

Hillside Township School District

# **Sheltered US History I**

**Grades 10, 11 ESL**

**Curriculum Contributors:**

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**Board of Education Approved:**

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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**

| <b>ENDURING UNDERSTANDINGS</b>  |  | <b>ESSENTIAL QUESTIONS</b>  |
|---|--|---|
| <ul style="list-style-type: none"> <li>✓ European settlements led to the development of the American identity.</li> <li>✓ Geography, resources, and entrepreneurship are the foundations of American economy.</li> <li>✓ Colonial government and economic practices led to the foundation of American society.</li> </ul> |  | <ul style="list-style-type: none"> <li>✓ How did the various European settlements impact the regional American heritage?</li> <li>✓ How did the diverse geography affect the economic, social, and political development of early North American colonies?</li> <li>✓ What are the positive and negative effects of North American settlement on the indigenous people, lower-class Europeans, and African culture?</li> </ul>  |
| <b>NJCCCS</b>   | <b>KNOWLEDGE</b>   | <b>SKILLS</b>   |
| <b>WIDA – Standard 5 – Language of Social Studies</b><br>6.1.12.A.1.a<br><br>6.1.12.A.1.b<br>6.1.12.C.1.b<br><br>6.1.12.B.1.a<br>6.1.12.C.1.a<br>6.1.12.C.1.b<br><br>6.1.12.C.1.b<br>6.1.12.D.1.a   | <b>Students will know:</b><br><br>How British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.<br><br>How gender, property ownership, religion, and legal status affected political rights and social standings.<br><br>How regional geographic variations, economic ideas, mercantilism, capitalism, resources, and entrepreneurship led to economic development in the new world.<br><br>The roles of indentured servants, African slaves, immigrant labor and Native Americans in early American development.<br><br>How colonial government and economic practices became developers | <b>Students will be able to:</b><br><br><b>Timeline:</b> Develop a timeline to show the duration of the slave trade and its participants.<br><br><b>Map Skills:</b> Identify and label the thirteen colonies on a map and describe the various economies and resources in each.<br><br><b>Journal Entry:</b> Organize the differences and similarities of the different colonial workers using a graphic organizer.<br><br><b>Cooperative Learning Pairs:</b> Present a new colony. Decide the name of the colony and how it would be governed. Create a compact that lists and describes each of the laws of the colony. |

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| 6.3.12.A.1<br>6.3.12.C.1 | of early American society. |  |
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## **UNITII: Revolution and the New Nation**

| <b>ENDURING UNDERSTANDINGS</b>  |   | <b>ESSENTIAL QUESTIONS</b>  |
|---|---|---|
| <ul style="list-style-type: none"> <li>✓ A new American identity led to the creation of an independent nation.</li> <li>✓ Varied opinions and viewpoints on government and law formed the American political system.</li> <li>✓ The Constitution of the United States provides the rules of government and rights of citizens.</li> </ul> |   | <ul style="list-style-type: none"> <li>✓ How did the Revolutionary War empower America to develop as an enduring country?</li> <li>✓ How do the founding documents reflect the independent American identity?</li> <li>✓ How did the Native Americans, African Americans, and women play a role in early American formation?</li> </ul>   |
| <b>NJCCCS</b>   | <b>KNOWLEDGE</b>  | <b>SKILLS</b>   |
| 6.1.12.A.2.a<br>6.1.12.A.2.b<br>6.1.12.A.2.c<br>6.1.12.D.2.b<br>6.3.12.A.1<br>6.3.12.D.1<br><br>6.1.12.A.2.d<br>6.1.12.D.2.b<br>6.3.12.D.1<br><br>6.1.12.A.2.e<br><br>6.1.12.A.2.f<br><br>6.1.12.B.2.a<br>6.1.12.B.2.b  | <p><b>Students will know:</b></p> <p>The origins and the creations of American laws and rights through the Declaration of Independence, Constitution, Bill of Rights, New Jersey 1776 State Constitution, and other primary documents.</p> <p>The similarities and differences in the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.</p> <p>How judicial review made the Supreme Court an influential branch of government and assess the continuing impact of the Supreme Court today.</p> <p>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.</p> <p>How regional differences affected domestic and international affairs including the Great Compromise, Northwest Ordinance, and European</p> | <p><b>Students will be able to:</b></p> <p><b>Writing Assignment:</b> Distinguish between the Declaration of Independence and the U.S. Constitution. In a paragraph form, decide which more has had a greater impact on the lives of immigrants.</p> <p><b>Graphic Organizer:</b> Create a chart of the role and responsibilities of the system of Checks and Balances.</p> <p><b>Map Skills:</b> Identify on a map regions that were a focus when the United States became a nation, such as, the Northwest Territory, the relocation of the nation's capital and Three-Fifths Compromise.</p> <p><b>Cooperative Learning Groups:</b> Role-play either a federalist or anti-federalist. Describe and defend your views about the ratification of the Constitution.</p> |

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| 6.1.12.D.2.c   | affairs of the time period.   |  |
| 6.1.12.C.2.a<br>6.1.12.C.2.b                                 | The effects of inflation, debt, and profiteering as direct results of the financing problems of the American Revolutionary War. |  |
| 6.1.12.D.2.a<br>6.1.12.D.2.b<br>6.1.12.D.2.d<br>6.1.12.D.2.e | The roles of African Americans, Native Americans, and women during and after the American Revolution.                           |  |

### **UNIT III: Expansion and Reform**

| ENDURING UNDERSTANDINGS   |  | ESSENTIAL QUESTIONS  |
|---|--|--|
| <ul style="list-style-type: none"> <li>✓ Manifest Destiny is a driving force in the American ideals.</li> <li>✓ The growing American system created the disenfranchised.</li> <li>✓ During American expansion there was a rapid advancement in arts and technology.</li> <li>✓ There was a growing division in the country regarding justification of slavery and abolition.</li> </ul> |  | <ul style="list-style-type: none"> <li>✓ How was Manifest Destiny reflected in domestic and international affairs?</li> <li>✓ How did growing American system lead to the disenfranchisement of African Americans, women, and immigrants?</li> <li>✓ How did geographical expansion lead growth in the fields of arts and technology?</li> </ul>   |
| NJCCCS  | KNOWLEDGE  | SKILLS   |
| <p>6.1.12.A.3.a<br/>6.1.12.A.3.b<br/>6.1.12.A.3.c<br/>6.1.12.A.3.e<br/>6.1.12.A.3.g<br/>6.1.12.D.3.c</p> <p>6.1.12.A.3.d<br/>6.1.12.A.3.e</p> <p>6.1.12.A.3.f<br/>6.1.12.A.3.i<br/>6.1.12.D.3.d<br/>6.1.12.D.3.e</p> <p>6.1.12.A.3.h<br/>6.1.12.A.3.i<br/>6.3.12.A.2</p>  | <p><b>Students will know:</b></p> <p>The influence of Manifest Destiny on early nineteenth century presidential policy, including the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, Native American removal, nullification, and Missouri Compromise.</p> <p>How the Supreme Court increased the national government and promoted national economic growth and impacted Native American migration and removal.</p> <p>The successes and failures of the political, social, educational, and religious movements.</p> <p>The various rationales provided as a justification for slavery as well as the anti-slavery movement.</p> | <p><b>Students will be able to:</b></p> <p><b>Graphic Organizer:</b> Outline important inventions in the early 1800s that made an impact on the life of American workers.</p> <p><b>Map Skills:</b> Map the movements of the Native American migration and removal process.</p> <p><b>Journal Entry:</b> In paragraph form, describe the life of a Chinese immigrant living in the United States. Compare their life to your own and include reasons why you left your homeland.</p> <p><b>Cooperative Learning Pairs:</b> Create a poster encouraging people to attend the Seneca Falls Convention.</p> |

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| 6.1.12.C.3.a<br>6.1.12.C.3.b | 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. |  |
| 6.1.12.D.3.a<br>6.1.12.D.3.b | 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.   |  |

## UNIT IV: Civil War and Reconstruction

| ENDURING UNDERSTANDINGS  |   | ESSENTIAL QUESTIONS   |
|--|---|---|
| <ul style="list-style-type: none"> <li>✓ The Civil War changes the structure of American society.</li> <li>✓ Reconstruction led to advanced political and social reforms, creating a base for twentieth century America.</li> <li>✓ The issues that caused the Civil War are not specific to America.</li> </ul> |   | <ul style="list-style-type: none"> <li>✓ How do the causes, conflicts, and results of civil war affect the nation?</li> <li>✓ How did the Civil War positively and negatively affect African Americans?</li> <li>✓ How did Reconstruction redesign the nation?</li> </ul>   |
| NJCCCS   | KNOWLEDGE   | SKILLS  |
| <p>6.1.12.A.4.a<br/>6.3.12.A.1<br/>6.3.12.C.1</p> <p>6.1.12.A.4.b<br/>6.1.12.A.4.d</p> <p>6.1.12.A.4.c<br/>6.1.12.B.4.a<br/>6.1.12.C.4.c</p> <p>6.1.12.B.4.b<br/>6.1.12.D.4.d<br/>6.1.12.D.4.e</p> <p>6.1.12.C.4.a<br/>6.1.12.C.4.b</p>  | <p><b>Students will know:</b></p> <p>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.</p> <p>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.</p> <p>The effect of political leadership, military strategies, technology and tactics on the overall outcomes of the Civil War.</p> <p>The effects of population shifts during the Reconstruction period on economic, social, and political perspectives towards African Americans and immigrants.</p> <p>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.</p> | <p><b>Students will be able to:</b></p> <p><b>Map Skills:</b> Using a map, describe in one/two paragraphs how the Anaconda Plan used geography to try to defeat the South.</p> <p><b>Graphic Organizer:</b> Complete a chart indicating the causes of the Civil War.</p> <p><b>Journal Entry:</b> From the standpoint of either the North or South, debate if <i>total war</i> is fair.</p> <p><b>Independent Assignment:</b> Read, analyze, and interpret literature and successfully respond to open-ended questions.</p> <p><b>Writing Assignment:</b> Evaluate the most significant change, innovation, and/or idea of Reconstruction in a short essay.</p> |

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| 6.1.12.D.4.a               | The roles of African Americans who lived in Union and Confederate states during the Civil War.  |  |
| 6.1.12.D.4.b<br>6.3.12.A.2 | 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. |  |
| 6.1.12.D.4.c               | The debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.                            |  |

## **UNIT V: The Development of the Industrial United States**

| <b>ENDURING UNDERSTANDINGS</b>  |   | <b>ESSENTIAL QUESTIONS</b>  |
|---|---|---|
| <ul style="list-style-type: none"> <li>✓ The Industrial Age led to change in economic, social and political practices.</li> <li>✓ New technology served as a tool in American growth.</li> <li>✓ Present day labor laws are a direct result of practices in the late nineteenth century Industrial Revolution.</li> </ul> |   | <ul style="list-style-type: none"> <li>✓ How did new economic practices lead to big business, big money, and modern American ideas?</li> <li>✓ How is industrialization a representation of America as a world power?</li> <li>✓ How did industrialization lead to modern business practices?</li> <li>✓ What are the social ramifications of an industrialized America?</li> </ul>   |
| <b>NJCCCS</b>   | <b>KNOWLEDGE</b>  | <b>SKILLS</b>   |
| <p>6.1.12.A.5.a<br/>6.1.12.A.5.b<br/>6.1.12.A.5.c<br/>6.3.12.A.2</p> <p>6.1.12.B.5.a<br/>6.1.12.B.5.b<br/>6.1.12.C.5.b</p> <p>6.1.12.C.5.a<br/>6.1.12.C.5.c<br/>6.1.12.D.5.b<br/>6.3.12.A.2</p> <p>6.1.12.D.5.a<br/>6.1.12.D.5.c</p>  | <p><b>Students will know:</b></p> <p>How industrial growth caused governmental reform, regulation and policy to provide stability in economic and social development.</p> <p>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.</p> <p>The positive and negative impacts of the economic practices, corporations and monopolies, on the practices of a nation, the economy of a nation, and the workers.</p> <p>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.</p> | <p><b>Students will be able to:</b></p> <p><b>Map Skills:</b> Trace a map that indicates the migration pattern of Homestead Act and transcontinental railroads.</p> <p><b>Graphic Organizer:</b> Complete a chart that lists inventions and inventors and the year of the invention. Write a paragraph on what two ways did inventions change the lives of Americans.</p> <p><b>Journal Entry:</b> Identify facts and reflect in a journal after viewing images of child labor and the immigrant experience.</p> <p><b>Cooperative Learning Group:</b> In a debate format, two groups will engage in a meeting regarding workers' wages. One group is union workers at a steel mill. The second group is the steel mill managers. Have a meeting to debate the mill's decision to lower workers' wages.</p> |

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| 6.1.12.D.5.b | How varying immigrants' experiences to gender, race, ethnicity, or occupation. |  |
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## **UNIT VI: The Emergence of Modern America: World War I**

| ENDURING UNDERSTANDINGS  | ESSENTIAL QUESTIONS  |
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| <ul style="list-style-type: none"> <li>✓ Activism was a catalyst to changing American policy.</li> <li>✓ The rise of the industrial environment created the money market system in the late nineteenth century.</li> <li>✓ There is a direct link between growing economy and individual and national finance.</li> <li>✓ The growing interdependency of nations in a modern world.</li> <li>✓ Media becomes a tool to sway public opinion.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ What led to the rise of activism becoming involved in economics, society and politics?</li> <li>✓ What is the relationship between geography and industry?</li> <li>✓ What are the positive and negative effects of an inflated economic system?</li> <li>✓ What led to the outbreak of World War I?</li> <li>✓ How does media influence public opinion?</li> </ul> |
| <p>CPIs:</p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Timelines</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Vocabulary</li> <li>• Physical global map/Map Skills</li> <li>• Homework</li> <li>• Cooperative Learning Groups/Pairs</li> <li>• Journal Entries</li> <li>• Independent Assignments</li> <li>• Writing Assignments (amount and intensity will vary depending on the skills of students)</li> </ul> <p>*(Tests and quizzes will consist, but not limited to multiple choice, open-ended questions, and an essay component)</p> |  |

| NJCCCS   | KNOWLEDGE  | SKILLS   |
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| <p>6.1.12.A.6.a</p> <p>6.1.12.A.6.b<br/>6.1.12.A.6.c<br/>6.1.12.D.6.c</p> <p>6.1.12.B.6.a<br/>6.1.12.B.6.b<br/>6.1.12.B.7.a</p> <p>6.1.12.C.6.a<br/>6.1.12.C.6.b<br/>6.1.12.C.6.c<br/>6.3.12.C.1</p> <p>6.1.12.D.6.a</p> <p>6.1.12.D.6.b</p> <p>6.1.12.D.7.b</p> | <p><b>Students will know:</b></p> <p>The effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>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 government policies.</p> <p>How geography played a role in gaining raw materials increasing trade which led to the struggle between unregulated development and conservationism.</p> <p>The effects of increased labor on economic opportunities such as investment, credit, savings, and debt as a result of industrial output and developing financial institutions.</p> <p>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.</p> <p>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> <p>The extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.</p> | <p><b>Students will be able to:</b></p> <p><b>Journal Entry:</b> Reflect in a journal entry on the meatpacking industry describe by Upton Sinclair’s <i>“The Jungle.”</i></p> <p><b>Homework:</b> Write a letter to the state government stating why you think women should have the right to vote.</p> <p><b>Timeline:</b> Complete a time-line of United States expansion from 1890-1915</p> <p><b>Map Skills:</b> Locate Panama on a map. List reasons for and against choosing the Isthmus of Panama as the place for a canal.</p> <p><b>Independent Assignment:</b> Analyze and complete questions from posters displaying propaganda.</p> <p><b>Graphic Organizer:</b> Create a chart that describes how each form of government and ideology was formed and where it was located.</p> |

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| 6.1.12.D.7.c | The factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. |  |
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**Pacing Chart**  
**Unit** \_\_\_\_\_  
**Grade: 10**

| <b>TIME FRAME</b>     | <b>TOPIC</b>                     | <b>PERFORMANCE TASKS<br/>ACTIVITIES/PROJECTS<br/>ASSESSMENTS</b>   | <b>RESOURCES/INTERDISCIPLINARY CONNECTIONS</b>   |
|-----------------------|----------------------------------|--|--|
| September-<br>October | Colonization and<br>Settlement   | Create and present a pamphlet to attract people to live in one the 13 colonies.  | <a href="http://www.eduplace.com/ss/maps/pdf/colonies_nl.pdf">http://www.eduplace.com/ss/maps/pdf/colonies_nl.pdf</a><br><br><a href="http://www.abcteach.com/directory/researchreports/graphic_organizers/venn_diagrams/">http://www.abcteach.com/directory/researchreports/graphic_organizers/venn_diagrams/</a><br><br><a href="http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html">http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html</a><br><br><a href="http://www.usconstitution.net/const.html">http://www.usconstitution.net/const.html</a><br><br><a href="http://bc.barnard.columbia.edu/~lgordis/earlyAC/resources/indremtl.html">http://bc.barnard.columbia.edu/~lgordis/earlyAC/resources/indremtl.html</a><br><a href="http://www.jessicacrabtree.com/journal1/tag/indian-removal">http://www.jessicacrabtree.com/journal1/tag/indian-removal</a><br><a href="http://wps.ablongman.com/long_nash_ap_6/9/2316/592975.cw/index.htm">http://wps.ablongman.com/long_nash_ap_6/9/2316/592975.cw/index.htm</a><br><br><a href="http://www.archives.gov/education/lessons/hine-photos/">http://www.archives.gov/education/lessons/hine-photos/</a><br><a href="http://www.path.coe.uh.edu/seminar2002/week2/immigrant_facts.html">http://www.path.coe.uh.edu/seminar2002/week2/immigrant_facts.html</a><br><br><a href="http://ww1propaganda.com/">http://ww1propaganda.com/</a><br><br><a href="http://www.uscis.gov">http://www.uscis.gov</a><br><br>“The Jungle,” Sinclair, Upton |
| October-<br>November  | Revolution and the<br>New Nation | Create and present a poster of the most important right guaranteed by the United States Constitution. Use pictures, drawings and words to express why this right is so important. Also, include it this is a right that people have in your native country or is it one that is desired. |  |
| November-<br>January  | Expansion and<br>Reform          | Chose and outline a state on poster board. Include the state’s education laws. For example, attendance policy, age requirements, number of days in school, graduation requirements, etc.   |  |
| February-<br>March    | Civil War and<br>Reconstruction  | Create a front page of a newspaper that describes or reflects Freedmen’s Bureau, the fifteen Amendment and poll taxes.   |  |
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| March-May | The Development of the Industrial United States | On a poster board, design help-wanted ads for these jobs: railroad worker, soldier, cowhand, miner, and farmer. Make the jobs sound exciting, not difficult or dangerous. |  |
| May-June  | The Emergence of Modern America: World War I    | As a news reporter, create and present a 2-3 minute script that describes the United States entry in World War I and the reaction of American citizens.                   |  |
|           |   |   |  |