

PASSAIC COUNTY TECHNICAL INSTITUTE

UNITED STATES HISTORY I

Pre AP

CURRICULUM

Revised November 2011

I. COURSE DESCRIPTION

U.S. History I Honors – Pre AP
Grade 11
Full Year – Five Credits

United States History I – Pre AP is a full-year course designed to provide students with content, practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for not only the AP Exam, but also their future educational areas. This course is divided into periods of time and emphasizes themes throughout American history. These themes include the American identity, economic evolution, and American foreign policy.

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

No nation in the world has come so far so fast and similarly, no nation has thrived with as much diversity. In taking this course students will realistically discover that the people and leaders of the U.S. have not always been ethical, nor have they fully acted in a manner intended by the founding fathers. Many such findings have been recently discovered with new evidence and with the revision of old commonly held beliefs. It's not enough to learn history itself; one must learn from history the true essence of the human experience. This course is designed with that purpose.

Many people view history merely as a set of dates and facts to be memorized, but history is much more than that. History is an ever-changing discipline. Therefore, students will enhance their critical thinking, analyzing and synthesizing skills often through document analysis along with document based question (DBQs) and open answer essay writing. Additionally, the use of maps, charts, time lines and other visual aids will be utilized and skills such as creating power points and outlining and essay writing will be developed.

II. COURSE OBJECTIVES

The Planting of English America

The student will be able to:

1. inspect the factors that led England to begin colonization in America 6.1.12.A.1.a 6.1.12.A.2.a
2. compare and contrast the successes and failures and ultimately the development of the first two permanent English settlements in America 6.1.12.A.1.a 6.1.12.B.1.a
3. summarize the formation of the southern colonies and their early ways of life 6.1.12.A.1.b
6.1.12.C.1.b 6.1.12.D.2.a

Suggested resources:

Primary Source Documents: Mayflower Compact, Fundamental Orders, Exeter Compact

Discovery Education: *Exploring The World: English Come to America*

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Settling the Northern Colonies

The student will be able to:

1. examine the religious factors that led to rise of Puritan migration to America 6.1.12.A.1.b
6.1.12.B.1.a
2. defend and criticize the Puritan Orthodoxy and its intolerances 6.1.12.A.1.b
3. analyze the founding of other colonies in the New England region 6.1.12.A.1.a 6.1.12.B.1.a
4. describe effects of colonization on the Indians including the resulting wars 6.1.12.D.2.a
5. explain the relationship of the British taking control of the Middle Colonies and the diversity of the colonists in these lands 6.1.12.A.1.a 6.1.12.B.1.a 6.1.12.A.1.b
6. distinguish the founders and early colonists of Pennsylvania from other American settlers
6.1.12.A.1.a 6.1.12.A.2.a
7. interpret the results of the English Civil War on America and its colonists 6.1.12.A.1.b

Suggested resources:

R.C. Winthrop, Life and Letters of John Winthrop

Discovery Education: *A City Upon a Hill; Salem Witch Trial; Establishing More American Colonies; Making of America; Religion in the Colonies*

<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

American Life in the Seventeenth Century

The student will be able to:

1. describe southern society and Chesapeake region life and conclude why servitude, both indentured and forced, was necessary 6.1.12.C.1.b
2. inspect the Atlantic Slave Trade, its inhumanity, and its role in the development of America 6.1.12.C.1.b
3. examine the sturdy towns of New England the relationship between the changing Puritan heritage and Yankee commercialism 6.1.12.B.1.a 6.1.12.C.1.a
4. evaluate the Half-Way Covenant and the effects of the widening social stratification of New England 6.1.12.A.1.b

Suggested resources:

Discovery Education: *America's Early Years: Slavery and the Making of the Southern Colonies*

Horton and Horton, Slavery and the Making of America

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Colonial Society on the Eve of Revolution

The student will be able to:

1. classify the early groups that turned America into a “melting pot” 6.1.12.A.1.b 6.1.12.B.2.a
2. discover how colonists dealt with growing societal issues 6.1.12.C.1.b 6.1.12.D.2.a
3. explain the triangular trade 6.1.12.C.1.a 6.1.12.C.1.b
4. evaluate the causes and effects of the Great Awakening 6.1.12.A.1.b
5. analyze way in which the Enlightenment improved colonial society and heightened colonists views of their status 6.1.12.A.1.a 6.1.12.A.2.a
6. describe democratic traditions in colonial governments 6.1.12.A.1.a 6.1.12.A.2.a

Suggested resources:

Debating The Issues in Colonial Newspapers: primary documents on events of the period

Discovery Education: *The Enlightenment in America*

<http://www.apnotes.net>:

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>:<http://www.apnotes.net>

<http://historycentral.com/Documents/Index>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

The Duel for North America

The student will be able to:

1. identify French settlements in North America and their effects on British colonists 6.1.12.D.2.a
2. understand the relationship of international conflicts in the colonies 6.1.12.D.2.c
3. list causes of the French & Indian War and how war galvanized the colonies 6.1.12.D.2.a
4. demonstrate how the aftereffects of the French and Indian War sowed the seeds of the American Revolution 6.1.12.C.2.b

Suggested resources:

Discovery Education: *Struggle for Colonial Frontier*

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

The Road to Revolution

The student will be able to:

1. explore the roles that ancient civilizations as well as modern movements had in instilling Revolutionary ideas into the colonists 6.1.12.A.2.a
2. inspect the role that mercantilism had on growing tension in the colonies 6.1.12.C.1.a
3. explain how the severe debt held by the British led to various taxes imposed and tightening control of colonial business 6.1.12.C.1.a
4. outline the various acts and taxes imposed on the colonists 6.1.12.D.2.c
5. translate how the various acts served to unite the thirteen colonies and brought colonial uproar and resistance 6.1.12.D.2.c
6. predict what actions would occur next on behalf of the British (Intolerable Acts) and the colonists (further resistance/seek repeal of taxes, act) 6.1.12.D.2.c
7. identify the unified body under which resistance would be coordinated 6.1.12.C.2.b
8. describe how resistance turned to war at Lexington and Concord 6.1.12.C.2.b
9. compare and contrast the British and American strengths and weaknesses as war beckoned 6.1.12.B.2.a

Suggested resources:

Primary Source Documents: Boston Massacre, The Declaration of Independence

Discovery Education: *Causes of the American Revolution, Countdown to Independence*

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

www.ushistory.org/signersofthedeclaration

<http://historycentral.com/Documents/Index>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

America Secedes from the Empire

The student will be able to:

1. examine the governing body of the rebel Americans, its choice of George Washington to lead the Continental Army and its steps to avoid all-out war 6.1.12.A.2.a
2. defend the Americans decision to seek independence 6.1.12.A.2.a
3. interpret the “explanation of independence as utilized in the Thomas Jefferson’s Declaration of Independence 6.1.12.A.2.a
4. analyze the early hardships faced by the Continental Army and how Washington, even in the darkest hours, managed to keep American hopes 6.1.12.C.2.a
5. compare and contrast loyalists and patriots 6.1.12.B.2.a
6. illustrate how the Brit strategy to split the colonies was crushed at Saratoga 6.1.12.C.2.a
7. estimate the importance of aid given to Americans cause by the Europeans 6.1.12.D.2.c

8. describe the ebbs and flows of the battles in the South and how it culminated with American victory at Yorktown 6.1.12.C.2.a
9. identify key terms of the Treaty of Paris and their effects on Americans 6.1.12.D.2.c

Suggested resources:

The American Revolutionaries: A History in their own words, 1750-1800

James Deen, Primary Source Documents of the Revolutionary War

<http://www.revolutionarywarbattles>

<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

The Confederation and the Constitution

The student will be able to:

1. determine where the movements towards equality after the Revolution both flourished and fell short 6.1.12.D.2.a 6.1.12.D.2.b 6.1.12.D.2.d
2. analyze how the theory of republicanism affected the forming of individual state constitutions 6.1.12.A.2.a
3. defend and criticize the government under The Articles of Confederation indicating its achievements and failures 6.1.12.B.2.b
4. measure the importance Shay's Rebellion had in sparking the movement for revisions to The Articles of Confederation 6.1.12.C.2.b
5. justify the convening of the Constitutional Convention 6.1.12.A.2.b
6. identify the makeup of the Convention delegates and their intentions 6.1.12.B.2.a
7. interpret the basic differences between the New Jersey and Virginia Plans and explain the compromises that ultimately shaped the new Constitution 6.1.12.A.2.a 6.1.12.B.2.a
8. describe the ratification process and the influence of the *Federalist Papers* 6.1.12.B.2.a

Suggested resources:

Discovery Education: *A Convention Philadelphia*

Primary Source Document: U.S. Constitution

We The People: The Citizen and the Constitution

<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

Launching the New Ship of State

The student will be able to:

1. identify potential problems in preparing for its new government 6.1.12.C.2.b
2. analyze why Washington was an ideal choice as first president of the U.S. 6.1.12.B.2.a
3. judge the determination and foresight of Madison in drawing up the Bill of Rights 6.1.12.A.2.b
4. summarize the actions taken by Hamilton to strengthen the U.S. economy 6.1.12.C.2.b
5. describe opposition to the new federal policies and how conflict over some policies led to the emergence of political parties 6.1.12.A.2.f

6. understand global struggles and why they caused Washington's Neutrality Proclamation 6.1.12.D.2.c
7. explain Jay's Treaty and its effects on growing partisanship in the U.S. 6.1.12.D.2.c
8. discuss the growing tensions with France and President Adams' courage to sacrifice his re-election for peace 6.1.12.B.2.a 6.1.12.D.2.c
9. assess the reasons behind the Alien and Sedition Acts and the resulting Kentucky and Virginia Resolutions 6.1.12.A.2.f 6.1.12.A.2.b
10. compare and contrast the principles of the Hamiltonian Federalists and the Jeffersonian Republicans 6.1.12.A.2.d

Suggested resources:

Primary Source Documents: John Adams letters

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

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

The Triumphs and Travails of the Jeffersonian Republic

The student will be able to:

1. examine why Jefferson's election could be called the Revolution of 1800 6.1.12.A.2.b
2. interpret legal precedents that arose from the Marshall Court 6.1.12.A.2.e
3. analyze the causes and effects of the Louisiana Purchase 6.1.12.A.3.b
4. justify and reconstruct the Lewis and Clark expedition and assess its results 6.1.12.B.3.a
5. explain how the Napoleonic Wars got the U.S. entangled in undesired conflicts and inspect the responses of Presidents Jefferson and Madison 6.1.12.A.3.b
6. describe threats caused in America by foreign powers 6.1.12.A.3.b
7. assess why Madison declared war and whether Federalist opposition was justified 6.1.A.3.b

Suggested resources:

Glencoe, McGraw-Hill, Supreme Court Case Studies: *Marbury v. Madison, McCullough v. Maryland, Dartmouth College v. Woodward*

Discovery Education: *Westward Strategy, The Importance of Louisiana; Lewis and Clark Expedition*

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

The Second War for Independence and the Upsurge of Nationalism

The student will be able to:

1. summarize key strategies, battles and events of the War of 1812 6.1.12.A.3.b
2. explain why the war ended and what results were tendered by the Treaty of Ghent 6.1.12.A.3.b
3. assess the Hartford Convention and its political consequences for the Federalists 6.1.12.A.3.c
4. analyze the long-term results of the War of 1812 for the U.S. at home and abroad 6.1.12.A.3.b
5. identify economic, cultural and political effects of the nationalistic spirit that swept America following the war 6.1.12.A.3.g
6. analyze the causes of the Panic of 1819 6.1.12.C.3.a

7. examine the conflict over slavery that arose in 1819 and the Missouri Compromise that temporarily resolved it 6.1.12.A.3.f 6.1.12.D.3.c
8. interpret the Marshall Courts' promotion of the surging nationalism and formulation of the doctrine of loose construction 6.1.12.A.3.d
9. inspect the nationalistic actions of Secretary of State J.Q. Adams and assess the intent and the effects of the Monroe Doctrine which Adams crafted 6.1.12.A.3.b

Suggested resources:

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*

<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

The Rise of a Mass Democracy

The student will be able to:

1. analyze how the "corrupt bargain" of 1824 weakened Adams and set the stage for Jackson's election 6.1.12.A.3.g
2. determine how Jackson's victory in 1828 was a triumph for a "new democracy 6.1.12.A.3.g
3. assess the political changes of the 1830's 6.1.12.A.3.g 6.1.12.B.3.a
4. interpret the nullification talk as a result of the Tariff of Abominations and evaluate government actions during the Nullification Crisis 6.1.12.D.3.c 6.1.12.A.3.h
5. defend / criticize Jackson's actions toward the Five Civilized Tribes 6.1.12.D.3.a 6.1.12.A.3.e
6. explain Jackson's battles with the National Bank and how it helped him win the election of 1832 but also set the nation up for the Panic of 1837 6.1.12.A.3.g 6.1.12.C.2.b
7. describe the growth of Texas and its drive to independence 6.1.12.A.3.a 6.1.12.B.3.a 6.1.12.A.3.c
8. discuss the newfound respectability of "democracy" and the emergence of the two-party system, both of which manifested during the election of 1840 6.1.12.A.3.g

Suggested resources:

Arthur Schlesinger, The Age of Jackson

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

<http://archives.gov/historical-docs/>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Forging the National Economy

The student will be able to:

1. illustrate and explain the population growth and expansion within America 6.1.12.A.3.c 6.1.12.D.3.b 6.1.12.B.3.a
2. describe the effects of Irish and German immigration on American society 6.1.12.D.3.b 6.1.12.D.3.e
3. inspect the anti-Catholic sentiment as well as the growth of nativism 6.1.12.D.3.b

4. measure the effects of the factory system, interchangeable parts and new technologies on the nation's public and overall economy 6.1.12.C.3.a 6.1.12.A.3.d 6.1.12.D.3.a
5. assess the economic changes on the status of women and blacks in America 6.1.12.D.3.a 6.1.12.A.3.h 6.1.12.D.4.b
6. inspect the internal needs and improvements that spurred the Transportation Revolution and elaborate on how the Revolution helped grow new markets and the economy 6.1.12.C.3.a
7. conclude why America was forever changing from a nation of subsistence farmers and tiny workshops into a market economy 6.1.12.C.3.a

Suggested resources:

Immigration and Multiculturalism: Essential Primary Sources

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

<http://archives.gov/historical-docs/>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

The Ferment of Reform and Culture

The student will be able to:

1. list causes for the advent of the Second Great Awakening 6.1.12.D.3.e
2. understand the new religions that were inspired by the movement 6.1.12.D.3.e
3. support the need for the various reforms regarding everyday issues such as temperance, abolition, women's rights, public schools, criminal codes and penitentiaries 6.1.12.D.3.d 6.1.12.A.3.f
4. discover the scientific, artistic and literary achievements of the period 6.1.12.D.3.e
5. examine doctrines of transcendentalism and leading proponents of the movement in America 6.1.12.A.3.f 6.1.12.D.3.e

Suggested resources:

Discovery Education: *The Crusade Against Alcohol*

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

<http://archives.gov/historical-docs/>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

The South and the Slave Controversy

The student will be able to:

1. analyze the economic strengths and weaknesses of the "Cotton Kingdom" and the plantation system 6.1.12.C.1.b 6.1.12.C.3.b
2. categorize and describe the various classes of people living in the Old South 6.1.12.C.3.b 6.1.12.D.3.d
3. discuss life as a slave, the burdens of bondage, slave culture and resistance 6.1.12.A.1.b 6.1.12.A.3.i
4. describe early abolitionism and their successes and failures 6.1.12.A.4.a 6.1.12.D.3.c
5. predict the response of southerners to abolitionism and their defense of slavery as a positive good 6.1.12.A.3.h 6.1.12.A.4.a

Suggested resources:

Frederick Douglass, Narrative of a Slave

Horton and Horton, Slavery and the Making of America

The Struggle against Slavery: A History in Documents

<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

Manifest Destiny and its Legacy

The student will be able to:

1. assess the presidency of “his accidency”, John Tyler, including his conflicts over debt, a national bank, Maine and with Great Britain 6.1.12.A.3.g
2. defend America’s invitation to Texas to join it as the 28th state 6.1.12.B.3.a
3. rate the importance of Texas annexation and occupation of Oregon Country in the election of 1844 6.1.12.A.3.c
4. explain why Polk’s victory was seen as a mandate of Manifest Destiny and list his four goals for his presidency 6.1.12.A.3.a 6.1.12.B.3.a
5. defend / criticize Polk’s controversial actions that led to war with Mexico 6.1.12.A.3.a 6.1.12.A.3.b 6.1.12.A.3.c
6. describe key strategies, moments and battles in the Mexican War 6.1.12.A.3.b 6.1.12.A.3.c
7. illustrate and list the territory acquired from the Treaty of Guadalupe Hidalgo 6.1.12.D.3.b 6.1.12.A.3.a
8. evaluate the consequences of the Mexican War, notably regarding its effect on the issue of slavery 6.1.12.D.3.b 6.1.12.A.3.h 6.1.12.A.3.e
9. discuss the Wilmot Proviso – why it was introduced and why it never became federal law 6.1.12.A.3.h

Suggested resources:

Discovery Education: *Polk, The Forgotten President; Lone Star Legacy; Wilmot Proviso*

<http://www.apnotes.net>: Chapter summaries and quizzes

<http://www.apstudynotes.org/us-history>: Vocabulary, summaries, timelines and practice tests

<http://www.historyteacher.net>: Links to websites, interactive practice tests and quizzes

<http://historycentral.com/Documents/Index>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Renewing the Sectional Struggle

The student will be able to:

1. examine the effects of the California Gold Rush on the region, on sectional balance and on national events 6.1.12.C.3.b 6.1.12.D.3.a
2. relate the effects of the Underground Railroad to the national arguments about slavery 6.1.12.A.3.f 6.1.12.D.3.c
3. inspect the contributions of the “immortal trio”, Webster, Clay and Calhoun to the debate over the issues that would be settled in the Compromise of 1850 6.1.12.A.3.f 6.1.12.D.3.c 6.1.12.A.3.a
4. opine on whether the Compromise of 1850 would finally put the issues to bed 6.1.12.D.3.c

5. explain how the election of 1852 magnified the split over slavery in the Whig party and would lead to its demise 6.1.12.A.3.g 6.1.12.A.3.a 6.1.12.D.3.c
6. describe the Pierce administration's ventures in overseas trade and in expansionism, including lands where slavery could be accepted 6.1.12.A.3.a 6.1.12.A.3.c 6.1.12.D.3.c
7. analyze the Kansas-Nebraska Act and determine its consequences on slavery, the Missouri Compromise, political parties and the mood of the nation 6.1.12.A.4.a 6.1.12.D.3.c

Suggested resources:

Discovery Education: *Compromise of 1850; The Orators; The Gadsden Purchase and the Kansas-Nebraska Act; The Doctrine of Popular Sovereignty*

<http://historycentral.com/Documents/Index>

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Drifting Towards Disunion

The student will be able to:

1. measure the combined significance and strength of the books, *Uncle Tom's Cabin* and *The Impending Crisis of the South* 6.1.12.D.3.e 6.1.12.A.3.f 6.1.12.A.4.a
2. summarize the events that constituted "bleeding Kansas" and relate how it foreshadowed Civil War 6.1.12.A.4.a
3. relate the Sumner-Brooks clash and ensuing reaction to the dangerous levels of passions that were overwhelming the nation 6.1.12.A.4.a
4. explain how the election of 1856 saw the new Republican party cast a long shadow forward with a "victorious defeat" 6.1.12.A.3.g
5. interpret the *Dred Scott v. Stanford* decision and how it rocked the nation 6.1.12.A.4.a 6.1.12.A.4.b
6. analyze the Lincoln-Douglass debates and their long-term effects 6.1.12.A.3.g 6.1.12.D.3.c
7. assess the inflammatory effects of the raid at Harpers Ferry 6.1.12.A.4.a
8. examine the sectional division's effect on the election of 1860 6.1.12.D.3.c 6.1.12.A.4.a
9. describe the chain reaction of secession and formation of the Confederate States and propose why a proposed compromise failed 6.1.12.A.3.g 6.1.12.A.4.a

Suggested resources:

Discovery Education: *The Dred Scott Case and the Lincoln-Douglass debates; The Dred Scott Case and James Buchanan*

<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://www.harpweek.com>

Girding for War: The North and the South

The student will be able to:

1. conclude why a “dis-United States” might be vulnerable to Europeans 6.1.12.A.3.b
2. predict how the rebel shelling of Fort Sumter would provoke war 6.1.12.A.4.a
3. measure the importance of the border states remaining loyal to the Union 6.1.12.A.4.c
6.1.12.B.4.a
4. compare and contrast the weaknesses and strengths of both sides, including leadership, ability to trade, manufacturing, transportation and available manpower 6.1.12.A.4.c 6.1.12.B.4.a
6.1.12.C.4.a
5. describe the role that women played in the war 6.1.12.12.A.4.b 6.1.12.D.4.a

Suggested resources:

<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://www.harpweek.com>

The Furnace of Civil War

The student will be able to:

1. evaluate the impact of the northern blockade as well as of the Union’s notable lack of effective generals in the east early in the war 6.1.12.B.4.a 6.1.12.A.4.c 6.1.12.C.4.a
2. understand how “victory” at Antietam allowed Lincoln to go forth with the Emancipation Proclamation 6.1.12.A.4.c 6.1.12.A.4.b
3. identify the roles that free blacks and “freed” slaves played in the war 6.1.12.D.4.a
4. conclude why two nearly simultaneous battles at Gettysburg and Vicksburg became the turning point of the Civil War 6.1.12.B.4.a 6.1.12.A.4.c
5. explain how General Sherman’s campaigns provided a boost to Lincoln’s re-election and how his tactic of “total war” took the remaining heart out of the Confederacy 6.1.12.A.4.c 6.1.12.B.4.a
6.1.12.C.4.b
6. describe the rise of the Copperheads and the election of 1864 6.1.12.A.4.c
7. explain how Grant’s Wilderness Campaign, while not a tactical victory, led to eventual triumphs at Petersburg and Richmond and surrender at Appomattox 6.1.12.A.4.c 6.1.12.B.4.a
8. predict how Lincoln’s assassination would affect the nation following the war 6.1.12.D.4.d

Suggested resources:

Archie P. McDonald, Primary Source Accounts of the Civil War

<http://www.civilwarbattles>

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

<http://historycentral.com/Documents/Index>

<http://www.harpweek.com>

The Ordeal of Reconstruction

The student will be able to:

1. identify major post-war issues facing the nation 6.1.12.C.4.c 6.1.12.D.4.b 6.1.12.D.4.c
2. compare and contrast the Reconstruction plans of Lincoln, Congress and Johnson
3. inspect southern opposition to the freed status of blacks and contrast the diverse reactions taken by Johnson and Congress 6.1.12.D.4.c 6.1.12.D.4.d 6.1.12.B.4.b
4. describe the effects of Military Reconstruction in the South 6.1.12.D.4.c 6.1.12.D.4.d
5. assess the impacts on society of the 13th and 14th Amendments 6.1.12.D.4.e 6.1.12.D.4.c
6. explain how Johnson's actions led to his impeachment and more Radical Reconstruction 6.1.12.D.4.C 6.1.12.D.4.d
7. analyze the impact of the 15th Amendment on Southern governments, women and on southern white supremacists 6.1.12.D.4.d 6.12.A.5.c
8. dispute the purchase of Alaska being dubbed, "Seward's Folly" 6.1.12.D.4.e 6.1.12.D.5.a

Suggested resources:

Discovery Education: *American Experience (PBS) Reconstruction: The Second Civil War*

<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://www.harpreweek.com>

Political Paralysis in the Gilded Age

The student will be able to:

1. describe the prevalent political corruption that occurred in Grant's presidency and in large cities and the political reaction to "Grantism" 6.1.12.B.5.b 6.1.12.A.5.a
2. relate the Compromise of 1877 to the end of Reconstruction 6.1.12.D.4.c 6.1.12.D.4.d
3. examine the rise of segregation in the post-Reconstruction South 6.1.12.D.4.d 6.1.12.A.5.c
4. analyze the relationship of a poor economy, railroad labor pains and immigration 6.1.12.A.5.a 6.1.12.B.5.a 6.1.12.C.5.c 6.1.12.D.5.d
5. justify the need for civil service reform following Garfield's assassination 6.1.12.D.5.b 6.1.12.A.5.a
6. understand the issues of greenbacks, gold vs. silver and the McKinley Tariff and their effects on Americans during the post-Civil War period 6.1.12.C.4.b 6.1.12.D.5.a
7. explain why presidents in the post-Civil War era were generally ineffective and weak 6.1.12.A.5.b 6.1.12.c.5.c

Suggested resources:

Discovery Education: *American Experience (PBS) Reconstruction: The Second Civil War*

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

<http://www.harpreweek.com>

Industry Comes of Age

The student will be able to:

1. describe the rapid expansion of railroads throughout the nation and its effects on the economy and on the lives of Americans 6.1.12.B.5.a
2. identify new industrial innovations and new inventions and analyze how their roles in creating a new era of entrepreneurship and rapid business expansion 6.1.12.D.5.a 6.1.12.C.5.b 6.1.12.C.5.c
3. defend / criticize developing business practices and whether they had negative or positive impacts 6.1.12.A.5.a 6.1.12.C.5.a
4. list the most influential kingpins and assess whether should be called “robber barons” or “captains of industry” 6.1.12.C.5.a 6.1.12.C.5.c
5. explain government actions taken to combat business combinations and rate their effectiveness 6.1.12.A.5.a 6.1.12.C.5.a 6.1.12.D.5.a
6. evaluate effects of the new industrial revolution on the South 6.1.12.C.5.b
7. discuss the changes Americans underwent as agriculture declined in relation to manufacturing 6.1.12.C.5.b 6.1.12.C.5.c 6.1.12.C.6.b
8. formulate reasons for the advent of labor unions and explain the early growing pains of the labor movement 6.1.12.C.6.a

Suggested resources:

Discovery Education: *Inventions and Industry*; *The Birth of the Progressive Era*; *Steel Industry*; *Big Business*; *Carnegie and Rockefeller*

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

<http://www.harpweek.com>

America Moves to the City

The student will be able to:

1. examine the urban attractions that caused large population shifts from rural areas to the city 6.1.12.B.5.b 6.1.12.C.5.c 6.1.12.D.5.d
2. compare and contrast the “old immigrants” and the “new immigrants” 6.1.12.D.5.d
3. identify the push factors that caused Europeans to leave and the pull factors that drew them to America 6.1.12.D.5.d 6.1.12.C.6.a
4. describe the reaction by Americans to the new immigration 6.1.12.D.5.d 6.1.12.A.6.a
5. determine the changes in religion brought on by the new immigration 6.1.12.D.5.d
6. relate how Darwin’s Theory of Evolution loosened traditional religious thinking while also promoting skepticism and criticism among the more conservative 6.1.12.A.6.a
7. compare and contrast the teachings and words of Booker T. Washington and W.E.B. DuBois and judge which better served the African-American community 6.1.12.A.6.c
8. describe the post-Civil War improvements in public and higher education 6.1.12.D.5.c 6.1.12.A.5.b
9. inspect how the new urban environment spawned the “Penny Press” and the rise of “yellow journalism” 6.1.12.B.5.b 6.1.12.D.6.a
10. examine the progress of reforms in America such as women’s rights and suffrage and temperance 6.1.12.D.6.c
11. identify triumphs in art, culture and literature as well as new forms of entertainment 6.1.12.D.6.a 6.1.12.D.5.d

Suggested resources:

<http://www.ellisland.org>

<http://rs6.loc.gov:8081/learn/features/timeline/riseind/immgrnts/immgrnts.html>

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.historyteacher.net>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

<http://www.harpweek.com>

III. EVALUATION

Students are assessed in accordance to the school policies using the following criteria:

- Tests – objective and essay
- Quizzes
- Chapter presentations
- Oral presentations
- Power point presentations
- Web-based activities and presentations
- Debates & Book Discussions
- Map assignments
- Essay assignments
- Document Based Questions
- Class work and Participation
- Homework

IV. TEXTBOOK AND INSTRUCTIONAL MATERIALS

The American Pageant, David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2010)

Guidebook, Volume I: To 1877 - accompanying workbook to The American Pageant

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html: Online text and resources

<http://www.apnotes.net>: Chapter summaries and quizzes

<http://www.apstudynotes.org/us-history>: Vocabulary, summaries, timelines and practice tests

<http://www.historyteacher.net>: Links to websites, interactive practice tests and quizzes

<http://www.harpreweek.com>: Historical political cartoons

V. INSTRUCTIONAL STRATEGIES

In order to develop college and AP Exam skills and to keep the classroom fresh and exciting, a wide variety of strategies and methods are utilized. These strategies and methods include, but are not limited to:

- Outlining each chapter followed by a synthesized and creatively constructed two-sided page critically thought-out presentation of each chapter
- Directed reading and answering questions on corresponding teacher-generated worksheets
- Creating power point presentations
- Lecture, discussion, question and answer
- Primary source document and political cartoon analysis
- Oral presentations
- Book discussions
- Videos
- Group and individual research projects
- Cooperative activities
- Debates
- Map work

VI. SCOPE AND SEQUENCE CHART

I = Introduced
D = Developed in Depth
R = Reinforced

WKS.	CHAP.	SKILL TO BE LEARNED	9	10	11	12
2	2 - 3	Explain the development of the American colonies and relate democratic principles upon which they were built			IDR	
3	3 – 4	Describe the important economic principles and changes established during the years from 1607-1861			IDR	
5	4 – 7	Evaluate the causes of the American Revolution and examine the relationship of the various socioeconomic groups during the pre-Revolutionary period			IDR	
2	8 – 9	Explain the origins and interpret the continuing influence of key principles embodied in the U.S. Constitution			IDR	
6	9 – 13	Analyze the roles of the individual and government as put forth in the Constitution and understand how current models of democracy and politics developed			IDR	
3	14-16	Analyze the difficult plights that immigrants, blacks and women faced and their roles in shaping America and develop a respect for the history and cultural values of others			IDR	
7	14 – 19	Demonstrate an understanding of U.S. foreign policy, expansion and the rise of sectionalism and evaluate the conflicting attitudes and events that led to America’s Civil War			IDR	
8	20-25	Understand the economic and social effects of the end of slavery, the new Industrial Revolution, post-Civil War business practices and unprecedented immigration			IDR	
		Demonstrate map, graph and chart skills and the ability to interpret and apply social, political, religious and economic data through DBQs, essays, power points and oral presentations			IDR	
		Refine historical thinking skills, analyzing, synthesizing and essay writing			IDR	

VII. PASSAIC COUNTY TECHNICAL INSTITUTE

STUDENT PROFICIENCIES

U.S. HISTORY I – Pre AP

I. Course Overview

Students in U.S. History I – Pre AP 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. As students learn about the colonial period, they will also discover how democratic traditions and basic freedoms were instilled into the core values of inhabitants of the New World and will later come to understand the relevance and importance of those values and freedoms. As the U.S. matures and expands, the split in our nation's values and practices, most demonstrated through issues of slavery and immigration, are highlighted and students will come to see how those inherent cracks result in Civil War. During the course of the year, students will discover that the people and leaders of the United States have not always been ethical or fully acted in a manner intended by the founding fathers. Using those findings, it is the intent of this course that students come to their own conclusions as to how events and history might have changed had leaders and citizens acted differently and relate such lessons to current events and to students' own lives. Much emphasis of this course is placed on enhancing student skills in critical thinking, analyzing and synthesizing. Students will also focus on applying what they learned through document analysis, document based questions, and open answer essay writing while the use of maps, charts and other visual aids will also be developed.

II. Proficiencies

Upon successful completion of the requirements for this course, the student will be able to:

1. Appreciate the diversity of the American people and the relationships among different groups and understand the roles of race, class, ethnicity, and gender in the history of the United States.
2. Analyze views of the American national character and ideas about American exceptionalism, recognizing regional differences within the context of what it means to be an American.
3. Interpret the diverse individual and collective expressions through literature, art, philosophy and music throughout U.S. history and the dimensions of cultural conflict within American society.
4. Describe the economic, social, and political effects of immigration and internal migration.
5. Explain changes in trade, commerce, and technology across time along with the effects of capitalist development, labor and union and consumerism.
6. Analyze the impact of population growth, industrialization and urban expansion.
7. Summarize engagement with the rest of the world from the 17th century to the late 19th century including colonialism, mercantilism, development of markets and cultural exchange.
8. Understand colonial and revolutionary legacies, American political traditions, growth of democracy, and the struggles for civil rights.
9. Classify reform movements including anti-slavery, education, temperance, women's rights, civil rights and government.
10. Identify the variety of religious beliefs and practices in America from colonial times to the late 19th century and the influence of religion on politics and society.
11. Describe systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in America since 1607 and the economics of slavery and its racial dimensions.
12. Distinguish armed conflict from the colonial period through the Civil War, the impact of war on American foreign policy and on politics, economy, and society.