the economic and political motives behind the “Bank War” and what were the effects it?

### Anchor Text

- *The American Pageant*, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

### Informational Texts (3-5)

- *The American Revolutionaries: A History in their own words*, 1750-1800
- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *The Age of Jackson*, Arthur Schlesinger. (1945)

### Short Texts (1-3)

- *Andrew Jackson’s Address to Congress on Indian Removal Act*, 1830
- *Worcester v. Georgia*, 1832
- *Cherokee Nation v. Georgia*, 1831

### Formative & Summative Assessments

- Chapter test
- Round table discussion on Indian Removal Act/Trail of tears

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <https://sheg.stanford.edu/history-lessons/indian-removal>
- <https://www.tomrichey.net/the-age-of-jackson.html>
- <https://www.apushwithmrjohnson.com/jacksonian-democracy.html>
- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)

**Suggested Time Frame:**

**2 weeks**

<b>Content Area:</b>	<b>U.S. History I Honors</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	Forging the National Economy		
<b>NJSLS Standard(s) Addressed in this unit</b>			
<p>6.1.12. A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p>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.</p> <p>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.</p> <p>6.1.12. D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p> <p>6.1.12. D.3.b - Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</p>			
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"> <li>Describe the movement and growth of America’s population in the early nineteenth century.</li> <li>What were the effects of Irish and German immigration on American Society?</li> <li>How did the industrial and transportation revolutions affect American lives, businesses and agriculture?</li> </ul>			
<b>Anchor Text</b>			
<ul style="list-style-type: none"> <li><i>The American Pageant</i>, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 97811111349530</li> </ul>			
<b>Informational Texts (3-5)</b>			
<ul style="list-style-type: none"> <li>The American Revolutionaries: A History in their own words, 1750-1800</li> <li><i>The American Reader</i>, Words that moved a Nation. Diane Ravitch. (2000)</li> <li>Immigration and Multiculturalism: Essential Primary Sources</li> </ul>			
<b>Short Texts (1-3)</b>			
<ul style="list-style-type: none"> <li><i>A case for public schools</i>, Horace Mann</li> <li><i>Civil Disobedience</i> , Henry David Thoreau</li> </ul>			
<b>Formative &amp; Summative Assessments</b>			
<ul style="list-style-type: none"> <li>Chapter test</li> <li>Group presentation project on various inventions from the Industrial Revolution</li> </ul>			
<b>Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)</b>			
<ul style="list-style-type: none"> <li><a href="https://sheg.stanford.edu/history-lessons/irish-immigration">https://sheg.stanford.edu/history-lessons/irish-immigration</a></li> <li><a href="https://www.apushwithmrjohnson.com/the-national-economy.html">https://www.apushwithmrjohnson.com/the-national-economy.html</a></li> <li><a href="http://www.apnotes.net">http://www.apnotes.net</a></li> </ul>			

- <http://www.apstudynotes.org/us-history>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)

**Suggested Time Frame:** 1 week

<b>Content Area:</b>	<b>U.S. History I Honors</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	The Ferment of Reform and Culture		
<b>NJSLS Standard(s) Addressed in this unit</b>			
6.1.12. A.3.f - Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.			
6.1.12. A.3.g - Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices.			
6.1.12. D.3.b - Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.			
6.1.12. D.3.e - Determine the impact of religious and social movements on the development of American culture, literature, and art.			
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"> <li>• How did the changes in American religion affect culture and social reform?</li> <li>• What were the causes of the most important reform movements of the period?</li> <li>• What were the utopian and communitarian experiments of the time?</li> <li>• Analyze the American literary flowering of the early nineteenth century, especially in relation to transcendentalism and other ideas of the time.</li> </ul>			
<b>Anchor Text</b>			
<ul style="list-style-type: none"> <li>• <i>The American Pageant</i>, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 97811111349530</li> </ul>			
<b>Informational Texts (3-5)</b>			
<ul style="list-style-type: none"> <li>• <i>The American Revolutionaries: A History in their own words</i>, 1750-1800</li> <li>• <i>The American Reader</i>, Words that moved a Nation. Diane Ravitch. (2000)</li> <li>• <i>Children in Urban Society</i>, Joseph Hawes. (1971)</li> </ul>			
<b>Short Texts (1-3)</b>			
<ul style="list-style-type: none"> <li>• <i>Discovery Education: The Crusade Against Alcohol</i></li> <li>• <i>Declaration of Rights and Sentiments</i> ,1848</li> </ul>			
<b>Formative &amp; Summative Assessments</b>			
<ul style="list-style-type: none"> <li>• Chapter test</li> </ul>			

- Analyze the Declaration of Rights and Sentiments
- Present various different needs of reform
- DBQ on the Reforms

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

- <https://www.apushwithmrjohnson.com/religious-amp-reform-movements.html>
- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)

**Suggested Time Frame:** 1 week

Content Area:	US History 1 Honors	Grade(s)	11
Unit Plan Title:	The South and the Slave Controversy		
NJSLS Standard(s) Addressed in this unit			
6.1.12. B.2.a-Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.			
6.1.12. D.2.e-Determine the impact of African American leaders and institutions in shaping free Black communities in the North.			
6.1.12. A.3.h-Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.			
6.1.12. A.3.i-Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.			
Essential Questions (3-5)			
<ul style="list-style-type: none"> <li>• How did slavery affect the growth and development of the United States?</li> <li>• How are the strengths and weaknesses of the “Cotton Kingdom” affecting the “slavery system”?</li> <li>• How do religion, language, literature, the arts, architecture and traditions contribute to the development and transmission of slave culture?</li> <li>• How and why did America’s popular opinion change about slavery over time? What changes occurred that reflected over this time period?</li> <li>• How do slave narratives compare and contrast with other works written about slavery from other perspectives?</li> </ul>			
Anchor Text			
<ul style="list-style-type: none"> <li>• <i>The American Pageant</i>, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530</li> </ul>			
Informational Texts (3-5)			

- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *Eyewitness to America*, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)
- Frederick Douglass, *Narrative of a Slave*
- Horton and Horton, *Slavery and the Making of America*
- *The Struggle against Slavery: A History in Documents*

#### Short Texts (1-3)

- *Declaration of Independence-1776*
- *Amendment 13*
- *Amendment 15*
- Patent for Cotton Gin 1791- <http://www.enotes.com/topics/cotton-gin-petition>

#### Formative & Summative Assessments

- Chapter test
- Book report/research paper on Frederick Douglass, *Narrative of a Slave*

#### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- <http://www.historyteacher.net>
- <http://historycentral.com/Documents/Index>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- Daily Life of a Slave <http://cottonclassroom.com/lessonplan.html>

Suggested Time Frame: 2 weeks

Content Area:	US History 1 Honors	Grade(s)	11
Unit Plan Title:	Manifest Destiny and its Legacy		
NJSLS Standard(s) Addressed in this unit			
<p>6.1.12. A.3.a-Assess the influence of Manifest Destiny on foreign policy during different time.</p> <p>6.1.12. A.3.b-Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.</p> <p>6.1.12. A.3.c-Assess the role of geopolitics in the development of American foreign relations during this period.</p> <p>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.</p>			

- 6.1.12. B.3.a- Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12. D.3.a- Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.1.12. D.3.e- Determine the impact of religious and social movements on the development of American culture, literature, and art.

#### Essential Questions (3-5)

- How did the American desire for Manifest Destiny lead to the acquisition of Texas, Oregon, & California?
- What is the lasting legacy of Manifest Destiny on America?
- What importance did the Texas annexation leave on the American psyche?
- Do the United States expansion policies reflect democracy or dictatorship?

#### Anchor Text

- *The American Pageant*, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

#### Informational Texts (3-5)

- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *Eyewitness to America*, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)
- Discovery Education: Polk, The Forgotten President
- Lone Star Legacy; Wilmot Proviso

#### Short Texts (1-3)

- Treaty of Guadalupe Hidalgo
- The Wilmot Proviso
- President Polk's Inaugural and Farewell addresses

#### Formative & Summative Assessments

- Chapter test
- Manifest Destiny DBQ/RST
- Lowell Offering 1830s

#### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- <http://www.historyteacher.net>
- <http://historycentral.com/Documents/Index>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- America- The History of US (video)
- John L. O'Sullivan on Manifest Destiny 1839 - <https://www.mtholyoke.edu/acad/intrel/osulliva.htm>

#### Suggested Time Frame:

1-2 weeks

Content Area:	US History 1 Honors	Grade(s)	11
Unit Plan Title:	Renewing the Sectional Struggle		
NJSL Standard(s) Addressed in this unit			
6.1.12.A.3.f- Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.			
6.1.12.A.3.g- Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.			
6.1.12.A.3.h- Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.			
6.1.12.A.3.i- Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.			
6.1.12.B.3.a- Assess the impact of Western settlement on the expansion of United States political boundaries.			
6.1.12.D.3.d- Analyze the role education played in improving economic opportunities and in the development of responsible citizens.			
Essential Questions (3-5)			
<ul style="list-style-type: none"> <li>• What are the consequences of slavery, the Missouri Compromise, political parties, and the mood of the nation during the Antebellum Era?</li> <li>• How do the “immortal trio”, Webster, Clay and Calhoun, settle the debate of slavery by 1850?</li> <li>• What are the effects of the California Gold Rush on America?</li> <li>• What are the effects of the Underground Railroad compared to the national arguments about slavery during the Antebellum Era?</li> </ul>			
Anchor Text			
<ul style="list-style-type: none"> <li>• <i>The American Pageant</i>, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530</li> </ul>			
Informational Texts (3-5)			
<ul style="list-style-type: none"> <li>• <i>The American Reader</i>, Words that moved a Nation. Diane Ravitch. (2000)</li> <li>• <i>Eyewitness to America</i>, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)</li> <li>• Discovery Education: Compromise of 1850</li> </ul>			
Short Texts (1-3)			
<ul style="list-style-type: none"> <li>• The Gadsden Purchase</li> <li>• The Kansas-Nebraska Act</li> <li>• The Doctrine of Popular Sovereignty</li> <li>• Daniel Webster’s 7th of March speech 1850</li> </ul>			
Formative & Summative Assessments			
<ul style="list-style-type: none"> <li>• Chapter test</li> <li>• Pro-Con Slavery Debate</li> <li>• Antebellum era document analysis from <a href="http://www.harpreweek.com">http://www.harpreweek.com</a></li> </ul>			
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)			

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- <http://www.historyteacher.net>
- <http://historycentral.com/Documents/Index>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- <http://www.harpweek.com>

Suggested Time Frame: 1-2 weeks

Content Area:	US History 1 Honors	Grade(s)	11
Unit Plan Title:	Drifting Towards Disunion		
NJSL Standard(s) Addressed in this unit			
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).			
6.1.12.A.4.a- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.			
Essential Questions (3-5)			
<ul style="list-style-type: none"> <li>• What are the combined significances and strengths of the books, Uncle Tom's Cabin and The Impending Crisis of the South towards disunion in the 1850's?</li> <li>• What are the dangerous levels of passions that are overwhelming the nation prior to the Civil War?</li> <li>• What are the long-term effects of the Lincoln-Douglass debates?</li> <li>• How are the country's sectional divisions effecting the election of 1860 and its aftermath?</li> <li>• Is secession Constitutional?</li> </ul>			
Anchor Text			
<ul style="list-style-type: none"> <li>• <i>The American Pageant</i>, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530</li> </ul>			
Informational Texts (3-5)			
<ul style="list-style-type: none"> <li>• <i>The American Reader</i>, Words that moved a Nation. Diane Ravitch. (2000)</li> <li>• <i>Eyewitness to America</i>, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)</li> <li>• Dred Scott Supreme Court Case</li> <li>• <i>Uncle Tom's Cabin</i></li> <li>• <i>The Impending Crisis of the South</i></li> <li>• Lincoln-Douglass Debates</li> <li>• Abraham Lincoln's Inaugural Address</li> </ul>			
Short Texts (1-3)			

- The Missouri Compromises and Dred Scott - <http://www.polkfl.net/staff/teachers/tah/documents/turningpoints/documentquestions/c-DredScottStemmerman.pdf>
- *Uncle Tom's Cabin*
- *The Impending Crisis of the South*
- Confederate States Constitution
- Southern Chivalry Cartoon 1856

#### Formative & Summative Assessments

- Chapter test
- Compare and contrast *Uncle Tom's Cabin* and *The Impending Crisis of the South*
- Abraham Lincoln's Inaugural Address analysis
- The raid at Harpers Ferry document analysis

#### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- <http://www.historyteacher.net>
- <http://historycentral.com/Documents/Index>
- [http://college.cengage.com/history/us/kennedy/am\\_pageant/13e/resources](http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources)
- The Missouri Compromises and Dred Scott - <http://www.polkfl.net/staff/teachers/tah/documents/turningpoints/documentquestions/c-DredScottStemmerman.pdf>
- <http://www.harpweek.com>
- America- The History of US (video)

Suggested Time Frame: 2 weeks

Content Area:	US History 1 Honors	Grade(s)	11
Unit Plan Title:	The Furnace of the Civil War		
NJSL Standard(s) Addressed in this unit			
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).			
6.1.12. A.4.a- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.			
6.1.12. A.4.b- Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.			
6.1.12. B.4.a- Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.			
6.1.12. C.4.c- Explain why the Civil War was more costly to America than previous conflicts were.			
6.1.12 .D.4.a- Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.			

6.1.12. D.4.b- Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

#### Essential Questions (3-5)

- What are the weaknesses and strengths of the Union and Confederacy before, throughout, and after the Civil War?
- Why would a “dis-United States” be vulnerable to Europeans?
- What is the importance of securing the Border States and winning key battles for Lincoln?
- How significant are the roles of women, slaves, and freed blacks throughout the war?
- Why the battles of Gettysburg and Vicksburg are considered the turning point of the Civil War?
- How does Lincoln's assassination greatly affect the nation following the war?
- Was the Civil War inevitable?

#### Anchor Text

- *The American Pageant*, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

#### Informational Texts (3-5)

- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *Eyewitness to America*, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)
- *Gettysburg Address*
- Abraham Lincoln's 1864 Address

#### Short Texts (1-3)

- Archie P. McDonald, Primary Source Accounts of the Civil War
- Surrender at Appomattox Court House analysis
- *Emancipation Proclamation*

#### Formative & Summative Assessments

- Chapter test
- Presentations on Civil War research topics
- Civil War- 3-5 page research paper on various topics.
- Impact of the Civil War <http://www.polk-fl.net/staff/teachers/tah/documents/TheImpactoftheCivilWar.pdf>

#### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- <http://historycentral.com/Documents/Index>
- <http://www.civilwarbattles>
- <http://www.historyteacher.net>
- <http://www.harpweek.com>
- Ken Burns Civil War Documentary on the Civil War (video)

- America- The History of US (video)
- Facts on File Database on PCTI Media Center Web page [www.fofweb.com](http://www.fofweb.com)
- The Gilder Lehrman Institute of American History [www.gilderlehrman.org](http://www.gilderlehrman.org)
- Our Documents – 100 Milestone Documents [www.ourdocuments.gov](http://www.ourdocuments.gov)
- Library of Congress – Teacher Resources [www.loc.gov/teachers/](http://www.loc.gov/teachers/)

Suggested Time Frame: 2-3 weeks

Content Area:	US History 1 Honors	Grade(s)	11
Unit Plan Title:	The Ordeal of Reconstruction		
NJSL Standard(s) Addressed in this unit			
<p>6.1.12. A.4.c- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>6.1.12. B.4.b- Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>6.1.12. C.4.b- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12. C. 4.c- Explain why the Civil War was more costly to America than previous conflicts were.</p> <p>6.1.12. D.4.b- Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.</p> <p>6.1.12 .D.4.c- Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12. D.4.d- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12. D.4.e- Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.</p>			
Essential Questions (3-5)			
<ul style="list-style-type: none"> <li>• Are leaders responsible reformers or irresponsible agitators?</li> <li>• Do the costs of war justify the means?</li> <li>• Is keeping the peace always the correct course of action?</li> <li>• Is it possible to have reconciliation after war?</li> <li>• What are the major post-war issues facing the nation?</li> <li>• What are the major differences and similarities with the various Reconstruction plans?</li> <li>• How effective were the Civil War/ Reconstruction Amendments?</li> </ul>			
Anchor Text			
<ul style="list-style-type: none"> <li>• <i>The American Pageant</i>, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530</li> </ul>			
Informational Texts (3-5)			

- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *Eyewitness to America*, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)
- *13th, 14th, and 15th Amendments*
- Andrew Johnson's Restoration Plan 1865
- Compromise of 1877

#### Short Texts (1-3)

- Thomas Nast-KKK cartoon analysis
- *Plessy v. Ferguson*-1896

#### Formative & Summative Assessments

- Chapter test
- 50 Ways the Civil War Changed American life <http://www.aarp.org/politics-society/history/info-06-2011/civil-war-changed-american-life.html>
- What Is America's Role in the World? <http://www.heritage.org/research/reports/2010/11/what-is-america-s-role-in-the-world>

#### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Discovery Education: American Experience (PBS) Reconstruction: The Second Civil War
- <http://www.digitalhistory.uh.edu/>
- <http://www.harpweek.com>
- The Gilder Lehrman Institute of American History [www.gilderlehrman.org](http://www.gilderlehrman.org)
- Our Documents – 100 Milestone Documents [www.ourdocuments.gov](http://www.ourdocuments.gov)
- Library of Congress – Teacher Resources [www.loc.gov/teachers/](http://www.loc.gov/teachers/)

Suggested Time Frame: 2-3 weeks

Content Area:	US History 1 Honors	Grade(s)	11
Unit Plan Title:	Political Paralysis in the Gilded Age		
NJSL Standard(s) Addressed in this unit			
6.1.12. A.5.a- Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.			
6.1.12. A.5.b- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.			
Essential Questions (3-5)			
<ul style="list-style-type: none"> <li>• Are leaders responsible reformers or irresponsible agitators?</li> <li>• How did the rampant political corruption that occurred during the Gilded Age affect policies?</li> <li>• How did segregation surge in the post-Reconstruction South?</li> <li>• Why need civil service during the Gilded Age?</li> <li>• Why were the presidents in the post-Civil War era generally ineffective and weak?</li> </ul>			

Anchor Text	
<ul style="list-style-type: none"> <li>• <i>The American Pageant</i>, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530</li> </ul>	
Informational Texts (3-5)	
<ul style="list-style-type: none"> <li>• <i>The American Reader</i>, Words that moved a Nation. Diane Ravitch. (2000)</li> <li>• <i>Eyewitness to America</i>, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)</li> <li>• Gilded Age presidents</li> <li>• Compromise of 1877 debate to the end of Reconstruction</li> <li>• Gold vs. Silver vs. Greenbacks debate</li> </ul>	
Short Texts (1-3)	
<ul style="list-style-type: none"> <li>• The Nativist Response to Immigration  <a href="http://teachers.hfcsd.org/webpages/tnassivera/files/Immigrant%20v%20Nativist%20DBQ213.pdf">http://teachers.hfcsd.org/webpages/tnassivera/files/Immigrant%20v%20Nativist%20DBQ213.pdf</a>  <a href="http://www.polkfl.net/staff/teachers/tah/documents/Wright-ImperialismDBQ.pdf">http://www.polkfl.net/staff/teachers/tah/documents/Wright-ImperialismDBQ.pdf</a></li> <li>• McKinley Tariff</li> </ul>	
Formative & Summative Assessments	
<ul style="list-style-type: none"> <li>• Chapter test</li> <li>• 50 Ways the Civil War Changed American life <a href="http://www.aarp.org/politics-society/history/info-06-2011/civil-war-changed-american-life.html">http://www.aarp.org/politics-society/history/info-06-2011/civil-war-changed-american-life.html</a></li> </ul>	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<ul style="list-style-type: none"> <li>• Discovery Education: American Experience (PBS) Reconstruction: The Second Civil War</li> <li>• <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a></li> <li>• <a href="http://www.harpweek.com">http://www.harpweek.com</a></li> <li>• The Gilder Lehrman Institute of American History <a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></li> <li>• Our Documents – 100 Milestone Documents <a href="http://www.ourdocuments.gov">www.ourdocuments.gov</a></li> <li>• Library of Congress – Teacher Resources <a href="http://www.loc.gov/teachers/">www.loc.gov/teachers/</a></li> <li>• U.S. Department of State Office of the Historian <a href="https://history.state.gov">https://history.state.gov</a></li> <li>• College Board DBQs from 1973 – 1999 <a href="http://media.collegeboard.com/digitalServices/pdf/ap/apcentral/AP_USH_DBQ.pdf">http://media.collegeboard.com/digitalServices/pdf/ap/apcentral/AP_USH_DBQ.pdf</a></li> <li>• Nystrom Atlas on slavery and immigration</li> <li>• Hate map</li> </ul>	
Suggested Time Frame:	1-2 weeks

Content Area:	US History 1 Honors	Grade(s)	11
Unit Plan Title:	Industry Comes to Age and America moves to the City		
NJSL Standard(s) Addressed in this unit			

- 6.1.12. A.5.a- Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12. A.5.b- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12. B.5.b- Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12. D.5.b- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- 6.1.12. C.5.a- Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 6.1.12. C.5.b- Compare and contrast economic development of the North, South, and West in the post-Civil War period.
- 6.1.12. D.5.a- Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- 6.1.12. D.5.c- Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12. D.5.d- Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.

#### Essential Questions (3-5)

- How did the new industrial innovations and inventions affect the economy and the lives of Americans during this era?
- What are the negative and positive impacts of the developing business practices on the United States and towards its laborers?
- Should the leading industrialists of the era be called “robber barons” or “captains of industry”?
- Should the Federal government regulate the business actions of “Big” businesses?
- What effects of the new industrial revolution have on the South?

#### Anchor Text

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#### Informational Texts (3-5)

- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *Eyewitness to America*, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)
- Gold vs. Silver vs. Greenbacks debate

#### Short Texts (1-3)

- Discovery Education: Inventions and Industry; The Birth of the Progressive Era; Steel Industry; Big Business: Carnegie and Rockefeller
- *Statue of Liberty by U.S. Grant*- (1884) <https://www.gilderlehrman.org/history-by-era/immigration-and-migration/resources/statue-liberty-1884>
- *The Impact of Industrialization on workers* - <http://www.edteck.com/dbq/dbquest/quest11.htm>

#### Formative & Summative Assessments

- Chapter test
- City Problems <http://caho-test.cc.columbia.edu/dbq/11003.html>
- <http://rs6.loc.gov:8081/learn/features/timeline/riseind/immgnnts/immgrnts.html>

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.harpweek.com>
- The Gilder Lehrman Institute of American History [www.gilderlehrman.org](http://www.gilderlehrman.org)
- Library of Congress – Teacher Resources [www.loc.gov/teachers/](http://www.loc.gov/teachers/)
- U.S. Department of State Office of the Historian <https://history.state.gov>
- Nystrom Atlas on immigration
- Hate map
- History Channel Series- *Men who Built America* (DVD)
- <http://www.ellisland.org>

Suggested Time Frame: 1-2 weeks

Content Area:	US History 1 Honors	Grade(s)	11
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Unit Plan Title:	The Great West and the Agricultural Revolution
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NJSLS Standard(s) Addressed in this unit

- 6.1.12. A.5.b- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12. D.5.b- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- 6.1.12. C.5.a- Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 6.1.12.C.5.b- Compare and contrast economic development of the North, South, and West in the post-Civil War period.

Essential Questions (3-5)

- What were the motives that stimulated settlement of the West?
- What were the factors that ended tribal life for Native Americans?
- Did a capitalist economy develop agrarian discontent?
- How were the political and economic systems of the day affected by the Election of 1896?

Anchor Text

- *The American Pageant*, AP 15<sup>th</sup>/16<sup>th</sup> Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

- *The American Reader*, Words that moved a Nation. Diane Ravitch. (2000)
- *Eyewitness to America*, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)
- *Cross of Gold Speech*

#### Short Texts (1-3)

- Discovery Education: Inventions and Industry; The Birth of the Progressive Era; Steel Industry; Big Business: Carnegie and Rockefeller
- Labor Unions
- *The Great West Illustrated-* (1869) <https://www.gilderlehrman.org/history-by-era/development-west/resources/great-west-illustrated-1869>
- *Impact of Westward Expansion on Native Americans and the Role of Government-* <http://www.smithsoniansource.org/display/dbq/viewdetails.aspx?TopicId=1012&DbqId=1002>

#### Formative & Summative Assessments

- Chapter test
- Plains Indian War assessment
- <http://rs6.loc.gov:8081/learn/features/timeline/riseind/immgrnts/immgrnts.html>

#### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.harpweek.com>
- The Gilder Lehrman Institute of American History [www.gilderlehrman.org](http://www.gilderlehrman.org)
- Library of Congress – Teacher Resources [www.loc.gov/teachers/](http://www.loc.gov/teachers/)
- U.S. Department of State Office of the Historian <https://history.state.gov>
- History Channel Series- *Men who Built America* (DVD)
- <http://www.ellisland.org>
- <http://www.history.com/topics/westward-expansion>
- <http://www.slideshare.net/DHUMPHREYS/homesteaders-living-on-the-plains>
- <http://www.slideshare.net/jjarvis106/the-lure-of-the-west>
- <http://www.slideshare.net/fschiro/aftermath-west-presentation>

Suggested Time Frame:

1-2 weeks

### III. Resources

- *The Enduring Vision, A History of the American People*, Fifteenth-Sixteenth Editions. Boyer, Clark, Jr., Halttunen, Kett, Salisbury, Sitkoff and Woloch (2015)

- Student Guide with Map Exercises – accompanying workbook to *The Enduring Vision*
- <http://www.historyteacher.net>: Links to websites, interactive practice tests and quizzes
- <http://www.harpweek.com>: Historical political cartoons
- Google Classroom
- Canvas
- My Access
- Computers/Laptops
- Microsoft Office Programs (Word, PowerPoint, Publisher, Excel)
- Online Library Catalog (OPAC)
- Online Library Databases
- Online Texts Readings and exercises from the approved text(s) and related supplemental materials
- Cooperative learning techniques
- Teacher generated handouts
- Lecture in conjunction with class discussion and notes
- Primary and secondary sources (DBQs) (RSTs)
- Multimedia presentations (PowerPoint, Prezi, et al)
- Current events related to issues of genocide and human rights.
- Annotating Skills: <http://rwc.hunter.cuny.edu/reading-writing/on-line/annotating-a-text-pdf>
- Project Based Learning: <http://pbl-online.org>
- Map Skills: <http://www.learnnc.org/lp/editions/mapping/6439>
- Plagiarism: <http://www.wlc.edu/uploadedfiles/success/annotatednotes.pdf>
  - <https://owl.english.purdue.edu/owl/>

## IV. Methods of Student Evaluation

Assessment - Assessment can be divided into two general categories: formal (graded) and informal/classroom-based (both graded and ungraded).

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Evaluation - During each marking period a combination of the following methods will be used to evaluate each student's performance:

- Class participation
- Creative assignments
- Descriptive, persuasive, and expository writing
- Homework and class work assignments
- Reports and presentations
- Research methodology
- Unit tests / quizzes
- Various speaking and listening assessments
- Do-Now's, projects

Some of the more common types of formal assessments include:

- Multiple-choice exams
- Quizzes of varying lengths, both announced and unannounced
- Essays
- Collections of writings, such as journals
- Homework and projects
- Reports and presentations
- Short-answer or problem-solving activities and tests
- Performance-based ("authentic")
- Oral presentations
- Journal writing
- Role playing activities
- Document based questions
- Oral and written reports
- Multimedia presentations (power points)

Some of the more common types of informal assessments include:

- Instructor's observations of note-taking, and organization of notebooks and assignments
  - Cooperative learning activities
  - Creative assignments
  - Kinesthetic activities
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- Observing citizenship and appropriate social responses
- Instructor's observations of time management skills

## **V. Instructional Strategies Based on Instructional Goals ( Applying Universal Design for Learning)**

Instructional Strategies commonly utilized in the US History I Honors course will include:

- Maps, photos, graphs and other visuals
  - Engaging in discussion (whole class/small group)
  - Reading silently and aloud
  - Listening and speaking activities
  - Role playing
  - Watching and responding to media
  - Brainstorming (think-aloud/written)
  - Listing
  - Free writing
  - Revising and editing
  - Participating in small and large groups
  - Researching to make connections to texts and classroom discussions
  - Collaborative projects
  - Answering questions (oral/written)
  - Summarizing
  - Debating
  - Analyzing primary and secondary source texts, discussions, etc.
  - Paraphrasing
  - Peer teaching
  - Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
  - Debating about controversial topics
  - Note taking/note making
  - Drafting/writing
-

## VI. SCOPE AND SEQUENCE/PACING CHART

**I = Introduced      D =Developed      R = Reinforced**

	Skills to be learned
I,D,R	Explain the development of the American colonies and examine the democratic principles that advanced throughout the regions.
I,D,R	Describe the important economic principles and changes established during the years from 1607-1861.
I,D,R	Evaluate the causes of the American Revolution and examine the relationship of the various socioeconomic groups during the pre-Revolutionary period.
I,D,R	Explain the origins and interpret the continuing influence of key principles embodied in the U.S. Constitution while understanding how current models of democracy and politics continue to develop.
I,D,R	Analyze the difficult plights that immigrants, African Americans, and women faced and their roles in shaping America and develop a respect for the history and cultural values of others.
I,D,R	Demonstrate an understanding of U.S. foreign policy, expansionism, and the rise of

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	sectionalism.
I,D,R	Evaluate the conflicting attitudes and events that led to the American Civil War
I,D,R	Analyze the consequences and effects of the American Civil War.
I,D,R	Understand the economic and social effects of the end of slavery, the new Industrial Revolution, post-Civil War business practices and unprecedented immigration.
I,D,R	Demonstrate map, graph and chart skills and the ability to interpret and apply social, political, religious and economic data through essays, power points and oral presentations.
I,D,R	Refine historical thinking skills, analyzing, synthesizing and essay writing.

## **VII. Student Handout:**

### **COURSE DESCRIPTION**

U.S. History I Honors

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United States History I Honors is a full-year course designed to provide students with content, practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for future educational endeavors and beyond. During the course, students will analyze and examine the political, economic, social and religious issues that molded this nation from its first permanent settlement of Jamestown in 1607 through many of the events and changes that occurred in the post-Civil War era.

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

History is much more than facts and dates to remember. It is an ever-changing discipline. Therefore, students will learn and practice critical thinking, synthesizing and analyzing skills to discover that while the American experiment has been a great success, the people and leaders of the United States have not always been ethical, nor have they fully acted in a manner intended by the founding fathers. A course goal is to relate such lessons to current events and to students' own lives in order to teach that one must learn from history the true essence of the human experience. Further skill building to help students in future academic endeavors and beyond will come through the use of maps, charts, time lines and other visual aids along with practice in creating power points, outlining and essay writing.

## **STUDENT PROFICIENCIES**

Upon completion of this course's requirements, the students will be able to:

1. Understand the colonial period and how traditions of basic freedoms were instilled in America.
  2. Summarize the American Revolution and early challenges this nation faced.
  3. Explain the origins of key principles embodied in the U.S. Constitution and analyze the roles of the individual and government in a fair and functional society under the Constitution.
  4. Describe the growth of party politics and the rise of a mass democracy.
  5. Summarize important economic principles and developments in industry and their impacts on both Americans and on foreign policy from the 1600's through the latter 1800's.
  6. Explain the physical expansion of the U.S. and the sectionalism and growing pains that developed.
  7. Evaluate attitudes and actions taken towards women, African Americans, and immigrants and relationships of various socioeconomic groups.
  8. Explain the U.S. foreign policy, expansionism and the rise of sectionalism and evaluate the conflicting attitudes and events that led to America's Civil War.
  9. Summarize the Civil War and measures taken to reconstruct the nation and its people.
  10. Assess the impact of urbanization and technological advancements on Americans way of life.
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11. Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
  12. Understand the economic and social effects of the end of slavery, the new Industrial Revolution, post-Civil War business practices and unprecedented immigration to America.
  13. Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
  14. Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods.
  15. Compare and contrast economic development of the North, South, and West in the post-Civil War period.
  16. Demonstrate map, graph and chart skills and the ability to interpret and apply social, political, religious and economic data through essays, power points and oral presentations.
  17. Refine historical thinking skills, analyzing, synthesizing and essay writing.
-