



# Nutley Public Schools

## Social Studies Grade 10 United States History

Unit 1: Colonization and Revolution (1600 - 1783)	
Summary and Rationale	
<p>The period of early English colonization through the growth of Revolutionary sentiment and the conclusion of the American Revolution provide the foundation for a distinctly American period of history. The American Revolution is a direct result of the characteristics of colonial development and the changing relationship of the colonies with imperial government. Recognizing the ideals of the founding and how they evolved over the course of the Revolutionary period is as important for future American developments as the cultural, economic, political, and social characteristics of the era. This unit is structured to examine the ideals of the founding and how they evolved into revolutionary sentiment. The development of the colonies culturally, economically, politically, and socially will be examined to provide a complete picture of what the colonies were and the characteristics of how the republic was formed. The Revolution will be assessed as the tumultuous conflict that it was, rife with internal discontent as the fledgling Continental Army and Congress struggled to achieve independence. The aftermath of the Revolution will be studied as the triumphant and chaotic period that it was as American politicians with competing ideologies defined the Revolutionary cause and results differently.</p>	
Recommended Pacing	
20 Days (September) (42 minutes per period)	
Standards	
2014 NJ Student Learning Standards for Social Studies	
<i>CPI</i>	<i>CPI Description</i>
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.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
6.1.12.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.
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.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> <li>How do questions reflect enduring issues in a particular field?</li> </ul>	<ul style="list-style-type: none"> <li>Economics</li> <li>Geography</li> <li>Civics</li> <li>History</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> <li>Why is it important to use multiple sources when researching a period or event in history?</li> <li>What do various sources indicate about the bias of the writers?</li> </ul>	<ul style="list-style-type: none"> <li>How can sources and data be used to aid in writing explanations in a way that demonstrates sound reasoning, correct sequence while identifying weaknesses in argument?</li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
(Indicator #)	<ul style="list-style-type: none"> <li>Indicator Text</li> </ul>
D1.1.9-12	<ul style="list-style-type: none"> <li>Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.5.9-12	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Geo.4.9-12	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.6.9-12	<ul style="list-style-type: none"> <li>Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
D2.Geo.12.9-12	<ul style="list-style-type: none"> <li>Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> </ul>
D2.His.1.9-12	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D3.1.9-12	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.3.9-12	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D4.2.9-12	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>
<b>Common Core Standards</b>	
<u>CCR</u>	<u>CCR Description</u>
CCR #	CCR text
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display

	information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Common Core Standards Alignment**

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

**Interdisciplinary Connections**

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

**Integration of Technology**

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

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**Instructional Focus**

**Enduring Understanding(s)**

- The movement of people, ideas, and goods has a profound influence on a society.
- Colonies frequently develop different social and political systems from their mother country.
- The roots of representative government as well as people’s political and religious freedoms and rights were defined and developed during the colonial era.
- The War for American Independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Great Britain’s centralization policies and practices toward its 13 colonies.
- The key principles of the Declaration of Independence have become the fundamental and unifying ideas of American democracy and society.

**Essential Questions**

- Is America a land of opportunity?
- Did geography greatly affect the development of colonial America?
- Does a close relationship between church and state lead to a more moral society?
- To what extent has Puritanism shaped American values?
- To what extent was colonial America a democratic society?
- Was slavery the basis of freedom in colonial America?

- Did Great Britain lose more than it gained from its victory in the French and Indian War?
- Were the colonists justified in resisting British policies after the French and Indian War?
- Was the American War for Independence a revolt against taxes? (...inevitable?)
- Would you have been a revolutionary in 1776?
- To what extent did the Declaration of Independence establish the foundation of American government?

#### Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- American in the World
- Environment and Geography - Physical and Human
- Ideas, Beliefs, and Culture

#### Suggested Inquiries:

- Were the American colonies free?
- Did the outcome of American Revolution embody the ideals of the Declaration of Independence?
- What are the characteristics of a successful revolution?
- How did the colonial experience inform the course of the American Revolution?
- What are the characteristics of a free society?
- How can we use the fallout of the American Revolution to understand the contemporary dissolution of empires/nation-states?

#### Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Essay (Research - Range of Resources)
- DBQ (Problem Solving - Use of Information)
- Project-based learning (Collaboration - Working Cooperatively)
- Document-based multiple choice questions (Problem Solving - Approach to Solving)
- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/Harkness Table - (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders)

#### Objectives

##### Students will know or learn

- How “American” political, religious, and social institutions emerged in the English colonies over time.
- The short-term and long-range causes of the American Revolution.
- The key principles articulated in the Declaration of Independence and their ongoing significance in the development of American government and society.
- The impact of the American Revolution on different social groups, including African Americans, Native Americans, women, loyalists, farmers, artisans, etc..

##### Students will be able to:

- Analyze and assess the role of religious beliefs and motivations in the development of colonial government.
- Analyze and assess the short-term and long-range causes of the American Revolution.
- Compare the arguments advanced by defenders and opponents of the British imperial policy on the traditional rights of English people and the legitimacy of policies which required the colonists to pay a greater share of the costs of empire.
- Analyze the impact of Enlightenment ideas such as natural rights, social contract, and popular sovereignty on the American Revolution.
- Explain and evaluate how the American colonists won the War of American Independence against superior

British military and resources.

- Analyze and assess the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states.

### Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

### Integration

#### Technology Integration and Use of Data

- iPad Research
- Chromebook/MacBook Collaboration/Research
- Google Classroom Connectivity
- Schoology Discussion
- Presentation Technologies
- Performance Matters Writing skill analysis

#### Writing Integration

- Argumentative Writing
- Informative Writing
- Research-based Writing

#### Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

### Suggested Resources

- Regular integration of primary and secondary source documents into classroom instruction.
- Foner, Eric. *Give Me Liberty!*
- *DBQ Project*

## Unit 2:

### Constitution and Early Republic (1783 - 1828)

#### Summary and Rationale

The Constitution and Early Republic stand alone as America's first experience with republican self-government. Reflecting on the aftermath of the Revolutionary War, this unit will examine the process of drafting the Constitution, the components of the Constitution, and the enduring debates these components have engendered. Additionally, the growing partisanship of the Early Republic will be used a lens through which the precedents of America's first few presidential administrations will be examined. As America struggled to reconcile competing visions for the nation while finding its economic footing amid international turmoil, the foundations of government found a way. This unit will explore how the American people grew to understand themselves as an independent nation while working to find an identity through the Constitution, regional economic development, and competing visions of America's ideal international partner. The unit will also question the status of republicanism and democracy in America. The Early Republic was as much a story of the triumph of democratic-republicanism but also the United States' efforts to define how this new order would apply to an ethnically, economically, and regionally diverse population.

#### Recommended Pacing

40 Days (October and November) (42 minutes per period)

#### Standards

<b>2014 NJ Student Learning Standards for Social Studies</b>	
<u>CPI</u>	<u>CPI Description</u>
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.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.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
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.A.2.e	Examine 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.
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.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
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.
<b>C3 Framework Inquiry Arc</b>	
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**Common Core Standards Alignment**

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Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
•		
<b>Instructional Focus</b>		
<b>Enduring Understanding(s)</b>		
<ul style="list-style-type: none"> <li>• In the original Constitution three population groups were identified and defined as inhabitants of the United States: (a) “free persons” who enjoyed citizenship rights and “Blessings of Liberty,” (b) “other persons” who included people that were either enslaved (slaves) or imprisoned (criminals) and therefore denied political and civil rights, and (c) “Indians” who were treated as members of independent tribes and not part of the American body politic.</li> <li>• The United States Constitution and the Bill of Rights were designed to provide a framework for the American system of government while also protecting individual rights.</li> <li>• Debates about individual rights, states’ rights, and Federal power shaped the development of the political institutions and practices of the new Republic.</li> <li>• Compromise by the convention delegates was essential in designing and developing a new plan of government, the United States Constitution, for the new nation. (Virginia Plan vs. New Jersey Plan)</li> <li>• The fundamental principles of the Constitution, including popular sovereignty, limited government, Federalism, separation of powers, and checks and balances, have provided the foundation for American democracy and freedom.</li> <li>• The Constitution of the United States has become a “living document” because it has been adapted successfully to changing situations over time through the amending process and new interpretations.</li> <li>• The leadership and policies of the first presidents established the foundation and political precedents not only for their times but also for the future development of the United States.</li> <li>• Different views on the proper role of the Federal government and different interpretations (“Loose” vs. “Strict”) of the Constitution led to the formation of the first political parties and the development of intense election campaigns which have become part of the American political tradition.</li> <li>• The Louisiana Purchase had a significant impact on the growth of American nationalism and sectionalism, the lives of Native Americans, and popular pursuit of America’s “Manifest Destiny.”</li> <li>• The impact of war on the American people can promote national unity and sectional divisions. (Case Study: War of 1812)</li> <li>• The individual beliefs of elected officials can have far reaching impact on a culture and economy.</li> </ul>		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• Could the Constitution have been written without compromise?</li> <li>• Does our state or federal government have a greater impact on our lives? (Federalism)</li> <li>• Does the system of checks and balances provide us with an effective government?</li> <li>• Is a strong Federal system the most effective government for the United States? Is the Constitution a</li> </ul>		



living document? (Amendment process, elastic clause, judicial interpretation, legislative modifications, etc.)

- Was George Washington's leadership "indispensable" in successfully launching the new Federal government?
- Should the United States fear a national debt? (financial problems of a new nation and Hamilton's financial plan)
- Whose ideas were best for the new nation, Hamilton's or Jefferson's?
- Are political parties good for our nation? (Federalists v. Democratic/Republicans)
- Should the United States seek alliances with other nations?
- Should the political opposition have the right to criticize a president's foreign policy?
- Is the suppression of public opinion during times of crisis ever justified?
- Should we expect elections to bring about revolutionary changes? (Presidential Election of 1800)
- Is economic coercion an effective method of achieving our national interest in world affairs?
- Should the United States fight to preserve the right of its citizens to travel and trade overseas?
- To what extent does war cause national prosperity?

#### Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- American in the World
- Environment and Geography - Physical and Human
- Ideas, Beliefs, and Culture

#### Suggested Inquiries:

- How can the spirit of compromise at the Constitutional Convention help us assess current congressional debates and incidences of government gridlock?
- Did the Constitution expand upon or impede the achievements of the American Revolution?
- How have debates over federal and state power evolved since the Constitution was written?
- As debates over Constitutional interpretation evolved during the early republic, how can we assess the contemporary state of the Constitution?
- Have political parties enabled or inhibited popular participation in government? Have political parties helped or hindered the republic?
- Using the experiences of the presidencies of the early republic, how can we assess the impact of foreign policy and foreign events on the United States?
- Based on the controversies of the eras of Good Feeling and Manifest Destiny, how can we assess the role of government in helping Americans prosper?

#### Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Essay (Research - Range of Resources)
- DBQ (Problem Solving - Use of Information)
- Project-based learning (Collaboration - Working Cooperatively)
- Document-based multiple choice questions (Problem Solving - Approach to Solving)
- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/Harkness Table - (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders))

#### Objectives

Students will know or learn

- The achievements and shortcomings of the Articles of Confederation.
- The major compromises of the Constitution by the delegates at the convention to enable its

ultimate ratification.

- The fundamental structural and operational principles of the Constitution, including popular sovereignty, limited government, Federalism, separation of powers, and checks and balances.
- The guarantees of the Bill of Rights and its continuing significance contemporary American society.
- The influential roles of ideology and interest in the creation and ratification of the Constitution.
- The Federal system whereby specific governmental powers have been enumerated for the Federal government, the remaining powers have been reserved for the states, and some powers are concurrently shared by both levels of government.
- How the Constitution of the United States, with its “Bill of Rights,” has become a “living document” because it has been adapted successfully to changing situations through the amending process and new judicial interpretations.
- The issues, principles, and political differences (John Adams and Alexander Hamilton v. Thomas Jefferson and James Madison) that led to the development in the first political parties.
- The problems, policies, and achievements of President George Washington’s administration.
- The influence and impact of the French Revolution on American politics.
- The influence of the French Revolution on American politics (Transition from the presidencies of Washington and Adam to Jefferson and Madison).
- The problems, policies, and achievements of President Thomas Jefferson’s administration, especially the Louisiana Purchase and the Embargo Act.
- The causes and important results of the War of 1812 and the extent to which this war should be viewed as a Second American Revolution.
- The pivotal impact that the Monroe Doctrine has had on American foreign policy in the 19th and 20th centuries. How religion affected the political decisions made during this time period.
- That the development of a market economy changed American households.

Students will be able to:

- Explain the achievements and the shortcomings of the Articles of Confederation and evaluate if the first central government of the United States needed to be reformed or replaced.
- Analyze and assess the important role of economics and states’ interests in the delegates’ designing the Constitution.
- Analyze and assess the differences among the states' positions and the need for compromise in achieving a single binding document.
- Analyze, assess, and compare the major principles and ideas of the Declaration of Independence, the Constitution and the Bill of Rights.
- Explain and evaluate the conflict (class/regional interests) in ratification and its relationship to The Federalist Papers and the Bill of Rights.
- Explain and evaluate how the Constitution, including the Bill of Rights, has developed into a “living document” with significant impact on students’ life today.
- Analyze the varying views of Jefferson v. Hamilton on the role, powers, and policies of the Federal government and assess whether the Federalists or the Democratic-Republicans had the best economic and political ideas and policies for the early Republic.
- Analyze and assess the reasons for the formation of early political parties and their role in a newly functioning government.
- Explain and evaluate the political formation of the nation through the study of attitudes and actions of the first two presidents; Washington and Adams, noting the importance of the precedents set in making the new government function.
- Analyze and assess the extent to which the Alien and Sedition Acts violated citizens’ rights.

- Explain and evaluate the political formation of the nation through the study of attitudes and actions of the Democratic Republican Presidents: Jefferson, Madison, and Monroe, noting the importance of the precedents set in making the new government function.
- Analyze and assess the causes and results of the War of 1812 (market economy, nationalism, psychological and territorial Independence, etc.).
- Analyze and assess the original concept and long-term implications of the Monroe Doctrine on American foreign policy in the 19th and 20th centuries

#### **Modifications**

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

#### **Integration**

##### **Technology Integration and Use of Data**

- iPad Research
- Chromebook/MacBook Collaboration/Research
- Google Classroom Connectivity
- Schoology Discussion
- Presentation Technologies
- Performance Matters Writing skill analysis

##### **Writing Integration**

- Argumentative Writing
- Informative Writing
- Research-based Writing

##### **Competencies**

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

#### **Suggested Resources**

- Regular integration of primary and secondary source documents into classroom instruction.
- Foner, Eric. *Give Me Liberty!*
- *DBQ Project*

### **Unit 3: Expansion, Reform, Civil War, and Reconstruction (1828 - 1877)**

#### **Summary and Rationale**

As the United States marched westward, sectional tension grew to be a national concern. The frontier spirit and allure of Manifest Destiny drove Americans westward resulting in the continued redefinition of freedom as the population drew further from traditional seats of power. The growing population and succession of territories petitioning for statehood grew into a national controversy as the issue of slavery entered the Congressional discussion once again. As sectional tension increased over the issue of westward expansion and the emerging voice/growing militancy of various reform movements, the country was propelled to the brink of disunion. Though a small portion of the population, abolitionists formed occasional alliances with other social reformers to ensure that the true horrors of slavery would become apparent to regular Americans. Isolating the evolution of the major causes of the Civil War and recognizing their relationship and collective impetus in bringing on the Civil War is part of a cohesive unit. Additionally, discussing the prosecution of the war with specific attention to its evolving meaning is reasonably placed between the causes of the war and the struggle of Reconstruction to enshrine the achievements of Northern victory in the war. Students of American history deserve exposure to one of its nations' greatest crises. Given the scale of the crisis, a critical analysis of the antecedents, the war,

and its aftermath deserve detailed attention in a survey course of United States history.	
<b>Recommended Pacing</b>	
60 Days (December, January, and February) (42 minutes per period)	
<b>Standards</b>	
<b>2014 NJ Student Learning Standards for Social Studies</b>	
<i>CPI</i>	<i>CPI Description</i>
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.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
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.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.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
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.
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.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
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.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
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.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 Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
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.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
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.
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.
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.
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.
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.
<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> <li>How do questions reflect enduring issues in a particular field?</li> </ul>	<ul style="list-style-type: none"> <li>Economics</li> <li>Geography</li> <li>Civics</li> <li>History</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> <li>Why is it important to use multiple sources when researching a period or event in history?</li> <li>What do various sources indicate about the bias of the writers?</li> </ul>	<ul style="list-style-type: none"> <li>How can sources and data be used to aid in writing explanations in a way that demonstrates sound reasoning, correct sequence while identifying weaknesses in argument?</li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
(Indicator #)	<ul style="list-style-type: none"> <li>Indicator Text</li> </ul>
D1.1.9-12	<ul style="list-style-type: none"> <li>Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.5.9-12	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Geo.4.9-12	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.6.9-12	<ul style="list-style-type: none"> <li>Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
D2.Geo.12.9-12	<ul style="list-style-type: none"> <li>Evaluate the consequences of human-made and natural catastrophes on global trade,</li> </ul>

	politics, and human migration.
D2.His.1.9-12	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D3.1.9-12	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.3.9-12	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D4.2.9-12	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>

**Common Core Standards**

<u>CCR</u>	<u>CCR Description</u>
CCR #	CCR text
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Common Core Standards Alignment**

<u>C3 Dimension</u>	<u>Common Core ELA Anchor Standards</u>	<u>Shared Language</u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

**Interdisciplinary Connections**

Standard x.x

CPI # | Cumulative Progress Indicator (CPI)

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
<b>Instructional Focus</b>	
Enduring Understanding(s)	
<ul style="list-style-type: none"> <li>• The Monroe Doctrine (1823) became a foundational “cornerstone” with lasting impact on American foreign policy in the 19th and 20th centuries.</li> <li>• The individual beliefs of elected officials can have far reaching impact on a culture and economy.</li> <li>• Multiple political, social, and economic factors caused American territorial expansion.</li> <li>• The rapid expansion and transformation of the American economy contributed to regional tensions, social reforms, political compromises, and an expansion of democratic practices.</li> <li>• The rapid expansion and transformation of the American economy contributed to regional tensions, social reforms, political compromises, and an expansion of democratic practices.</li> <li>• The Civil War was caused by ideological, economic, political, racial, and social differences about the future course of the nation.</li> <li>• The Civil War was caused by ideological, economic, and political differences about the future course of the nation.</li> <li>• The Civil War challenged the nation to broaden and apply its founding ideals of freedom and equality (Slavery) as well as constitutional principles resulting in a “new birth of freedom” and “a More Perfect Union.”</li> <li>• The Civil War resulted in the strengthening of the powers of the federal government in its relationship to the states.</li> <li>• The Civil War resulted in unprecedented economic, physical, and social suffering.</li> <li>• Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</li> </ul>	
Essential Questions	
<ul style="list-style-type: none"> <li>• Was the Monroe Doctrine a policy of expansion or self-defense? (Or was the Monroe Doctrine a "disguise" for American imperialism?)</li> <li>• Should the President's' appointees to the Supreme Court reflect their policies?</li> <li>• Did the Supreme Court under John Marshall give too much power to the Federal government (at the expense of the states)? (Judicial Review)</li> <li>• Have reformers had a significant impact on the problems of American society? (Dix, Mann, Garrison, etc.)</li> <li>• Does militancy advance or hinder the goals of a protest movement? (Abolitionists) or Were the Abolitionists responsible reformers or irresponsible agitators?</li> <li>• Did the silence of the Founding Fathers worsen the issue of slavery?</li> <li>• Does the United States have a mission to expand freedom and democracy?</li> <li>• Should the United States have allowed the Indians to retain their tribal identity?</li> <li>• Does a geographic minority have the right to ignore the laws of a national majority?</li> <li>• Did Andrew Jackson advance or hinder the cause of democracy? (Autocrat v. Democrat) or Was the Age of Jackson an Age of Democracy?</li> <li>• Should the states have the right to ignore the laws of the national government?</li> <li>• Does the United States have a mission to expand freedom and democracy? (Manifest Destiny)</li> <li>• What role did western lands play in promoting sectional differences?</li> <li>• Did westward expansion make the United States a more democratic nation? or Did westward expansion</li> </ul>	

advance or hinder the growth of freedom and democracy?

- Was westward expansion really an eastern invasion?
- How did a small group of radicals lead the United States to a Civil War?
- Can legislative compromises effectively solve moral issues and problems?
- Can the Supreme Court effectively settle moral dilemmas and issues? (Dred Scott Court Decision)
- Was slavery the primary cause of the Civil War?
- Why did the American political party system change during the 1840s and 1850s?
- Was the Civil War inevitable?
- In what way did the Civil War promote nationalism?
- Was Abraham Lincoln truly a democrat? (Habeas Corpus)
- Does Abraham Lincoln deserve to be called the "Great Emancipator?" (Or who really ended slavery: Lincoln, Congress, or the Union Army?)
- Is it morally justifiable to conduct war against a civilian population? (Total War)
- Was the Civil War worth its costs?
- Using the principles of war who was a better general, Lee or Grant?
- In what ways does Civil War promote nationalism?
- Were moral principles or pragmatic politics the cornerstone of Lincoln's Presidency?
- Which plan of Reconstruction was most effective in unifying the nation?
- Was it possible to have peace of reconciliation after the Civil War?
- Should the South have been treated as a defeated nation or rebellious states? (A comparison of the presidential and Congressional Reconstruction plans)
- Did the Reconstruction governments rule the South well? Can political freedom exist without economic foundation?
- When should a president be impeached and removed from office?
- Does racial equality depend upon government action?
- Should African Americans have more strongly resisted the government's decision to abandon the drive for equality? (Booker T. Washington's "accommodation" approach v. W.E.B. Dubois's "agitation" approach)
- Did the Compromise of 1877 unify or separate the nation?
- Was the Compromise of 1877 a continuum of pre-Civil War compromise?

#### Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- American in the World
- Environment and Geography - Physical and Human
- Ideas, Beliefs, and Culture

#### Suggested Inquiries:

- As controversy over America's role in the world grows, to what extent has America's global presence evolved since the Monroe Doctrine?
- To what degree did the expansion of democracy in the nineteenth century embody American ideals/values?
- How has the changing nature of judicial review lead to the debate over the imperial judiciary?
- How has the debate over states' rights continued and evolved since the sectional crises of the nineteenth century?
- How can we better understand the difficulty of enforcing federal laws in light of the Reconstruction's struggle to enact enduring racial, social, and political change in the South?



- Assessing the tendency of the government to restrict civil liberties in wartime (War of 1812 & Jackson; Lincoln and the Civil War), is the government justified in limiting freedom in the interest of national security?
- In what ways have race relations changed since the Civil War era?
- Did the reform movements of the nineteenth century achieve their stated objectives and have an enduring impact on American society?
- Using the New York City Draft Riots during the Civil War, how can we examine the extent to which the American people should support their nation in times of war?
- Why does legislative compromise fail? How is the contemporary legislative struggle similar or different to the contests of the 19th century?

#### Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Essay (Research - Range of Resources)
- DBQ (Problem Solving - Use of Information)
- Project-based learning (Collaboration - Working Cooperatively)
- Document-based multiple choice questions (Problem Solving - Approach to Solving)
- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/Harkness Table - (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders)

#### Objectives

##### Students will know or learn

- That multiple political, social, and economic factors caused American territorial expansion.
- That the rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
- The reasons for westward expansion and its positive and negative impact on national unity and American society.
- How the United States pursued territorial expansion, acquired land, and expanded its borders. (Examples: Mexican-American War, Louisiana Purchase, Gadsden Purchase, Oregon Agreement, etc.)
- How a small group of radicals can instigate a war.
- The major causes and factors that led to the southern secession and the outbreak of the Civil War.
- How the Civil War ultimately promoted nationalism.
- How the access to resources and generals affected the outcome of the war.
- How to evaluate Lincoln’s presidency as either pragmatic or morally principled.
- The complexity of efforts to reunite the country after the Civil War.
- How Reconstruction affected the political, economic and moral fabric of the nation.
- How multiple political, social, and economic factors caused American territorial expansion.
- How the rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
- The limitations of economic and political progress based on ethnicity, gender and race.

##### Students will be able to:

- Examine and evaluate the important role of religion in the lives of Americans and how it shaped and influenced our national beliefs, mores, and values. (democratization, reform movements, and the “Second Great Awakening”).
- Trace the development of market economy and analyze and assess its impact on the early American household.
- Explain the impact of advances made in the technological revolution of this period (Canals, Cotton Gin, Steamboat, etc.).
- Trace the changes in society caused by the migration of groups of people and evaluate the impact of these patterns and paths of migration have had on the development of our nation.

- Analyze the reform of the middle class and the regional differences in gender roles and expectations.
- Analyze and assess the reasons and circumstances for the development of the Second American Party System (Case Study: “Corrupt Bargain” and the Presidential Election of 1824).
- Analyze and assess the impact of the “Jacksonian Democracy” on the rising importance of the “common man” and the development of the West.
- Explain and evaluate the concept of “Jacksonian Democracy” as manifested through the “Spoils System,” “rotation in office,” re-chartering the Second Bank of the United States, Indian Removal, and tariff nullification controversy.
- Analyze how the Missouri Compromise and the “Theory of Nullification” led to increased sectionalism.
- Compare and contrast the political perspectives of Andrew Jackson, John Calhoun, Daniel Webster, and Henry Clay for the further development of the United States.
- Examine the concept of Manifest Destiny and the role it played in westward expansion.
- Explain and evaluate the ways (including conquest, war, treaties) that the United States obtained territory, providing examples of each (specifically Mexican Cession, Texas Independence, Oregon purchase, Gadsden Purchase, etc.).
- Analyze and assess the impact of western expansion and the development of sectional differences on the United States during the mid-19th century (Examples: Wilmot Proviso, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act 1854).
- Analyze President James K. Polk's role as an expansionist and the effect on westward expansion.
- Analyze and assess the concept of “popular sovereignty,” as manifested through policies such as the Compromise of 1850 and the Kansas-Nebraska Act (1854), on the potential expansion of slavery and development of the United States.
- Analyze how a series of important and pivotal historical events contributed to the outbreak of the Civil War including: Compromise of 1850, publication and impact of Uncle Tom's Cabin (1852), the Kansas-Nebraska Act (1854), the Dred Scott Supreme Court Decision (1857), Lincoln-Douglas Debates (1858), John Brown's raid on Harpers Ferry (1859), and the outcome of the Presidential Election of 1860.
- Explain and evaluate the impact of the transition from the Second American Political Party System to the emergence of the Third American Political Party System on politics and society.
- Examine the political leadership and policies of Abraham Lincoln and Jefferson Davis.
- Analyze the advantages, disadvantages, and military strategies of the North and South at the beginning of the Civil War.
- Analyze and assess the military and political “turning points” during the Civil War that led to ultimate Confederate defeat and Union victory.
- Analyze support for and opposition to the Emancipation Proclamation and its impact on the war as well as the lives of Americans.
- Chronologically sequence and develop connections among the major battles, important events, and leadership decisions of the Civil War in order to acquire a deeper understanding of the pivotal and lasting impact that these ordeals and outcomes had on American society.
- Examine, explain, and evaluate the intent and the actual impact of the Civil War Amendments (13th, 14th and 15th Amendments) on American life and society.

- Analyze and assess the difficulty of reconciling differences and re-uniting the nation in post-Civil War America, as manifested in the proposed congressional and presidential plans for Reconstruction.
- Explain and evaluate the lasting impact of regional differences on the ongoing growth and development of economic and political sectionalism.
- Explain and evaluate the role of race in expanding and “legalizing” segregation and “second class citizenship” in America, as illustrated by the Black Codes, the activities of the Ku Klux Klan, the Plessy v. Ferguson Court Decision (1896), and the arguments of W. E. B. DuBois v. Booker T. Washington. Analyze and assess the important roles of both black and white women in the growing suffrage movement.
- Analyze, assess, and compare the presidential impeachment crises of Andrew Johnson (19th century) and Bill Clinton (20th century).
- Examine the intense effect of the cultural clash by growing expansion into western territories. Explain and evaluate women's roles in the West, including enfranchisement and the expansion of democracy.
- Analyze and assess the treaties between Native Americans and United States government.
- Explain, evaluate, and compare the range of economic occupations and lifestyles for inhabitants of the West (rancher, farmer, miner, sod buster, etc.).
- Analyze and assess Native American religion and spirituality and their effects on the relationship between Native Americans and the United States government.
- Analyze Frederick Jackson Turner’s Thesis and understand the effects of the closing of the Frontier.

### **Modifications**

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

### **Integration**

#### Technology Integration and Use of Data

- iPad Research
- Chromebook/MacBook Collaboration/Research
- Google Classroom Connectivity
- Schoology Discussion
- Presentation Technologies
- Performance Matters Writing skill analysis

#### Writing Integration

- Argumentative Writing
- Informative Writing
- Research-based Writing

#### Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

### **Suggested Resources**

- Regular integration of primary and secondary source documents into classroom instruction.
- Foner, Eric. *Give Me Liberty!*
- *DBQ Project*



# Nutley Public Schools

## Social Studies Grade 10 United States History

### Unit 4: The Development of the Industrial United States The Emergence of Modern America: Progressive Reforms

#### Summary and Rationale

##### **The Development of the Industrial United States**

As a result of post-war entrepreneurship, available capital, and expanded production techniques, technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans. Consequently, the Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups. The era of industrial development had a transforming impact on American society and students will have an opportunity to determine the relative positive and negative effects of American industrialization. Arguably this period of industrial development was a product of decades of American development and is very much predicated on preceding units. Additionally, succeeding social movements as well as domestic and foreign policies were guided by America's new industrial prowess.

##### **The Emergence of Modern America: Progressive Reforms**

As much as the development of American industry spurred economic expansion and laid the groundwork for mass production and a consumer economy, it also opened a conversation about the status of freedom in an industrial age. As a result, Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. Students will have an opportunity to determine the relative success of Progressive reforms while recognizing the expansion of Progressive sentiment as it eventually characterized a succession of Presidential administrations. Finally, assessing the trajectory of the Progressive era is critical to understanding the ideals upon which America justified the acquisition of colonies and eventual entrance into the Great War. In short, the Progressive Era is an essential bridge between the tumult of industrial development and America's decision to develop a global presence.

#### Recommended Pacing

20 Days (42 minutes per period)

#### Standards

##### 2014 NJ Student Learning Standards for Social Studies

<u>CPI</u>	<u>CPI Description</u>
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.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
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.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade
6.1.12.C.5.a	Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.
6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals
6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> <li>How do questions reflect enduring issues in a particular field?</li> </ul>	<ul style="list-style-type: none"> <li>Economics</li> <li>Geography</li> <li>Civics</li> <li>History</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> <li>Why is it important to use multiple sources when researching a period or event in history?</li> <li>What do various sources indicate about the bias of the writers?</li> </ul>	<ul style="list-style-type: none"> <li>How can sources and data be used to aid in writing explanations in a way that demonstrates sound reasoning, correct sequence while identifying weaknesses in argument?</li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
(Indicator #)	<ul style="list-style-type: none"> <li>Indicator Text</li> </ul>
D1.1.9-12	<ul style="list-style-type: none"> <li>Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.5.9-12	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Geo.4.9-12	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.6.9-12	<ul style="list-style-type: none"> <li>Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
D2.Geo.12.9-12	<ul style="list-style-type: none"> <li>Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> </ul>
D2.His.1.9-12	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D3.1.9-12	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.3.9-12	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D4.2.9-12	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-</li> </ul>

	linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).	
<b>Common Core Standards</b>		
<u>CCR</u>	<u>CCR Description</u>	
CCR #	CCR text	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.	
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
<b>Common Core Standards Alignment</b>		
<u>C3 Dimension</u>	<u>Common Core ELA Anchor Standards</u>	<u>Shared Language</u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
•		
<b>Instructional Focus</b>		
Enduring Understanding(s)		
<ul style="list-style-type: none"> <li>The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices to specific groups of Americans.</li> </ul>		

- The benefits and rewards of economic and political progress were largely defined by ethnicity, gender and race.
- Immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.
- The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.
- Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.

#### Essential Questions

- Has the West been romanticized? (Buffalo Bill)
- Can the "white man's conquest" of Native Americans be justified?
- Have Native Americans been treated fairly by the United States government?
- To what extent did America fulfill the dreams of immigrants?
- Should immigration be restricted?
- Has immigration been the key to America's success?
- To what extent is America ambivalent about immigration?
- Is the "American Dream" a myth or reality?
- Has rapid industrial growth been a "blessing" or a "curse" for Americans?
- Should the leader of "big business" be viewed as "captains of industry" or "robber barons"?
- Should businesses be regulated closely by the government?
- Should businesses be allowed to combine to reduce competition and enhance profits?
- Can workers attain economic justice without violence?
- Why was American culture, politics, and society in the late 19th century called the "Gilded Age?"
- Is laissez-faire capitalism really hands off?

#### Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- Environment and Geography - Physical and Human
- Ideas, Beliefs, and Culture

#### Suggested Inquiries:

- Reflecting on the populist movement, how can we assess the impact of grassroots, popular movements on the two-party system?
- To what extent should government cater to the needs of big business? To the individual worker?
- How can the government balance the importance of profitable industry with the protection of individual workers?
- What is the proper role of the government in the economy?
- Have immigrant groups been able to secure their definition(s) of the American Dream?
- To what extent is the government responsible for the well-being of disadvantaged groups?
- Why has it been difficult for unions to achieve widespread societal support?
- What contributes to the relative success or failure of reformers to achieve lasting change?
- To what degree does the American economy still rely on industrial output as a measure of economic success/security?
- How can the impact of industrialization and mass production on society be evaluated?

#### Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Essay (Research - Range of Resources)

- DBQ (Problem Solving - Use of Information)
- Project-based learning (Collaboration - Working Cooperatively)
- Document-based multiple choice questions (Problem Solving - Approach to Solving)
- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/Harkness Table - (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders))

## Objectives

Students will know or learn

- How immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.
- How the Industrial Revolution had a powerful impact on labor relations, urbanization, the environment, and cultural values as well as created tensions among various ethnic, racial, religious, and social groups.
- How technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.
- How progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.

Students will be able to:

- Explain, evaluate, and compare the various “waves of immigration” into the United States during the 19th century and the early 20th century.
- Develop an understanding and appreciation for their own cultural heritage as well as a sensitivity and knowledge of our many ethnic and cultural groups.
- Analyze and assess American immigration laws and policies for individual fairness and national self-interest.
- Analyze and assess the changing American attitudes and policies towards immigration from the 19th century to the 20th century to the present.
- Explain, evaluate, and compare the transition of lifestyles from the Jeffersonian Model of an Agrarian Society to an industrial model of a growing economic power.
- Explain and evaluate reasons for the growth of American Industrialization and “big business” in the latter 19th century.
- Examine and evaluate the economic, humanitarian, and political reasons and impact of American foreign policy changes in the 1890s and early 20th century.
- Examine and evaluate the impact of a growing industrial society on American life: character of the labor force, the role of family and home life, coping skills, and the acculturation and treatment of different groups.
- Describe, analyze, and assess the major economic and political developments and issues of the “Gilded Age” (tariffs, railroads, currency issues (“greenbacks,” gold, and silver), labor issues and unions, and political patronage). Explain and evaluate the impact of urbanization on American life and society.
- Explain and evaluate the reasons why African Americans were largely “excluded, ignored, neglected, and omitted” from the benefits of the Progressive reform movement (1900-1920).
- Define and determine the role and impact of “Populism” on American agriculture, economics, and politics by exploring the ideas of William Jennings Bryan.
- Analyze and assess the influence and impact of the “muckrakers” on American politics and society.
- Explain and evaluate the reforms that were enacted into city governments and politics, especially the changing philosophy and modern belief that “we” can make a difference.
- Analyze and assess the impact of President Theodore Roosevelt’s “New Nationalism” on American attitudes



and outlooks toward government, business, and society.

- Explain, evaluate, and compare the economic, political, and social principles, beliefs, and contributions of Presidents Theodore Roosevelt, William Taft, and Woodrow Wilson.

### Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

### Integration

#### Technology Integration and Use of Data

- iPad Research
- Chromebook/MacBook Collaboration/Research
- Google Classroom Connectivity
- Schoology Discussion
- Presentation Technologies
- Performance Matters Writing skill analysis

#### Writing Integration

- Argumentative Writing
- Informative Writing
- Research-based Writing

#### Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

### Suggested Resources

- Regular integration of primary and secondary source documents into classroom instruction.
- Foner, Eric. *Give Me Liberty!*
- *DBQ Project*



# Nutley Public Schools

## Social Studies Grade 10 United States History

### Unit 5 Imperialism The Emergence of Modern America: World War I

#### Summary and Rationale

##### **Imperialism**

Progressive ideals of perfecting society collided with the perceived closing of the continental frontier and business' demand to expand markets to produce a more concerted American foreign policy. Students will examine the disparate motivations behind a more aggressive American foreign policy and determine the extent to which regular Americans supported the new objectives. Students will also have an opportunity to investigate the ways that late 19th and early 20th century American imperialism proved to be a continuation or a departure from earlier American expansionism. Though the era of imperialism unfolded over the same years as Progressive Era, it makes sense to study the Progressive Era first to allow students to recognize the social motivations of imperialism to perfect foreign governments and peoples. Students will also benefit from the ability to isolate the discussion of the global community around the turn of the 20th century to lay the groundwork for the outbreak of the Great War and the growth of the likelihood that America would participate in that war.

##### **The Emergence of Modern America: World War I**

After American entrance into the global community by acquiring colonies during the era of imperialism, it became increasingly likely that the United States would be drawn into a global conflict. However, American involvement in the Great War was not inevitable. The longstanding history of America's aloofness toward Europe will be examined along with the varying causes of eventual American entrance into the war. In addition to assessing the causes that drew American into war, students will examine the total reorganization of the home front. Studying the home front helps students draw on prior themes of mass production, government involvement in the economy, the status of freedom, and the decision to restrict civil liberty during wartime. Ultimately, United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

#### Recommended Pacing

20 Days (42 minutes per period)

#### Standards

##### **2014 NJ Student Learning Standards for Social Studies**

<u>CPI</u>	<u>CPI Description</u>
6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.

6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> <li>How do questions reflect enduring issues in a particular field?</li> </ul>	<ul style="list-style-type: none"> <li>Economics</li> <li>Geography</li> <li>Civics</li> <li>History</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> <li>Why is it important to use multiple sources when researching a period or event in history?</li> <li>What do various sources indicate about the bias of the writers?</li> </ul>	<ul style="list-style-type: none"> <li>How can sources and data be used to aid in writing explanations in a way that demonstrates sound reasoning, correct sequence while identifying weaknesses in argument?</li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
(Indicator #)	<ul style="list-style-type: none"> <li>Indicator Text</li> </ul>
D1.1.9-12	<ul style="list-style-type: none"> <li>Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.5.9-12	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Geo.4.9-12	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.6.9-12	<ul style="list-style-type: none"> <li>Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
D2.Geo.12.9-12	<ul style="list-style-type: none"> <li>Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> </ul>
D2.His.1.9-12	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D3.1.9-12	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.3.9-12	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D4.2.9-12	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>
<b>Common Core Standards</b>	
<i>CCR</i>	<i>CCR Description</i>
CCR #	CCR text
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of

	how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Common Core Standards Alignment**

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

**Interdisciplinary Connections**

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

•

**Integration of Technology**

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

•

**Instructional Focus**

**Enduring Understanding(s)**

- An expanding market for international trade promoted policies that resulted in America emerging as a world power.
- The developing role of America on the world stage was enhanced by imperialistic ambitions and territorial acquisitions. (Spanish-American War of 1898)
- World War 1 occurred due to the rise of imperialism and nationalism in the late 1800s and the rivalry among the Great Powers of Europe 2.
- The end of American neutrality resulted from an undeclared US alliance with the Allied powers and the increasingly hostile German diplomatic and military tactics.

**Essential Questions**

- Was American expansion overseas justified?
- To what extent did the media cause the Spanish-American War?
- Was the United States justified in going into war against Spain in 1898?
- Was American acquisition of the Panama Canal Zone an act of justifiable imperialism?
- Should the United States have acquired possessions overseas?
- Does the rationale for self-defense give the U.S. the right to interfere in the affairs of Latin America? (Case Studies: “Big Stick Diplomacy,” “Dollar Diplomacy,” “Moral Diplomacy,” and “Watchful Waiting”)
- Was the Roosevelt Corollary a disguise for American Imperialism?
- Was the United States imperialistic in the Far East?
- Does Kipling's The White Man’s Burden reflect American policy?
- To what extent does Frederick Jackson Turner’s “Frontier Thesis” properly explain and justify American Imperialism?
- Was world war inevitable in 1914?
- Was it possible for the US to maintain neutrality in World War I?
- Should the United States fight wars to make the world safe for democracy?
- Should the United States have entered World War I?
- Should a democratic government tolerate dissent during times of war and other crises?
- Was the Treaty of Versailles a fair and effective settlement for lasting world peace?
- Should the United States have approved the Treaty of Versailles?

#### Themes

- Identity
- Work, Exchange, and Technology
- Politics and Power
- American in the World
- Environment and Geography - Physical and Human
- Ideas, Beliefs, and Culture

#### Suggested Inquiries:

- How has the American conception of national racial identity evolved?
- Has the world looked to America for leadership or has America exercised leadership unilaterally?
- Based on the controversy surrounding the Treaty of Versailles, how can partisan politics be reconciled with foreign policy decision-making?
- What reasons or factors would justify the United States engaging in foreign conflict?
- At what point does humanitarianism and liberation evolve into imperialism?
- Why could international trade lead to resentment and conflict?
- How powerful of a force has trade and the pursuit of international markets been in setting American foreign policy?
- How and why has the concept of the frontier evolved over the course of American history?
- Can the American public rely on the press to accurately report on events? What is the proper role of the press in a republic?
- How can we assess the impact of nationalistic sentiment on the actions of the American public? On government policy?

#### Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Essay (Research - Range of Resources)
- DBQ (Problem Solving - Use of Information)
- Project-based learning (Collaboration - Working Cooperatively)
- Document-based multiple choice questions (Problem Solving - Approach to Solving)
- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/Harkness Table - (Research/Communication - (Learning and Evaluation/Awareness of

## Audience and Stakeholders)

### Objectives

Students will know or learn

- How the presidential policies of Theodore Roosevelt, William Taft, and Woodrow Wilson (Case Studies: “Big Stick Diplomacy,” Roosevelt Corollary to the Monroe Doctrine, “Dollar Diplomacy,” “Moral Diplomacy,” and “Watchful Waiting”) had a significant impact on the development of the United States as a leading global power.
- How an expanding market for international trade promoted policies that resulted in America emerging as a world power.
- Explain how global competition by nations for land and resources led to increased militarism.
- Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
- Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

Students will be able to:

- Develop and present evidence-based arguments “for” and “against” the United States pursuing an “imperialist” foreign policy and acquiring colonies in the Caribbean and Pacific areas during the late 19th and early 20th centuries (Case Studies: the Spanish-American War (1898), “Open Door Policy” in China, building and operating the Panama Canal, interventions in the Caribbean and Latin America, etc.. (“Turning the Caribbean Sea into an American Lake.”))
- Analyze and assess the changes brought by the new role of the United States, both domestically and internationally, as a world power.
- Analyze and assess the transformation of the Monroe Doctrine from its original proclamation and purpose to its new interpretation and impact in the 20th century.
- Develop an analysis of the United States economic, diplomatic, and military relationship with individual countries between 1890 and 1935 (Choice of Case Studies: Haiti, Santo Domingo, Cuba, Nicaragua, Mexico, Philippines, etc.
- Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
- Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
- Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.
- Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

### Modifications

Modified documents (ex. *Read Like a Historian* resources), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

### Integration

Technology Integration and Use of Data

- iPad Research
- Chromebook/MacBook Collaboration/Research
- Google Classroom Connectivity
- Schoology Discussion

- Presentation Technologies
- Performance Matters Writing skill analysis

#### Writing Integration

- Argumentative Writing
- Informative Writing
- Research-based Writing

#### Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

#### Suggested Resources

- Regular integration of primary and secondary source documents into classroom instruction.
- Foner, Eric. *Give Me Liberty!*
- *DBQ Project*



# Nutley Public Schools

## Social Studies Grade 10 United States History

<b>Unit 6: The Emergence of Modern America: 1920's</b>	
<b>Summary and Rationale</b>	
<p>The 1920s are characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems. World War I proved to be as much of a domestic upheaval as it was global. Given the positive and negative manifestations of nationalism and the total reorganization of the economy during the war, many Americans glorified the “return to normalcy” of a scaled back government, less involved in their daily lives. However, the conversation about the extent of the government’s involvement and the degree to which it would regulate social and economic activities remained open over the course of the decade, culminating in the vehement debates of the Depression and New Deal eras. In this unit, students will examine the aforementioned characteristics of the era and allow the era to stand on its own. Usually studied as the forerunner of the Great Depression, isolating the 1920s as the last unit of U.S. History I will allow students to lay the facts out in the open and determine the characteristics of the era that contributed to the Depression as well as the aspects of the era that deserve recognition in isolation.</p>	
<b>Recommended Pacing</b>	
15 Days (42 minutes per period)	
<b>Standards</b>	
<b>2014 NJ Student Learning Standards for Social Studies</b>	
<u>CPI</u>	<u>CPI Description</u>
6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.3.12.C.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.
6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>



<ul style="list-style-type: none"> <li>How do questions reflect enduring issues in a particular field?</li> </ul>	<ul style="list-style-type: none"> <li>Economics</li> <li>Geography</li> <li>Civics</li> <li>History</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> <li>Why is it important to use multiple sources when researching a period or event in history?</li> <li>What do various sources indicate about the bias of the writers?</li> </ul>	<ul style="list-style-type: none"> <li>How can sources and data be used to aid in writing explanations in a way that demonstrates sound reasoning, correct sequence while identifying weaknesses in argument?</li> </ul>

*C3 Framework Indicators (K-12 Pathways)*

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
(Indicator #)	<ul style="list-style-type: none"> <li>Indicator Text</li> </ul>
D1.1.9-12	<ul style="list-style-type: none"> <li>Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.5.9-12	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Geo.4.9-12	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.6.9-12	<ul style="list-style-type: none"> <li>Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
D2.Geo.12.9-12	<ul style="list-style-type: none"> <li>Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> </ul>
D2.His.1.9-12	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D3.1.9-12	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.3.9-12	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D4.2.9-12	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>

**Common Core Standards**

<u>CCR</u>	<u>CCR Description</u>
CCR #	CCR text
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

**Common Core Standards Alignment**

<u>C3 Dimension</u>	<u>Common Core ELA Anchor Standards</u>	<u>Shared Language</u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
•		
<b>Instructional Focus</b>		
Enduring Understanding(s)		
<ul style="list-style-type: none"> <li>• In the 1920's, technology spurred economic growth and cultural change.</li> <li>• The artistic and political contributions of African Americans changed American society.</li> <li>• The role and scope of the government can change in reaction to different circumstances</li> <li>• Cultural norms and values change as society progresses.</li> </ul>		
Essential Questions		
<ul style="list-style-type: none"> <li>• Was American foreign policy during the 1920s "isolationist" or "internationalist?"</li> <li>• Was the decade of the 1920s a time of innovation or conservatism?</li> <li>• Did the Nineteenth Amendment radically change women's role in American life?</li> <li>• Did women experience significant "liberation" during the 1920s? Did the role of women in American life significantly change during the 1920s?</li> <li>• Should the United States limit immigration?</li> <li>• Does economic prosperity result from tax cuts and minimal government?</li> </ul>		
Themes		
<ul style="list-style-type: none"> <li>• Identity</li> <li>• Work, Exchange, and Technology</li> <li>• Peopling</li> <li>• Politics and Power</li> <li>• Ideas, Beliefs, and Culture</li> </ul>		
Suggested Inquiries:		
<ul style="list-style-type: none"> <li>• What factors contribute to societal change?</li> <li>• What is it about progressive social change that results in conservative backlash?</li> <li>• Why did post-war decades in the first half of the 20th century result in cultural change but the same has not been true of the late 20th and early 21st centuries?</li> <li>• What political, social, cultural, and/or economic conditions are most likely to engender widespread</li> </ul>		

change?

- How can we assess the decision to scale back the energetic, activist, regulatory government of the Progressive Era during the 1920s? What contributes to the ebb and flow of the size and scope of the federal government?
- How do notions/definitions of freedom change during times of cultural progress?
- Does a republican form of government encourage an undercurrent of intolerance?
- Do the benefits of American civil liberties outweigh the perpetuation of intolerance?

#### Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Essay (Research - Range of Resources)
- DBQ (Problem Solving - Use of Information)
- Project-based learning (Collaboration - Working Cooperatively)
- Document-based multiple choice questions (Problem Solving - Approach to Solving)
- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/Harkness Table - (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders)

#### Objectives

Students will know or learn:

- Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence

Students will be able to do:

- Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- Analyze the push-pull factors that led to the Great Migration. Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

#### **Modifications**

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

#### **Integration**

#### Technology Integration and Use of Data

- iPad Research
- Chromebook/MacBook Collaboration/Research
- Google Classroom Connectivity
- Schoology Discussion
- Presentation Technologies
- Performance Matters Writing skill analysis

### Writing Integration

- Argumentative Writing
- Informative Writing
- Research-based Writing

### Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

### Suggested Resources

- Regular integration of primary and secondary source documents into classroom instruction.
- Foner, Eric. *Give Me Liberty!*
- *DBQ Project*