

# United States History I

## Grade 10

Prepared by:

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*Superintendent of Schools:*

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Approved by the Midland Park Board of Education on  
August 23, 2022

Born on Date: August 22, 2022

***Midland Park Public Schools***  
***United States History I***

***Course Description:***

This course is designed to provide an in-depth understanding of the political, economic, and social development of the United States History from the Colonial Period to the end of the 19th century (1750-1890). Students will participate in a variety of in-class and out-of-class learning activities designed to develop historical knowledge, culture and social development and technological growth of the United States.

***Suggested Course Sequence:***

Unit 1: *Origins of a New Nation*: 7 weeks

Unit 2: *Creating the American Republic*: 9 weeks

Unit 3: *Expansion and Reform*: 8 weeks

Unit 4: *Civil War and Reconstruction*: 8 weeks

Unit 5: *Industrialization of the United States*: 7 weeks

Mid-Term and Final Exam: 1 week

**No prerequisite needed**

<b>UNIT # 1</b>
<b>Overview</b>

**Content Area: United States History I**

**Unit Title: Origins of a New Nation**

**Grade Level: 10th**

<p><b>Core Ideas:</b>  <b>Unit Summary: Origins of a New Nation explores the beginnings of civilization in North and South America. This unit discusses the early civilizations in the Americas including the indigenous peoples, and the early encounters with Europe and Africa. The unit continues with the European colonization in the 1600s and 1700s and the relationship between colonial settlers and Native Americans and the causes and effects of European settlements. Finally the unit explores the reasons people migrate to the American colonies, their relationship with England, and compares and contrasts the cultures which developed, thus leading to the French and Indian War.</b></p>	
<b>Standards (Content and Technology)</b>	
<b>CPI# NJSL#s 6.1</b>	<b>Statement:</b>
<b>Performance Expectations (NJSL)</b>	
<b>12.A.1.a</b>	Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
<b>12.A.1.b</b>	Analyze how gender, property ownership, religion, and legal status affected political rights.
<b>12.B.1.a</b>	Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
<b>12.C.1.a</b>	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

<b>12.C.1.b</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.
<b>12.D.2.a</b>	Explain the consequences to Native American groups of the loss of their land and people.

<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
<b>9.4.2.CI.1</b>	Demonstrate openness to new ideas and perspectives
<b>9.4.2.CT.1</b>	Gather information about an issue and collaboratively brainstorm ways to solve the problem
<b>Computer Science and Design Thinking (standard 8)</b>	
<b>8.1.12.DA.1</b>	Create interactive data visualizations using software tools to help others better understand real world phenomena.
<b>8.2.12.EC.1</b>	Analyze controversial technological issues and determine the degree to which individual, businesses and governments have an ethical role in decisions that are made
<b>Interdisciplinary Connection from New Jersey Science Standards.2020</b>	
<b>HS-ESS3-1</b>	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
<b>Companion Standards ELA/L</b>	
<b>RH9-10.2</b>	Determine the theme, central ideas, key information and/or perspectives presented in primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>Cross-Cultural Statements / Mandates (Amistad, Holocaust, LGBT, SEL, etc...)</b>	
<p><b>Amistad:</b> Middle Passage, Triangle Trade, 1619 first slave ship to Virginia, White Lion <b>SEL :</b></p> <p><b>Social Awareness:</b></p> <p>Recognize and identify the thoughts, feelings and perspectives of others-&gt; colonists and the Native Americans, Bacon's Rebellion</p> <p>Demonstrate an awareness of the differences among individuals, groups and others' cultural back ground—&gt;the development of the 3 colonial regions with religion, economics</p>	

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How did the interaction of many cultures after 1492 affect the Americas?</li> <li>• How and why did Europeans establish colonies in the Americas?</li> <li>• What factors shaped life in colonial America in the 17th and 18th centuries?</li> <li>• Though American colonies developed an English distinction, the concepts of slavery and religious tolerance were different; why?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• How cultures maintain their integrity as they meet, clash, and change.</li> <li>• American colonization and development of English influence.</li> <li>• Slavery and the religious tolerance and its discourse as it related to American colonial history.</li> </ul>
<p><b>Evidence of Learning</b></p>	

**Formative Assessments:** Create powerpoint, poster, issue connectors to the world, subject project, battle studies, timeline and/or journals, diaries, letter writing

**Summative/Benchmark Assessment(s):** Tests, essays, cultural reflections, homework, DBQs, maps, comparison charts

<p><b>Resources/Materials: Curriculum</b>  <b>Resources:</b> Resources/Materials (copy hyperlinks for digital resources):  <b>Text Book for US I CP:</b> <i>United States History by Lapsansky-Werner</i>, Text Book for US I Honors: <i>American History: A Survey</i> by Brinkley, power points, primary sources relative to the era, text material, library, web sites pertinent to subject</p> <p><b>Links:</b>  <a href="http://www.pearsonschool.com/ushist">www.pearsonschool.com/ushist</a>  <a href="http://www.history.com">www.history.com</a>  <a href="http://www.loc.gov">www.loc.gov</a>  <a href="http://www.cspan.org">www.cspan.org</a></p>	<p><b>Key Vocabulary:</b>  African Slave Trade   Catholic Missions (Spanish)  Pueblo Revolt  Charter Companies   Samuel de Champlain  Separatists  Tenochtitlan  Henry Hudson  Mayflower Compact   Navigation Laws  Bacon's Rebellion</p>
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**Suggested Pacing Guide**

Lesson Name / Topic	Student Learning Objective(s)	Suggested Tasks / Activities:	Day(s) Complete
<p><b>The American Indians</b></p>	<p><b>To understand, then analyze various tribes in North America</b></p>	<p>Articles and discussion on early North American tribes including but not</p>	<p>1-2 class periods</p>

		limited to: Algonquins, Cahokia, Iroquois, Woodland Indians	
<b>Europeans</b>	<b>To understand, then analyze various reasons to leave Europe</b>	Note take, articles, discussion on various reasons Europeans came to New World—>Roanoke, Sir Walter Raleigh, Jamestown, New England, Jewish migration to Virginia and New York	1-2 class periods
<b>First Encounters</b>	<b>To understand, then analyze and evaluate the Columbian Exchange</b>	Articles, discussion, charts, graphs on Columbian Exchange—>maize, horses, Columbus, small pox	1-2 class periods

<b>Spain's Empire in the Americas</b>	<b>To understand, then analyze Spanish exploration in the Americas</b>	Articles, discussion on Dias, encomienda system, conquistadores, Spanish missions	1 class period
<b>The French</b>	<b>To understand, then analyze the French exploration of the Americas</b>	Discussion on fur trade and settlement in Ohio River Valley	1 class period

<b>Colonization</b>	<b>To understand, then analyze the 3 colonial regions in North America</b>	Articles, discussions, chart 3 regions, map, essay, short answers on New England, Middle Colonies and South, Great Awaken ing, religious freedom for Catholics and Jews	4 class periods
<b>Immigration and Slavery</b>	<b>To understand, then analyze European migration and the rise of slavery</b>	Discussion using images of African Slave Trade [Triangle Trade], contract of indentured servants,	2 class periods
<b>English Control of Colonies</b>	<b>To understand, then analyze and evaluate the concept of Salutary Neglect</b>	Discussion on House of Burgesses, Town Hall meetings, Albany Plan, Ben Franklin, Enlighten ment Ideals	2 class periods
<b>Wars of Empires</b>	<b>To understand, then analyze the French and Indian War in North America</b>	Discussion on tension be tween colonies, British and French, Map and bat tle study on War	2-3 class peri ods
<b>Teacher Notes:</b>			
<b>Additional Resources:</b>			
<b>Differentiations/Modifications Strategies</b>			
<b>Students with Disabilities</b>		<b>English Language Learners</b>	

<ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Consult Student ELL Plan</li> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions</li> <li>- Accept participation at any level, even one word</li> </ul>
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<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>
<ul style="list-style-type: none"> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> <li>- Consult with G and T Teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul>
<b>504 Students</b>	<b>Other:</b>
<ul style="list-style-type: none"> <li>● Consult 504 Plan</li> <li>● Accommodations as needed</li> </ul>	

<b>UNIT # 2</b>
<b>Overview</b>
<b>Content Area: United States History I</b>
<b>Unit Title: Creating the American Republic</b>

**Grade Level: 10th**



**Core Ideas:**

**Unit Summary: Creating the American Republic describes the American Revolution in terms of causes, the writing of the Declaration of Independence, major battles and the domestic and international effects. In addition, this unit explores the factors that led to the creation of the Constitution with the limitations of the Articles of Confederation and the compromises of the founding fathers at the Constitutional Convention. Finally, the unit describes the growth of the United States government, the emergence of party politics and the causes and effects of the War of 1812.**

**Standards (Content and Technology)**

**CPI#**  
**NJSLS#s 6.1**

**Statement:**

**Performance Expectations (NJSLS)**

**12.A.2.a**

Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.

**12.A.2.b**

Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.

**12.A.2.d**

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

**12.A.2.e**

Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

**12.A.2.f**

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.

**12.C.2.a**

Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

**12.C.2.b**

Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.

**12.D.2.a**

Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

<b>12.D.2.b</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.
<b>12.D.2.c</b>	Relate events in Europe to the development of American trade and American foreign and domestic policies.
<b>12.D.2.d</b>	Analyze arguments for new women's roles and rights, and explain why 18 <sup>th</sup> - century society limited women's aspirations.
<b>12.D.2.e</b>	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
<b>NJSLS#</b>	Active Citizenship in the 21st Century
<b>6.3.12.D.1</b>	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
<b>9.4.12.CT.2</b>	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>9.4.12.IML.2</b>	Evaluate digital sources for timelines, accuracy, perspective, credibility of the source, and relevance of information in media, data, or other resources

<b>Computer Science and Design Thinking (standard 8)</b>	
<b>8.1.12.DA.1</b>	Create interactive data visualizations using software tools to help others better understand real world phenomena.
<b>8.2.12.EC.1</b>	Analyze controversial technological issues and determine the degree to which individual, businesses and governments have an ethical role in decisions that are made
<b>Interdisciplinary Connection from New Jersey Science Standards.2020</b>	
<b>HS-LS2-8</b>	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
<b>Companion Standards ELA/L</b>	

<b>NJSLSA.R9</b>	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Cross-Cultural Statements / Mandates (Amistad, Holocaust, LGBT, SEL, etc...)</b>	
<p><b>Amistad:</b> Northwest Ordinance and expansion of slavery, Black role in American Revolution, 3/5s Compromise</p> <p><b>LGBQ:</b> sodomy laws take affect' Webster's Dictionary includes lexicon of the community</p> <p><b>SEL:</b></p> <p><b>Responsible Decision Making</b></p> <p>Evaluate personal, ethical, safety and civic impact of decisions: The Declaration of Independence, the Articles of Confederation, The Constitution</p>	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● What aspects of the American Revolution were revolutionary?</li> <li>● What led to the creation of the United States Constitution and what are its key principles? ● How did the United States build a government, expand its territory, and conduct foreign policy in its early years?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Patriotism was necessary to declare independence against Britain.</li> <li>● Does a strong central government, impede individual liberty.</li> <li>● The formation of political parties in a republic is inevitable</li> </ul>
<b>Evidence of Learning</b>	
<p><b>Formative Assessments:</b> Create powerpoint, poster, issue connectors to the world, subject project, battle studies, timeline and/or journals, diaries, letter writing</p> <p><b>Summative/Benchmark Assessment(s):</b> Tests, essays, cultural reflections, homework, DBQs, maps, comparison charts</p>	

<p><b>Resources/Materials</b> (copy hyperlinks for digital resources):  <b>Text Book for US I CP:</b> <i>United States History by Lapsansky-Werner</i>, Text Book for US I Honors: <i>American History: A Survey</i> by Brinkley, power points, primary sources relative to the era, text material, library, web sites pertinent to subject  Government Documents: Declaration of Independence, The Articles of Confederation, The Constitution, <i>Marbury v. Madison</i></p> <p><b>Links:</b>  <a href="http://www.pearsonschool.com/ushist">www.pearsonschool.com/ushist</a>  <a href="http://www.history.com">www.history.com</a>  <a href="http://www.loc.gov">www.loc.gov</a>  <a href="http://www.cspan.org">www.cspan.org</a></p>	<p><b>Key Vocabulary:</b>  Sugar Act, Stamp Act, Stamp Act Congress, Intolerable Acts, Boston Tea Party, Revolution, Freedom, Liberty, Constitution, Federalists, Anti-Federalists</p> <p>George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, James Madison, Alexander Hamilton</p>
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**Suggested Pacing Guide**

Lesson Name / Topic	Student Learning Objective(s)	Suggested Tasks / Activities:	Day(s) Complete
<b>Causes of the Revolution</b>	<b>To understand, then analyze and synthesize what caused the Revolution</b>	Articles, timeline, discussion, essay on causes	4-5 class periods
<b>Declaring Independence</b>	<b>To understand, then analyze various reasons why US declared independence</b>	Read Declaration and answer a variety of level questions	2-3 class periods
<b>Turning Point of War</b>	<b>To understand, then analyze the Battle of Saratoga</b>	Articles and Battle Study	1-2 class periods
<b>A Confederation</b>	<b>To understand, then analyze why US created Articles</b>	Read the Articles, chart strengths and weaknesses	1 -2 class periods

<b>The Constitution</b>	<b>To understand, then analyze why Founding Fathers wrote the Constitution</b>	Read the Constitution and answer specific questions regarding the document, analyze why the Constitution was needed	4 class periods
<b>Bill of Rights</b>	<b>To understand, then analyze why the Founding Fathers added the Bill of Rights</b>	Read Bill of Rights, discuss why needed	2 class periods
<b>Political Parties</b>	<b>To understand, then analyze why the nation developed political parties</b>	Articles on Hamilton, Jefferson and Madison on varying viewpoints, charts, discussion	2 class periods

<b>Foreign Policy</b>	<b>To understand, analyze and then evaluate the impetus of foreign policy in the 1790s</b>	Jay's Treaty, XYZ Affair, French Revolution	2 class periods
<b>Jefferson</b>	<b>To understand, analyze and then evaluate the presidency of Jefferson</b>	Articles on Louisiana, Barbary Pirates, Embargo Act, 12th Amendment	4 class periods
<b>Madison</b>	<b>To understand, analyze and then evaluate the War of 1812</b>	War of 1812: Causes and Effects—>Charts, essay	2-3 class periods
<b>Teacher Notes:</b>			
<b>Additional Resources:</b>			
<b>Differentiations/Modifications Strategies</b>			

<b>Students with Disabilities</b>	<b>English Language Learners</b>
<ul style="list-style-type: none"> <li>● Consult student IEP</li> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Consult Student ELL Plan</li> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions</li> <li>- Accept participation at any level, even one word</li> </ul>
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>
<ul style="list-style-type: none"> <li>● Consult with G and T teacher</li> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Consult with I &amp; RS as needed - Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul>
<b>504 Students</b>	<b>Other:</b>
<ul style="list-style-type: none"> <li>● Consult 504 Plan</li> </ul>	

<b>UNIT # 3</b>
<b>Overview</b>

<b>Content Area: United States History I</b>
<b>Unit Title: Expansion and Reform</b>
<b>Grade Level: 10th</b>

**Core Ideas:**

**Unit Summary:** Expansion and Reform examines the wave of nationalism and sectionalism that developed in America in the early 1800s. This unit describes the development of United States industry and transportation which lead to the economic differences between the North and South. In addition, this unit summarizes the political reforms under Andrew Jackson. Next, Expansion and Reform describes the causes and effects of the Second Great Awakening, women's rights, reform movements and the birth of the anti-slavery movement. Finally, the unit explores the concept of Manifest Destiny and looks at the causes and effects of territorial expansion.

**Standards (Content and Technology)**

**CPI#**  
**NJSLS#s 6.1**

**Statement:**

**Performance Expectations (NJSLS)**

**12.A.3.a**

Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

**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.

**12.A.3.c**

Assess the role of geopolitics in the development of American foreign relations during this period.

**12.A.3.d**

Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

**12.A.3.e**

Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

**12.A.3.g**

Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

**12.A.3.h**

Analyze the various rationales provided as a justification for slavery.

**12.A.3.i**

Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.

<b>12. B.3.a</b>	Assess the impact of Western settlement on the expansion of United States political boundaries.
<b>12.C.3.b</b>	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
<b>12.D.3.a</b>	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
<b>12.D.3.b</b>	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
<b>12.D.3.c</b>	Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
<b>12.D.3.d</b>	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
<b>12.D.3.e</b>	Determine the impact of religious and social movements on the development of American culture, literature, and art.
<b>NJSLS#</b>	<b>Active Citizenship in the 21st Century</b>
<b>6.3.12.D.1</b>	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
<b>9.4.12.IML.2</b>	Evaluate digital sources for timelines, accuracy, perspective, credibility of the source, and relevance of information in media, data, or other resources
<b>9.4.12.CT.2</b>	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>Computer Science and Design Thinking (standard 8)</b>	
<b>8.2.12.EC.1</b>	Analyze controversial technological issues and determine the degree to which individual, businesses and governments have an ethical role in decisions that are made
<b>8.2.12.EC.2</b>	Access the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit



	organizations and governments have responded
<b>Interdisciplinary Connection from New Jersey Science Standards.2020</b>	

<b>HS-LS2-8</b>	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
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**Companion Standards ELA/L**

<b>RL.11-12.1.</b>	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
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**Cross-Cultural Statements / Mandates (Amistad, Holocaust, LGBT, SEL, etc...)**

**Holocaust:** Trail of Tears and other anti-Native American policies  
**Amistad:** Amistad Story of slave Cinque and his quest for Abolition, Abolition Movement  
**Asian American and Pacific Islander:** the Gold Rush bring Asian migration  
**Handicap:** the reform movement of prisons and the mentally ill  
**SEL:**  
**Responsible Decision Making**  
 Evaluate personal, ethical, safety and civic impact of decisions: Jacksonian Democracy  
 Identify ways to resist inappropriate social pressure: Women's Rights

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How did nationalism and sectionalism affect the United States from the early 1800s to the mid 1800s?</li> <li>• How did the Second Great Awakening lead to several reform efforts, and what effect did those reform efforts have on American society?</li> <li>• What were the causes and effects of westward expansion in the early 1800s?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• After the War of 1812, citizen's allegiance to local, state or national governments, economics and politics became conflicted</li> <li>• With the evolution of democracy, reforms on society were necessary and were positive for America.</li> <li>• Manifest Destiny was aided by war the Mexican-American War.</li> </ul>
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**Evidence of Learning**

**Formative Assessments:** Create powerpoint, poster, issue connectors to the world, subject project, battle studies, Timeline and/or journals, diaries, letter writing, Presidential studies

**Summative/Benchmark Assessment(s):** Tests, essays, cultural reflections, homework, DBQs, maps, comparison charts

<p><b>Resources/Materials</b> (copy hyperlinks for digital resources):  <b>Text Book for US I CP: <i>United States History</i> by Lapsansky-Werner, Text Book for US I Honors: <i>American History: A Survey</i> by Brinkley, power points, primary sources relative to the era, text material, library, websites pertinent to subject, <i>McCullough v. Maryland, Gibbons v. Ogden, Dart mouth v. Woodward, Cherokee V. Georgia,</i> writings of Transcendentalism, Hudson River School artwork</b></p> <p><b>Links:</b>  <a href="http://www.pearsonschool.com/ushist">www.pearsonschool.com/ushist</a>  <a href="http://www.history.com">www.history.com</a>  <a href="http://www.loc.gov">www.loc.gov</a>  <a href="http://www.cspan.org">www.cspan.org</a></p>	<p><b>Key Vocabulary:</b>  Industrial Revolution, Sectionalism, Nationalism, Nullification Crisis, Species Circular, the National Bank Reform Movement, Manifest Destiny, Texas</p> <p>Andrew Jackson, James Polk</p>
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**Suggested Pacing Guide**

Lesson Name / Topic	Student Learning Objective(s)	Suggested Tasks / Activities:	Day(s) Complete
<b>1st Industrial Revolution</b>	<b>To understand, then analyze the rise of industry and transportation and its impact</b>	Discussion of interchangeable parts, Lowell Massachusetts, Transcendentalism Art and Literature [read]	1-2 class periods
<b>Sectionalism</b>	<b>To understand, then analyze the rise of sectional differences</b>	Nullification Crisis under Jackson, transportation systems unite North, King Cotton, slavery	2 class periods
<b>Nationalism</b>	<b>To understand, then analyze the development of American</b>	National Anthem, view and discussion artwork	1-2 class periods

	<b>nationalism</b>	from Hudson River School of Art, Jacksonian Democracy	
<b>Democracy</b>	<b>To understand, then analyze and evaluate the birth of Jacksonian democracy</b>	Discussion of the Primary system, all men can vote, Jackson from rural South	2 class periods
<b>Jackson</b>	<b>To understand, then analyze and evaluate the presidency of Jackson</b>	Tariff of Abominations, South Carolina threatens succession, the National	4 class periods

		Bank, Trail of Tears, Species Circular [articles, essay]	
<b>Religion</b>	<b>To understand, then analyze the Second Great Awakening</b>	Chart and paragraph analyzing the First and Second Great Awakenings, reform movements are born	1 class period
<b>Reforms</b>	<b>To understand, then analyze the reform movements</b>	Dorothea Dix and prison reform, women, abolition, temperance movement [articles and discussion]	2 class periods

<b>Abolition</b>	<b>To understand, then analyze the rise of abolition</b>	Wm. Lloyd Garrison, Frederick Douglass, Sojourner Truth, read newspapers and discuss formation of Liberia	3 class periods
<b>Women</b>	<b>To understand, then analyze the women's movement</b>	Cady Stanton, Mott, read documents from Seneca Falls Convention	1 class period
<b>The West</b>	<b>To understand, then analyze Manifest Destiny</b>	readings and maps on territorial expansion	2 class periods
<b>Texas</b>	<b>To understand, then analyze and evaluate Texas and the Mexican American War</b>	articles and discussion on the causes of War, and effects	2-3 class periods
<b>Effects</b>	<b>To understand, then analyze the effects of territorial expansion</b>	Map and articles on Oregon Territory, Treaty of Guadalupe Hidalgo	1 class period
<b>Teacher Notes:</b>			
<b>Additional Resources:</b>			
<b>Differentiations/Modifications Strategies</b>			
<b>Students with Disabilities</b>		<b>English Language Learners</b>	

<ul style="list-style-type: none"> <li>● Consult student IEP</li> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Consult Student ELL Plan</li> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions</li> <li>- Accept participation at any level, even one word</li> </ul>
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>
<ul style="list-style-type: none"> <li>● Consult with G and T teacher</li> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Consult with I &amp; RS as needed - Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul>
<b>504 Students</b>	<b>Other:</b>
<ul style="list-style-type: none"> <li>● Consult 504 Plan</li> </ul>	

<b>UNIT # 4</b>
<b>Overview</b>
<b>Content Area: United States History I</b>
<b>Unit Title: Civil War and Reconstruction</b>
<b>Grade Level: 10th</b>

**Core Ideas:**

**Unit Summary: Civil War and Reconstruction examines how the issues of slavery, states' rights, and western expansion created a division between the North and the South. These divisions lead to the South seceding from the Union to form the Confederate States and thus the start of the Civil War. The unit then analyzes resources, strategies, and major battles of the Civil War; in addition looks at the social aspect of war including daily life for northerners and southerners and the role of African Americans. Finally, the unit explains the different plans to reconstruct the nation and how the government enforced Reconstruction in the South; examines how the era of Reconstruction ended and evaluates the successes and failures of Reconstruction.**

<b>Standards (Content and Technology)</b>	
<b>CPI# NJSLs#s 6.1</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
<b>12.A.4.a</b>	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.
<b>12.A.4.b</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.
<b>12.A.4.c</b>	Evaluate how political and military leadership affected the outcome of the Civil War.
<b>12.A.4.d</b>	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
<b>12.B.4.a</b>	Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
<b>12.B.4.b</b>	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
<b>12.C.4.a</b>	Assess the role that economics played in enabling the North and South to wage war.

<b>12.C.4.b</b>	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
<b>12.C.4.c</b>	Explain why the Civil War was more costly to America than previous conflicts were.
<b>12.D.4.a</b>	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
<b>12.D.4.b</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.

<b>12.D.4.c</b>	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
<b>12.D.4.d</b>	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
<b>12.D.4.e</b>	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>NJSLS#</b>	Active Citizenship in the 21st Century
<b>6.3.12.D.1</b>	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
<b>9.4.12.IML.2</b>	Evaluate digital sources for timelines, accuracy, perspective, credibility of the source, and relevance of information in media, data, or other resources
<b>9.4.12.CT.2</b>	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>Computer Science and Design Thinking (standard 8)</b>	
<b>8.1.12.DA.1</b>	Create interactive data visualizations using software tools to help others better understand real world phenomena.

<b>8.2.12.ETW.4</b>	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
<b>Interdisciplinary Connection from New Jersey Science Standards.2020</b>	
<b>HS-LS2-8</b>	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
<b>HS-LS2-7</b>	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
<b>Companion Standards ELA/L</b>	
<b>RL.11-12.1</b>	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

<b>RI.11-12.1</b>	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>Cross-Cultural Statements / Mandates (Amistad, Holocaust, LGBT, SEL, etc...)</b>	
<p><b>Amistad:</b> Fugitive Slave Act, <i>Uncle Tom's Cabin</i>, <i>Dred Scott</i>, military service in the North and South</p> <p><b>SEL:</b></p> <p><b>Social Awareness:</b> Recognize the importance of self-confidence in handling daily tasks and challenges: Lincoln's presidency, Grant's military decisions</p> <p><b>Reasonable Decision-Making:</b> Demonstrate an understanding of the need for mutual respect when viewpoints differ: Lincoln's Reconstruction Plan</p>	



<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How did the nation’s expansion lead to Civil War?</li> <li>• What were the causes, events, and effects of the Civil War?</li> <li>• What lasting consequences arose from the struggles over Reconstruction?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Civil War is necessary evil to maintain their government and protection of human rights.</li> <li>• The Civil War had a greater impact on the nation as a whole than on either the North or the South. <ul style="list-style-type: none"> <li>• After the Civil War, the federal government faced legal restrictions that made it impossible to provide aid to freed people.</li> </ul> </li> </ul>
<b>Evidence of Learning</b>	
<p><b>Formative Assessments: Create powerpoint, poster, issue connectors to the world, subject project, battle studies, timeline and/or journals, diaries, letter writing, Presidential studies</b></p> <p><b>Summative/Benchmark Assessment(s): Tests, essays, cultural reflections, homework, DBQs, maps, comparison charts</b></p>	

<p><b>Resources/Materials</b> (copy hyperlinks for digital resources):  <b>Text Book for US I CP: <i>United States History by Lapsansky-Werner</i>, Text Book for US I Honors: <i>American History: A Survey</i> by Brinkley, power points, primary sources relative to the era including but not limited to the Emancipation Proclamation, Gettysburg Address, 13th, 14th and 15th Amendments, text material, library, web sites pertinent to subject, <i>Dred Scott</i>, <i>ex-parte Milligan</i>, photo studies</b></p> <p><b>Links:</b>  <a href="http://www.pearsonschool.com/ushist">www.pearsonschool.com/ushist</a>  <a href="http://www.history.com">www.history.com</a>  <a href="http://www.loc.gov">www.loc.gov</a>  <a href="http://www.cspan.org">www.cspan.org</a></p>	<p><b>Key Vocabulary:</b>  Succession  Confederate States  Union States  Radical Republicans  Reconstruction</p> <p>Abraham Lincoln  Andrew Johnson  Jefferson Davis  Ulysses S Grant  Robert E. Lee  Thaddeus Stevens</p>
<b>Suggested Pacing Guide</b>	

Lesson Name / Topic	Student Learning Objective(s)	Suggested Tasks / Activities:	Day(s) Complete
<b>Slavery</b>	<b>To understand, then analyze slavery, states' rights and western expansion</b>	Discussion, essay, timeline on Causes of Civil War including Dred Scott, Fugitive Slave Act	2-3 class periods
<b>Protests</b>	<b>To understand, then analyze and evaluate the rise of violence in the 1850s</b>	Discussion, timeline and essay on Bleeding Kansas, John Brown and Harper's Ferry	4-5 class periods
<b>Political Realignment</b>	<b>To understand, then analyze the birth of the Republican Party</b>	Politics in 1854, abolitionists in North	1 class period
<b>Lincoln</b>	<b>To understand, then analyze Lincoln during the War</b>	Articles and discussion on Lincoln's thoughts during the war including abolition, decision to fire McClellan	3-4 class periods
<b>Major Battles</b>	<b>To understand, then analyze major battles of Civil War</b>	Map and articles on major battles during the war including Antietam, Gettysburg and Appomattox	1-2 class periods

<b>African-Americans</b>	<b>To understand the impact of the Emancipation Proclamation</b>	Read and discuss the Emancipation Proclamation	1 class period
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	<b>tion</b>	
<b>Homesteads</b>	<b>To understand, then analyze life during the Civil War</b>	stories of nurses, southern families during the War, Matthew Brady photography 1 class period
<b>End of War</b>	<b>To understand the various ideas to Reconstruct the nation</b>	Radical Reconstruction, Lincoln's Plan, Johnson's Plan—>discuss 1 class period
<b>Amendments</b>	<b>To understand and analyze the impact of the 13th, 14th, and 15th Amendments</b>	chart the Reconstruction Amendments 2 class periods
<b>Reconstruction</b>	<b>To understand, then analyze how the South reconstructed after the War</b>	Carpetbaggers, Scalawags, Freedmen's Bureau, Tenant Farming 2 class periods
<b>End of Reconstruction</b>	<b>To understand, then analyze the end of Reconstruction with the Compromise of 1877</b>	Election of 1877 and the committee afterward to decide election, with drawal of troops and emergence of Jim Crow 2 class periods
<b>Teacher Notes:</b>		
<b>Additional Resources:</b>		
<b>Differentiations/Modifications Strategies</b>		
<b>Students with Disabilities</b>	<b>English Language Learners</b>	

<ul style="list-style-type: none"> <li>● Consult student IEP</li> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Consult Student ELL Plan</li> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions</li> <li>- Accept participation at any level, even one word</li> </ul>
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>

<ul style="list-style-type: none"> <li>● Consult with G and T teacher</li> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Consult with I &amp; RS as needed - Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul>
<b>504 Students</b>	<b>Other:</b>
<ul style="list-style-type: none"> <li>● Consult 504 Plan</li> </ul>	

<b>UNIT # 5</b>
<b>Overview</b>
<b>Content Area: United States History I</b>
<b>Unit Title: Industrialization of the United States</b>
<b>Grade Level: 10th</b>

**Core Ideas:**

**Unit Summary: Industrialization of the United States focuses on the development of United States Industry during the late 1800s and early 1900s which lead to the rise of big business and the causes and effects of the organized labor movement. The unit continues to describe the new immigrants who came to the United States, examines the rise of urban growth and analyzes the development of mass culture. Next, the unit describes the New South after Reconstruction, the late 1800 western expansion and the effects on Native Americans, and analyzes the ways that mining, railroads and ranching affect western settlements. Finally, the unit discusses the causes and effects of segregation and social tensions that occurred in the late 1800s, examines the political and economic challenges of the Gilded Age, and assesses the goals of populism and the rise of the Populist Party.**

**Standards (Content and Technology)**

CPI# NJSL#s 6.1		Statement:
<b>Performance Expectations (NJSL)</b>		
12.A.5.a		Relate industrial growth to the need for social and governmental reforms.
12.A.5.b		Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

12.A.5.c	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
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.

<b>12.C.5.b</b>	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
<b>12.C.5.c</b>	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals
<b>12.D.5.a</b>	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
<b>12.D.5.b</b>	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers
<b>12.D.5.c</b>	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
<b>12.D.5.d</b>	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
<b>NJSLS#</b>	Relate industrial growth to the need for social and governmental reforms.
<b>6.3.12.D.1</b>	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
<b>9.4.12.CI.3</b>	Investigate new challenges and opportunities for personal growth, advancement, and transition

<b>9.4.12.CT.1</b>	Identify problem-solving strategies used in the development of an innovative product or practice
<b>9.4.12.CT.2</b>	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
<b>Computer Science and Design Thinking (standard 8)</b>	
<b>8.2.12.EC.1</b>	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

<b>8.2.12.EC.3</b>	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>8.2.12.EC.4</b>	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
<b>Interdisciplinary Connection from New Jersey Science Standards.2020</b>	
<b>HS-LS2-7</b>	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
<b>HS-ESS3-1</b>	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity
<b>Companion Standards ELA/L</b>	
<b>NJSLSA.R2</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Cross-Cultural Statements / Mandates (Amistad, Holocaust, LGBT, SEL, etc...)</b>	
<p><b>Amistad:</b> Jim Crow laws in the South; Plessy v Ferguson</p> <p><b>Asian American and Pacific Islander:</b> Chinese Exclusionary Act and the building of the transcontinental Railroad</p> <p><b>SEL:</b> <b>Social Awareness:</b> Recognize and identify the thoughts, feelings and perspectives of others: Knights of Labor with farmers, rise of the Populist movement Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds: new immigration from South Europe and China, farmers vs. industrialists</p>	

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How did the industrial growth of the late 1800s shape American society and the economy? ● How did American urban life change between 1875 and 1914?</li> <li>● How did the economy, society, and culture of the South and West change after the Civil War?</li> <li>● What political, social, and economic issues did the nation face during the late 1800s?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Industrialism benefited the entire nation making western expansion inevitable ● Immigration and urbanization created a stronger America.</li> <li>● Western expansion was a process of its time and cannot be judged by modern standards.</li> <li>● As the United States developed into an industrial power government corruption was inevitable.</li> </ul>
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**Evidence of Learning**

**Formative Assessments:** Create powerpoint, poster, issue connectors to the world, subject project, battle studies, timeline and/or journals, diaries, letter writing, Presidential studies

**Summative/Benchmark Assessment(s):** Tests, essays, cultural reflections, homework, DBQs, maps, comparison charts

**Resources/Materials** (copy hyperlinks for digital resources):  
**Text Book for US I CP: *United States History by Lapsansky-Werner*, Text Book for US I Honors: *American History: A Survey* by Brinkley, power points, primary sources relative to the era, text material, library, web sites pertinent to subject**

**Links:**  
[www.pearsonschool.com/ushist](http://www.pearsonschool.com/ushist)  
[www.history.com](http://www.history.com)  
[www.loc.gov](http://www.loc.gov)  
[www.cspan.org](http://www.cspan.org)

**Key Vocabulary:**  
 Urbanization  
 Knights of Labor  
 American Federation of Labor  
 Robber Barons  
 Turner Thesis  
 Battle of Little Big Horn

**Suggested Pacing Guide**

Lesson Name / Topic	Student Learning Objective(s)	Suggested Tasks / Activities:	Day(s) Complete
<b>Second Industrial Revolution</b>	<b>To understand, then analyze the technology and industrial growth in the post-Civil War era</b>	Articles and discussion of the New South, Transcontinental Railroads	1-2 class periods
<b>Big Business</b>	<b>To understand, then analyze the rise of big business then monopolies</b>	Chart on Rockefeller, Carnegie and Morgan, rise of trusts and corporations	1-2 class periods



<b>Labor</b>	<b>To understand, then analyze the rise of labor unions</b>	Article and discussion on Knights of Labor, AFL and impact of labor strikes	1-2 class periods
<b>Immigrants</b>	<b>To understand, then analyze the new immigrants and the conditions of living and working conditions</b>	Discussion of Tammany Hall in New York, Jacob Riis photo study	2-3 class periods
<b>Cities</b>	<b>To understand the expansion and change of cities</b>	pictures and reading on Tenement Houses, ethnic centers develop	1 class period
<b>Social</b>	<b>To understand, then analyze the social and cultural trends of the era</b>	excerpts and discussion on the Gospel of Wealth, Social Darwinism and Evolution and the Church	1-2 class periods
<b>The South</b>	<b>To understand, then analyze the rise of the New South</b>	Stories, questions and chart on the New South	2 class periods
<b>Native Americans</b>	<b>To understand, then analyze the new government policies regarding the Native Americans</b>	Discussion on the Great Western migrations, conflicts/wars with Natives, assimilation policies	2 class periods
<b>Segregation</b>	<b>To understand, then analyze the rise of Jim Crow laws and</b>	Article on Jim Crow Systems, Booker T. Wash	2-3 class periods

	<b>tension</b>	ington and WEB duBois, Plessy v. Ferguson	
<b>Political Change</b>	<b>To understand, then analyze the rise of new political parties at the end of the 18th century</b>	Articles, questions and charts on the rise of the populist movement due to inequalities in West, beginning to understand the want of new working conditions	2 class periods
<b>Populism</b>	<b>To understand, then analyze and evaluate the rise of the Populist Movement</b>	Cartoon, article and discussion on the Omaha Platform, Election of 1892	3 class periods
<b>Teacher Notes:</b>			
<b>Additional Resources:</b>			
<b>Differentiations/Modifications Strategies</b>			
<b>Students with Disabilities</b>		<b>English Language Learners</b>	

<ul style="list-style-type: none"> <li>● Consult student IEP</li> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Consult Student ELL Plan</li> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions</li> <li>- Accept participation at any level, even one word</li> </ul>
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>

<ul style="list-style-type: none"> <li>● Consult with G and T teacher</li> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations -</li> <li>Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Consult with I &amp; RS as needed -</li> <li>Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul>
<p><b>504 Students</b></p>	<p><b>Other:</b></p>
<ul style="list-style-type: none"> <li>● Consult 504 Plan</li> </ul>	