

Hillside Township School District

Social Studies
United States History I
1585-1914

Tenth Grade

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District Mission Statement

It is the mission of the Hillside Board of Education to ensure that all students, at all grade levels achieve the New Jersey Core Curriculum Content Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

Social Studies, as defined by the National Council for the Social Studies, is “the integrated study of the social sciences and humanities to promote civic competence.” The primary purpose of the Hillside social studies program is to provide an academically rigorous environment that produces active critical thinkers and productive, civically competent, participants in our society. Students are given the opportunity to develop their own sense of place in our community, state, nation and global village. Students will pursue individual goals and challenges as they develop an understanding of self, the diverse community of which they are a part and their connection to the goals and interests of the global community and planet earth.

Students will study history, citizenship/political science, geography, economics, anthropology, sociology, and the humanities as prescribed by the New Jersey State Core Curriculum Content Standards in Social Studies. As they study the human condition in these contexts, they will gain an understanding of their own country’s history, institutions and environment. They will also apply their knowledge to understand the forces that have shaped world cultures. Students will learn to view contemporary problems facing the nation and the world as products of complex historical, institutional, and environmental processes. Students will discover their own individuality and the contributions they can make to society. They will know what they should strive to become and their role as responsible and productive individuals who possess civic competence.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

UNIT: I - Colonization and Settlement

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• European settlements led to the development of the American identity.• Geography, resources, and entrepreneurship are the foundations of American economy.• Colonial government and economic practices led to the foundation of American society.	<ul style="list-style-type: none">• 6.1.12.A.1.a How did the various European settlements impact the regional American heritage?• 6.1.12.B.1.a How did the diverse geography affect the economic, social, and political development of early North American colonies?• 6.1.12.C.1.b What are the positive and negative effects of North American settlement on the indigenous people, lower-class Europeans, and African culture?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.1.a</p> <p>6.1.12.A.1.b 6.1.12.C.1.b</p> <p>6.1.12.B.1.a 6.1.12.C.1.a 6.1.12.C.1.b</p> <p>6.1.12.C.1.b 6.1.12.D.1.a</p> <p>6.3.12.A.1 6.3.12.C.1</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. • how gender, property ownership, religion, and legal status affected political rights and social standings. • how regional geographic variations, economic ideas, mercantilism, capitalism, resources, and entrepreneurship led to economic development in the new world. • the roles of indentured servants, African slaves, immigrant labor and Native Americans in early American development. • how colonial government and economic practices became developers of early American society. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • relate origins of American government to modern standards and practices through a T-chart (CP) and account for differences that exist (H). • identify and label the thirteen colonies on a map and distinguish their individual economic, social and political make-ups. http://www.eduplace.com/ss/maps/pdf/colonies_nl.pdf • organize the differences and similarities of the different colonial workers and societies on a Venn diagram (CP) and correlate the findings to the practices of the parent countries (H). http://www.abcteach.com/directory/researchreports/graphic_organizers/venn_diagrams/ • present through the first person perspective the understanding of colonial living through regional influences (CP) and Native American perspective (H). http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html • Document Based Questions (DBQ) (H)

UNIT: II - Revolution and the New Nation

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• A new American identity led to the creation of an independent nation.• Varied opinions and viewpoints on government and law formed the American political system.• The Constitution of the United States provides the rules of government and rights of citizens.	<ul style="list-style-type: none">• 6.1.12.A.2.b How did the Revolutionary War empower America to develop as an enduring country?• 6.1.12.A.2.c How do the founding documents reflect the independent American identity?• 6.1.12.D.2.d How did the Native Americans, African Americans, and women play a role in early American formation?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.D.2.b 6.3.12.A.1 6.3.12.D.1</p> <p>6.1.12.A.2.d 6.1.12.D.2.b 6.3.12.D.1</p> <p>6.1.12.A.2.e</p> <p>6.1.12.A.2.f</p> <p>6.1.12.B.2.a 6.1.12.B.2.b 6.1.12.D.2.c</p> <p>6.1.12.C.2.a 6.1.12.C.2.b</p> <p>6.1.12.D.2.a 6.1.12.D.2.b 6.1.12.D.2.d 6.1.12.D.2.e</p>	<p>Students will know:</p> <ul style="list-style-type: none"> the origins and the creation of American laws and rights through the Declaration of Independence, Constitution, Bill of Rights, New Jersey 1776 State Constitution, and other primary documents. the similarities and differences in the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance. how judicial review made the Supreme Court an influential branch of government and assess the continuing impact of the Supreme Court today. the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties. how regional differences affected domestic and international affairs including the Great Compromise, Northwest Ordinance, and European affairs of the time period. the effects of inflation, debt, and profiteering as direct results of the financing problems of the American Revolutionary War. the roles of African Americans, Native Americans, and women during and after the American Revolution. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> interpret and rewrite the Declaration of Independence in modern language (CP) use the democratic process to vote and compromise to create one single re-write (H). http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html identify the roles and system of checks and balances by and accurately completing a triangular flowchart (CP) and cite historical examples in the use of checks and balances (H). http://www.floridahotteachers.org/File%20Cabinet/Checks%20and%20Balances.pdf prioritize and evaluate the rights of a citizen guaranteed by the United States Constitution through oral presentations and visuals (CP) and then suggest, present, and use democratic process to add amendments (H). http://www.usconstitution.net/const.html defend and oppose the viewpoints of Federalists and Anti-Federalists by reading the Federalists (#1, 23, and 24) and Anti-Federalists (DeWitt #2, Penn Minority, and Brutus #10) papers (CP) and presentation (H). http://www.constitution.org/afp/afpchron compare and contrast the economy before and after the American Revolution, explaining the key differences (CP) and the reasons for those differences (H) by completing a before and after multi-branch graphic organizer. Document Based Questions (DBQ) (H)

UNIT: III - Expansion and Reform

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• Manifest Destiny is a driving force of the American vision.• The growing American system created the disenfranchised.• During American expansion there was a rapid advancement in arts and technology.• There was a growing division in the country regarding justification of slavery and abolition.	<ul style="list-style-type: none">• 6.1.12.A.3.a How was Manifest Destiny reflected in domestic and international affairs?• 6.1.12.D.3.a How did the growing American system lead to the disenfranchisement of African Americans, women, and immigrants?• 6.1.12.D.3.d How did geographical expansion lead to growth in the fields of art and technology?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.3.a 6.1.12.A.3.b 6.1.12.A.3.c 6.1.12.A.3.e 6.1.12.A.3.g 6.1.12.D.3.c</p> <p>6.1.12.A.3.d 6.1.12.A.3.e</p> <p>6.1.12.A.3.f 6.1.12.A.3.i 6.1.12.D.3.d 6.1.12.D.3.e</p> <p>6.1.12.A.3.h 6.1.12.A.3.i 6.3.12.A.2</p> <p>6.1.12.C.3.a 6.1.12.C.3.b</p> <p>6.1.12.D.3.a 6.1.12.D.3.b</p>	<p>Students will know:</p> <ul style="list-style-type: none"> the influence of Manifest Destiny on early nineteenth century presidential policy, including the Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, Native American removal, nullification, and Missouri Compromise. how the Supreme Court increased the national government and promoted national economic growth and impacted Native American migration and removal. the successes and failures of the political, social, educational, and religious movements. the various rationales provided as a justification for slavery as well as the anti-slavery movement. how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation; how the wealth of natural resources relate to the economic development of the United States and to the quality of life of individuals. how expansion created opportunities for some and hardships for others by considering multiple perspectives including how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> analyze and interpret John Gast's <i>American Progress</i> painting and its relevance to Manifest Destiny (CP) by specifically identifying themes found in another popular art form during this era. (H). http://picturinghistory.gc.cuny.edu/item.php?item_id=180 link government policy to the corresponding Presidency by completing a graphic organizer displaying the connections (CP) then compare and contrast the policies between Presidents and infer reasons for the differences. map the movement and influential events of the Native American migration and removal process (CP) identifying the connections between migration and removal to presidential policies. (H). http://bc.barnard.columbia.edu/~lgordis/earlyAC/resources/indremtl.html http://www.jessicacrabtree.com/journal1/tag/indian-removal http://wps.ablongman.com/long_nash_ap_6/9/2316/592975.cw/index.html create persuasive presentations supporting either the slavery or anti-slavery position. (CP). Create persuasive presentations supporting both slavery and anti-slavery (H). Document Based Questions (DBQ) (H)

UNIT: IV - Civil War and Reconstruction

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• The Civil War changes the structure of American society.• Reconstruction led to advanced political and social reforms, creating a base for twentieth century America.• The issues that caused the American Civil War were not specific to America.	<ul style="list-style-type: none">• 6.12.12.A.4.a How did the causes, conflicts, and results of American Civil War affect the nation?• 6.1.12.D.4.c How did the American Civil War positively and negatively affect African Americans?• 6.1.12.B.4.b How did Reconstruction redesign the nation?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.4.a 6.3.12.A.1 6.3.12.C.1</p> <p>6.1.12.A.4.b 6.1.12.A.4.d</p> <p>6.1.12.A.4.c 6.1.12.B.4.a 6.1.12.C.4.c</p> <p>6.1.12.B.4.b 6.1.12.D.4.d 6.1.12.D.4.e</p> <p>6.1.12.C.4.a 6.1.12.C.4.b</p> <p>6.1.12.D.4.a</p> <p>6.1.12.D.4.b 6.3.12.A.2</p> <p>6.1.12.D.4.c</p>	<p>Students will know:</p> <ul style="list-style-type: none"> the ways in which prevailing attitudes, socioeconomic factors, and government actions, including the Fugitive Slave Act, the Dred Scott Decision, the division of North and South, and the issue of slavery led to the Civil War. how ideas in key documents, including the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address, and legislation, including the Thirteenth, Fourteenth and Fifteenth Amendments, contributed to demanding equality for all. the effect of political leadership, military strategies, technology and tactics on the overall outcomes of the American Civil War. the conflicting political, economic, and social perspectives on how to integrate African Americans into society during the Reconstruction period. the economics as a contributing factor of the Civil War in addition to the immediate and long-term effects of the Civil War on the economies of the North and South. the roles of African Americans who lived in Union and Confederate states during the Civil War. the impact of the American Civil War and the impact of a past or current civil wars in various countries in terms of the consequences for people's lives and work. the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> interpret music based on the events of the given time period by indicating and linking historical references to the lyrics (CP) and present other examples of media referencing historical events (H). http://www.pbs.org/wgbh/amex/brown/sfeature/song.html successfully complete a multi-cause single-effect chart indicating the causes of the Civil War (CP) and then rank and debate which causes were most profound (H). examine the founding documents along with the 13th, 14th, and 15th amendments, understand the writing, and interpret the documents for the indication of similarities in the demand for the same results (CP) and then indicate the successes and failures of those results (H). http://www.loc.gov/topics/americanhistory.php debate the viewpoints of both the North and the South on the multiple causes of the American Civil War, including worldwide perspectives. use visual media to enhance their understanding of multiple events in the American Civil War and present an analysis of their understandings (CP) and identify the biases in media depicting the Civil War (H). http://54thmass.org/ read, analyze, and interpret literature and successfully respond to open-ended questions (CP) Read, analyze, and interpret multiple pieces of literature and successfully respond to open-ended questions (H). link the American Civil War to any other example of civil war, past or present, through multiple forms of presentation (CP); give an example of Civil War and explain the American reaction through multiple forms of presentation (H). report on the changes, innovations, and ideas of Reconstruction by creating a multimedia piece (CP) or producing a term paper(H). Document Based Questions (DBQ) (H)

UNIT: V - The Development of the Industrial United States

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• The Industrial Age led to change in economic, social and political practices.• New technology served as a tool in American growth.• Present - day labor laws are a direct result of practices in the late nineteenth century Industrial Revolution.	<ul style="list-style-type: none">• 6.1.12.A.5.b How did new economic practices lead to big business, big money, and modern American ideas?• 6.1.12.C.5.a How did industrialization lead to modern business practices?• 6.1.12.D.5.c What are the social ramifications of an industrialized America?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.5.a 6.1.12.A.5.b 6.1.12.A.5.c 6.3.12.A.2</p> <p>6.1.12.B.5.a 6.1.12.B.5.b 6.1.12.C.5.b</p> <p>6.1.12.C.5.a 6.1.12.C.5.c 6.1.12.D.5.b 6.3.12.A.2</p> <p>6.1.12.D.5.a 6.1.12.D.5.c</p> <p>6.1.12.D.5.b</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • how industrial growth caused governmental reform, regulation and policy to provide stability in economic and social development. • how the Homestead Act and increased transportation led to expanded urbanization and economic development in the North, South, and West in the post-Civil War period. • the positive and negative impacts of the economic practices of corporations and monopolies, on the country, the economy of a nation, and the workers. • how government policies, public education, American values and other factors promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States in helping people meet their economic needs and expectations. • The various immigrants' experiences in American based on gender, race, ethnicity, and occupation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • complete a push-pull map indicating the migration patterns post-Reconstruction (CP) and identify the economic, social, and political ideals influencing the patterns (H). • construct advertisements for the inventions of the Industrial Revolution (CP) and create persuasive argument presenting the purpose of the invention in society (H). • identify facts and develop interferences by viewing images of child labor and the immigrant experience (CP) and reference modern examples (H). http://www.archives.gov/education/lessons/hine-photos/ http://www.path.coe.uh.edu/seminar2002/week2/immigrant_facts.html • create diagrams associating the ideals of big business to modern examples (CP) and explain changes in practices, policies and laws (H). • Document Based Questions (DBQ) (H)

UNIT: VI - The Emergence of Modern America: Progressive Reforms

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• Activism was a catalyst to changing American policy.• The rise of the industrial environment created the money market system in the late nineteenth century.• There is a direct link between the economic health of the individual and the economic health of the nation.	<ul style="list-style-type: none">• 6.1.12.A.6.a What led to the rise of economical, societal, and political activism?• 6.1.12.B.6.a What is the relationship between geography and industry?• 6.1.12.C.6.b What are the positive and negative effects of an inflated economic system?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.A.6.a</p> <p>6.1.12.A.6.b</p> <p>6.1.12.A.6.c</p> <p>6.1.12.D.6.c</p> <p>6.1.12.B.6.a</p> <p>6.1.12.B.6.b</p> <p>6.1.12.C.6.a</p> <p>6.1.12.C.6.b</p> <p>6.1.12.C.6.c</p> <p>6.3.12.C.1</p> <p>6.1.12.D.6.a</p> <p>6.1.12.D.6.b</p>	<p>Students will know:</p> <ul style="list-style-type: none"> the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. how women (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and African Americans (i.e., NAACP) organized to address injustice, inequality, legal rights (i.e., Nineteenth Amendment and Plessy v. Ferguson), and governmental policies. how geography played a role in gaining raw materials and increasing trade which led to the struggle between unregulated development and conservationism. what impact money, investment, credit, savings, debt and financial institutions had on the development of the nation and the individual citizen. the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late Nineteenth century in New Jersey and the United States. the similarities and differences of foreign policies of American presidents in the late Nineteenth century and how these presidents contributed to the United States becoming a world power. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> create a resource and conservation map to demonstrate geographical and economic understanding (CP) and develop an argument in support of conservationism (H). http://wps.ablongman.com/long_nash_ap_6/9/2316/592975_cw/index.html demonstrate their understanding of the impact, short and long-term, of the contributions of various activist organizations and people through presentations (CP), discussions and explanations (H). map the geographical and economic origins and the current standing of a local area (CP) and then predict future changes (H). understand and design a big business model by applying the knowledge and comprehension of economic development, labor relations, supply and demand, use of technology, and big business practice (CP) and respond to possible future situations affecting the business (H). Document Based Questions (DBQ) (H)

UNIT: VII - The Emergence of Modern America: World War I

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• The growing interdependency of nations in a modern world.• Media becomes a tool to sway public opinion.• Social issues play a significant role as catalysts for war.	<ul style="list-style-type: none">• 6.1.12.B.7.a What led to the outbreak of World War I?• 6.1.12.D.7.b How did media influence public opinion?

NJCCCS	KNOWLEDGE	SKILLS
<p>6.1.12.B.7.a</p> <p>6.1.12.D.7.b</p> <p>6.1.12.D.7.c</p> <p>6.3.12.C.1</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • how global competition by nations for land and resources led to increased militarism. • the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I. • the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • analyze and interpret political cartoons (CP) and present similar modern examples (H). http://ww1propaganda.com/ • place events in chronological order and describe how each form of government and ideology was formed (CP); debate which cause was the primary instigator (H). • Document Based Questions (DBQ) (H)

Pacing Chart
Units I - VII
Grade: 10

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
September-October	Colonization and Settlement	Columbian Exchange Model, Mapping, and Presentation Colonial “eHarmony” Profile	www.loc.gov John Gast – “American Progress” www.americaslibrary.gov http://www.floridahotteachers.org/File%20Cabinet/Checks%20and%20Balances.pdf www.usconstitution.net/const.html www.constitution.org/afp/afphcron http://bc.barnard.columbia.edu/~lgordis/earlyAC/resources/indremtl.html http://www.jessicacrabtree.com/journal1/tag/indian-removal http://www.pbs.org/wgbh/amex/brown/sfeature/song.html http://www.archives.gov/education/lessons/hine-photos/ http://www.path.coe.uh.edu/seminar2002/week2/immigrant_facts.html http://ww1propaganda.com/ http://web001.greece.k12.ny.us/academics.cfm?subpage=29694#Migration%20of%20People%2008.08
October-November	Revolution and the New Nation	Declaration of Independence Re-write Federalists versus Anti-Federalist Paper and Debate	
November-January	Expansion and Reform	Historical Music Evaluation and Presentation Slavery and Anti-Slavery “Rally” and Debate	
February-March	Civil War and Reconstruction	North versus South – Causes of the Civil War Research Paper and Debate Gettysburg Re-write or Presentation	
March-April	The Development of the Industrial United States	Late Nineteenth Century Invention/Innovation Advertisement Push-Pull Map	

			<p><i>Memoir and Poems of Phillis Wheatley</i> by Phillis Wheatley</p> <p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <p><i>Killer Angels</i> by Michael Shaara</p> <p><i>The Gangs of New York</i> by Herbert Asbury</p> <p><i>The Clansmen</i> by Thomas Dixon Jr.</p> <p><i>Common Sense</i> by Thomas Paine</p> <p><i>Gettysburg: A Testing of Courage</i> By Noah Andre Trudeau</p>
April-May	The Emergence of Modern America	Business Model Creation Comparative “Time Travel” Map	
May-June	The Emergence of Modern America: World War I	Propaganda Creation Four Causes of WWI Presentation	