

## **Social Studies 10**

### **The Choices Program-Honors Infusion**

<b>Content Area:</b>	<b>10<sup>th</sup> Grade (United States History I)</b>
<b>Unit Plan Title:</b>	<b><u>The Choices Program-Honors Infusion</u> <u>A More Perfect Union: American Independence and the Constitution</u> Colonizing America (Chapter 1) &amp; The American Revolution (Chapter 2)</b>

#### **Social Studies NJ Standard**

- 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.C.1.a - Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.**
- 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.c - Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.**

#### **Overview/Rationale**

***A More Perfect Union: American Independence and the Constitution*, a part of the Choices Program from Brown University, examines the political, social, and economic context in which the U.S. Constitution was framed and reconstructs the critical debates of the era. Students explore the parallels between the controversies of America's formative years and our country's present-day discourse. This curriculum stresses the values, beliefs, and interests that influenced the political development of the young American nation. The unit relies on primary source documents and reconstructed debates to bring to life for students the clash of opinions that determined America's early course. The experience is designed not only to allow students to examine our nation's formative years, but to provide them with the knowledge and skills needed for responsible citizenship today.**

#### **Career Readiness Practices**

- **CRP2 – Apply appropriate academic and technical skills.**
- **CRP4 – Communicate clearly and effectively and with reason.**
- **CRP5 – Consider the environmental, social, and economic impacts of decisions.**
- **CRP6 – Demonstrate creativity and innovation.**
- **CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.**
- **CRP9 – Model integrity, ethical leadership, and effective management.**
- **CRP12 – Work productively in teams while using cultural global competence.**

**Interdisciplinary Standard(s)**

**Language**

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Speaking and Listening**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Interdisciplinary Standard(s)**

**Reading**

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

**Writing**

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA. W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## Essential Question(s)

- What was the source of political conflict in the late colonial period? (Activity 1)
- What were the political and moral dilemmas facing the American colonists after the French and Indian War? (Activity 2)
- What issues confronted colonists in February 1776? (Activity 3)
- What were the leading values influencing colonial viewpoints in February 1776? (Activity 4)
- What were the trends towards democratization in the early decades of the United States? (Activity 5)
- What were the weaknesses in the Articles of Confederation? (Activity 6)

## Enduring Understandings

- An unfair distribution of power in the late colonial period led to political conflict with the British. (Activity 1)
- After the French and Indian War, the British levied heavy taxes upon the colonies and forbade them from settling west of the Appalachians. (Activity 2)
- Fundamental issues involving war and peace, as well as the relationship with the mother country confronted colonists in February 1776. (Activity 3)
- Loyalty to the King, equality in representation, and love of their new country were leading values that influenced colonial viewpoints in February 1776. (Activity 4)
- The trends toward democratization were similar to those found in Thomas Paine's Common Sense, a resentment toward Britain's heavy-handed tactics but a wariness of independence. (Activity 5)
- The weaknesses of the Articles of Confederation were in how it dealt with the following: The National Debt, the pirates of North Africa, and soldiers in time of peace. (Activity 6)

## Student Learning Targets/Objectives

By the end of the unit students will be able to

- Analyze the sources of political conflict in the late colonial period. Explore with their classmates, fundamental political values. Consider questions of political philosophy from the perspective of the American colonists. (Activity 1)
- Distinguish between values and interests. Balance competing values in a scenario fearing political conflict. Cooperate with classmates to assess the implications of proposed course of action. Evaluate the political and moral dilemmas facing the American colonists. (Activity 2)
- Analyze the issues confronting the colonists in February 1776. Identify the core underlying values of the options. Integrate the arguments and beliefs of the options and the background reading into a persuasive, coherent, presentation. Work cooperatively within groups to organize effective presentations. (Activity 3)
- Articulate the leading values influencing colonial viewpoints in February 1776. Explore, debate, and evaluate multiple perspectives on the course of colonial relations with Britain. Sharpen rhetorical skills through debate and discussion. Cooperate with classmates in staging a persuasive presentation. (Activity 4)
- Analyze trends toward democratization in early decades of the United States. Draw conclusions from quantitative data. Evaluate the underpinnings of American democracy. (Activity 5)
- Identify the weakness in the Articles of Confederation. Analyze the leading problems facing the young American republic. Compare the Articles of Confederation to political structures today. (Activity 6)

## Chapter 1

### Activity 1

- Before beginning the unit, students should have read Part I of the background reading in the student text (pages 1-7) and completed “Study Guide -Part I” in the Teacher Resource Guide (pages 3-5).
- Call on students to identify the points of friction between the American colonists and the British authority that emerged after the French and Indian War. List the items on the board. Ask students how John Locke’s ideas contributed to the discussion on the nature of government. Form groups of three to five students and distribute “Teenage World” to each student. Discuss the setting of the simulation with the class, emphasizing that the intent is to encourage students to explore fundamental political questions. Assign a student from each group to record the conclusions of the group on the worksheet. After the groups have completed the worksheet, invite group spokesperson to share their conclusions.

## Chapter 2

### Activity 2

- Before beginning the unit, students should have read Part II of the background reading in the student text (pages 8-14) and completed “Study Guide -Part II” in the Teacher Resource Guide (pages 9-11).
- Distribute “Values, Rights, and Protest” to each student. Instruct students to read the introduction. Call on students to offer personal examples to illustrate the distinction between values and interests. Form six groups. Distribute “Values, Rights, and Protest-Case Studies” to each group and assign each group a case study. Instruct students to read the instructions of “Values, Rights, and Protests” and their assigned case studies. Assign a student from each group to record the conclusions of the group on the worksheet, invite group spokesperson to summarize their case studies and share their conclusions with the class. Ask the group spokesperson to discuss the values and interests attached to the ends and means under consideration. Call on students to identify parallels between the case studies and the 1763-65 period. Ask students to evaluate the protest movement of patriots. Invite students to propose alternative courses of action.

### Activity 3

- Before beginning the unit, students should have read “February 1776-The Moment of Decision” in the student text (page 15).
- Form four groups of three to five students. Assign an option to each group. Distribute “Considering Your Option-February 1776” to the four option groups. Inform students that each option group will be called upon to present the case for its assigned option to a group of colonists gathered at a public inn. Explain that the option groups should follow the instructions in “Considering Your Option-February 1776.” Distribute “Travelers at the Inn-February 1776” and “Concerned Colonists-February 1776” to the remainder of the class, and assign each student a role. While the option groups are preparing their

presentations, the concerned colonists should develop questions to be directed to the option groups. Each student should prepare at least two questions for each of the options. (See “Concerned Colonists-February 1776.”) Remind concerned colonists that they are expected to turn in their questions at the end of the simulation. Ask the option groups to design posters illustrating the best case for their options. They concerned colonists may be asked to design a political cartoon expressing their concerns.

#### **Activity 4**

- Organize the room so that the four option groups face a row of desks reserved for the concerned colonists. Distribute the “Evaluation Form” (TE page 23) to the colonists. Explain that the simulation will begin with three-to-five minute presentations by the option groups. Encourage the group members to speak clearly and convincingly. Following the presentations, invite the concerned colonists to ask questions. Make sure that each colonist has an opportunity to ask at least one question. The questions should be evenly distributed among all four option groups. If time permits, encourage members of the option groups to challenge the positions of other groups. During cross-examination, allow any option group member to respond.

#### **Activity 5**

- Before beginning the unit, students should have read “The War for Independence, 1776-1783” in the student text (pages 30-37) and completed the “Study Guide – Optional Reading” in the Teacher Resource Book (pg 25-27).
- Ask students to assess American society at the end of the War for Independence. Form seven groups. Distribute “Exploring the Evidence” (TE page 28) to each student and assign each group one of the seven trends. Distribute the appropriate sections of “Trends toward Democratization” (TE page 29-33) to the seven groups. Explain that “Trends toward Democratization” presents seven developments that promoted democratization during the first decades of the United States. Instruct each group to analyze how its assigned trend contributed to the process of democratization. Assign a student from each group to record the conclusions of the group on the worksheet. After the groups have analyzed their assigned trends, call on group spokesperson to share their conclusions with the class. Prod students to find connections among the trends. Ask students to rank the seven trends in terms of their significance to democratization. Ask students to identify the characteristics they most closely associated with democracy. Invite students to assess the progress of democratization in the United States since the early 1800s. Ask students to evaluate the future prospects of American democracy.

#### **Activity 6**

- Before beginning the unit, students should have read Part III of the background reading in the student text (pages 38-40) and completed the “Study Guide – Part III” in the Teacher Resource Book (pages 35).
- Call on students to share their impressions of the Articles of Confederation. Form six groups. Distribute one of the six case studies to each group (TE pages 37-42). Distribute “Evaluating the Articles of Confederation” (TE page 36) to each student. Instruct each group to read its assigned case study and answer the question in “Evaluating the Articles of Confederation.” Assign a student

from each group to record the conclusions of the group on the worksheet. After the groups have analyze their assigned case studies, call on group spokesperson to share their conclusions with the class. Focus on the connection between the problems featured in the case studies and the weaknesses of the Articles of Confederation. Invite students to imagine that the Articles of Confederation had remained the political foundation of the United States. Would the country have survived? Ask students to compare the Articles of Confederation to the structure of present-day international organizations, such as the European Union or the United Nations.

*Experiences*

**Independence National Historical Park**

Stand in the shadow of Independence Hall, read the inscription on the Liberty Bell, and learn about the ideas of liberty and self-government that began at this historic location. Guided and self-guided tours include various films, interactive activities, exhibits and a chance to enter Independence Hall. Groups will have a ranger-guided tour of the Independence Hall, where the Declaration of Independence and the U.S. Constitution were drafted and signed. School groups can also reserve a tour of Franklin Court, and engage in interactive educational programs. <https://www.nps.gov/inde/index.htm> (Chapter 2)

**Rockingham Historic Site**

Learn about what life was like in 18th century Colonial America. The house served as General George Washington’s headquarters towards the end of the American Revolution. Groups can tour the first and second floors of the house, complete with 18th century furnishings. Groups can also enjoy reenactments, learn about how death was handled in the 18th century, see a sheep wool spinning demonstration, enjoy a performance by The Practitioners of Musick, and more. The site’s kitchen garden is also available for tour featuring 18th-century plants herbs, flowers, berry bushes, an apple tree, and much more. <http://www.rockingham.net/> (Chapter 2)

Resources

- Wood, G. (2005). *The Choices Program, A More Perfect Union: American Independence and the Constitution* [Pamphlet]. Providence, RI: Brown University.
- The Choice Program from Brown University (on-line edition) <http://www.choices.edu/>
- Video links available for Chapter 2
  - [Why did people in the United States believe their revolution was so influential worldwide?](#)
  - [How did the relationship between states develop after the War of Independence?](#)
  - [Why did Federalists and Anti-Federalists disagree about representation?](#)

Suggested Time Frame:

1<sup>st</sup> Marking Period

## **Social Studies 10**

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<b>Unit Plan Title:</b>	<b><u>The Choices Program-Honors Infusion</u></b> <b><u>Challenge to the New Republic: The War of 1812</u></b> <b>Creating a Constitution (Chapter 3) &amp; Federalists and Republicans (Chapter 4)</b>
<b>Social Studies NJ Standard</b>	
<p>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.</p> <p>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</p> <p>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.</p> <p>6.1.12.D.2.c - Relate events in Europe to the development of American trade and American foreign and domestic policies.</p> <p>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.</p>	
<b>Overview/Rationale</b>	
<p>Challenge to the New Republic: The War of 1812 examines the foreign policy challenges that the United States faced leading up to the War of 1812. Students explore the conflicting visions of the role of government and the Constitution in foreign policy. This curriculum will analyze the series of foreign policy challenges that threatened the survival of the United States as an independent, constitutional republic. The resulting disruptions to ocean-going trade and on the U.S. frontiers became dominant foreign policy issues during the early years of the American Republic.</p>	
<b>Career Readiness Practices</b>	
<ul style="list-style-type: none"><li>• CRP2 – Apply appropriate academic and technical skills.</li><li>• CRP4 – Communicate clearly and effectively and with reason.</li><li>• CRP5 – Consider the environmental, social, and economic impacts of decisions.</li><li>• CRP6 – Demonstrate creativity and innovation.</li><li>• CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>• CRP9 – Model integrity, ethical leadership, and effective management.</li><li>• CRP12 – Work productively in teams while using cultural global competence.</li></ul>	
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- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



- What were the critical issues of the Continental Convention? (Activity 1)
- What were the issues confronting Americans in February 1788? (Activity 2)
- What were the leading values influencing the debate on ratifying the Constitution? (Activity 3)
- What are some values that influence the writing of history? (Activity 4)
- What are some of the strengths and weaknesses of The Constitution? (Activity 5)
- How did Washington's and Adams's administrations set precedent on foreign policy? (Activity 6)
- How were Jefferson's and Madison's outlooks on foreign policy different from those of their predecessors? (Activity 7)
- What were the issues facing the United States in 1812? (Activity 8)
- What were some of the debates on U.S. policy in 1812? (Activity 9)
- What were the outcomes of the War of 1812? (Activity 10)

### Enduring Understandings

- The critical issues of the Continental Convention were finances and foreign affairs. (Activity 1)
- The issues confronting Americans in February 1788 were slavery, a strong central government, and state's rights. (Activity 2)
- The leading values influencing the debate on ratifying the Constitution were security of the United States, state's rights, and the granting of individual rights. (Activity 3)
- Some values that influence the writing of history are pride in your nation, individual bias, and perspective. (Activity 4)
- A strong national government and the establishment of individual rights were strengths found in The Constitution while taxes, slavery, and voting rights remained weaknesses in The Constitution. (Activity 5)
- Washington's and Adams's administrations established the necessary precedents or standards that would clarify the role of the government. (Activity 6)
- Jefferson's and Madison's outlook on relations between nations and their distrust of a strong central government differed strongly from previous administrations. (Activity 7)
- The U.S. faced fundamental issues involving war and peace, as well as the U.S. relationship with Europe in general and Great Britain in particular. (Activity 8)
- The ideas of when, how, or even if the U.S. should declare war on Britain in 1812 differed sharply. (Activity 9)
- Following the war, a wave of nationalism developed and the United States embarked on a period that became known as the Era of Good Feeling. (Activity 10)

### Student Learning Targets/Objectives

By the end of the unit students will be able to

- Analyze the critical issues of the Constitutional Convention. Draw on historical knowledge to develop coherent arguments. Compare their own reasoning to that of the delegates to the Constitutional Convention. Evaluate the values, attitudes, and concerns of the convention delegate. **(Activity 1)**
- Analyze the issues confronting Americans in February 1788. Identify the core underlying values of the options. Integrate the arguments and beliefs of the options and the background reading into a persuasive, coherent presentation. Work cooperatively within groups to organize effective presentations. **(Activity 2)**
- Articulate the leading values influencing the debate on ratifying the Constitution. Explore, debate, and evaluate multiple perspectives on competing political philosophies. Sharpen rhetorical skills through debate

and discussion. Cooperate with classmates in staging a persuasive presentation. **(Activity 3)**

- Analyze the values that influence the writing of history. Develop criteria for portraying the past. Assess the perspectives and standards that have shaped American historiography. **(Activity 4)**
- Articulate their views on individual rights and the purpose of government. Analyze the strengths and weaknesses of the U.S. Constitution. Cooperate with their classmates to develop a group consensus on constitutional issues. **(Activity 5)**
- Identify important foreign policy precedents set during Washington’s and Adams’s Administrations. Understand the message and values reflected in Washington’s Farewell Address. Understand the state of war with France and its consequences. **(Activity 6)**
- Analyze and evaluate the foreign policies of both the Jefferson and Madison administrations by identifying political cartoons and placing them in their historical context. Understand how different people interpreted events. Identify the values and viewpoint of the cartoonist. **(Activity 7)**
- Analyze the issues facing the United States in 1812. Identify the core underlying values of the options. Integrate the arguments and beliefs of the options and the readings into a persuasive, coherent presentation. Work cooperatively in groups to organize effective presentations. **(Activity 8)**
- Analyze the issues that framed the debate on U.S. policy in 1812. Sharpen rhetorical skills through debate and discussion. Cooperate with classmates in staging a persuasive presentation. **(Activity 9)**
- Understand the outcomes of the War of 1812. Explore the connections between the events leading up to and the outcomes of the War of 1812. Visually represent the causes and outcomes of the War of 1812. Work cooperatively in groups to organize effective presentations. **(Activity 10)**

### *Teaching and Learning Actions*

*Activities*

## **Chapter 3**

### **Activity 1**

- Before beginning the unit, students should have read Part IV of the background reading in the student text (pages 41-46) and completed the “Study Guide – Part IV” in the Teacher Resource Book (pages 44-46).
- Ask students to assess the attitudes and values of the delegates to the Constitutional Convention. Divide the class into five groups. Distribute “Recalling the Mini-Debates of Philadelphia” (TE page 47) to each student and review the instructions. Assign two issues to each group and distribute the appropriate sections of “The Mini-Debates of Philadelphia” (TE pages 48-52). Call on the groups to re-enact the debates that took place in 1787 on their assigned issues. After each student has presented, poll the remaining student about their reaction to the arguments. Invite students to compare their own reasoning with the arguments presented by the convention delegates. After the ten issues have been reviewed, ask students to consider them in the context of 1787. Call on students to identify the historical lessons that were uppermost in the minds of the delegates.

### **Activity 2**

- Before beginning the unit, students should have read Part V of the background reading in the student text (pages 47-50), “The Great Debate – Ratifying the Constitution of 1787” (pages 51-52), and completed the “Study Guide – Part V” in the Teacher Resource Book (pages 54-55).
- Call on students to review the ten issues featured in “Recalling Mini-Debates of Philadelphia.” Ask students to identify the relevant passages in the excerpts of the Constitution. Form three groups of three to five students. Assign an

option to each group. Distribute “Considering Your Option – February 1788” (TE page 56) to the three option groups. Inform students that each option group will be called upon in the next class to present the case for its assigned option to a group of Americans gathered at a public inn. Explain that the option groups should follow the instructions in “Considering Your Option – February 1788.” Distribute “Travelers at the Inn – February 1788” (TE pages 58-60) and “Concerned Citizens – February 1788” (TE page 57) to the remainder of the class and assign each student a role. While the option groups are preparing their presentations, the concerned citizens should develop questions to be directed to the option groups at the next class period. Each student should prepare at least two questions for each of the options. Remind students that they are expected to turn in their questions at the end of the simulation.

### **Activity 3**

- Organize the room so that the three option groups face a row of desks reserved for the concerned citizens. Distribute “Evaluation Form” (TE page 62) to the citizens. Explain that the simulation will begin with three-to-five minute presentations by the spokespersons for the option groups. Encourage the spokesperson to speak clearly and convincingly. Follow the presentations, invite concerned citizens to ask questions. Make sure that each citizen has an opportunity to ask at least one question. Then questions should be evenly distributed among all three option groups. If time permits, encourage members of the option groups to challenge the positions of their groups. During cross-examination, allow any option group member to respond.

### **Activity 4**

- Before beginning the unit, students should have read Part VI of the background reading in the student text (pages 64-72) and completed the “Study Guide – Part VI” in the Teacher Resource Book (pages 64-66).
- Ask students to imagine that the framers of the Constitution were brought back to life. Form groups of three to five students. Distribute “Looking into Your Past” (TE page 67) and review the instructions with the class. Emphasize that the intent of the worksheet is to compel students to grapple with some of the same questions that confront historians. After the groups have completed the worksheet, invite group spokesperson to share their conclusions with the class. Ask students to compare the process of crafting a family biography with the challenges of writing the history of our country. Invite students to offer their own recommendations for revising their textbooks. Ask students to predict how their generation will interpret the development of the Constitution and other crucial junctures of American history. Call on them to discuss the validity of the following statement: “A nation’s history is the mirror which we collectively construct from the past to view ourselves and our values. Each generation adjusts the mirror and passes it down to the next generation.”

### **Activity 5**

- Before beginning the unit, students should have complete “Life, Liberty, and the Pursuit of Happiness Today” (TE page 69).
- Form groups of three to five students. Distribute “The Second Constitutional Convention” (TE pages 70-71) to each group and review the instructions with the class. Emphasize that students should use their individual responses to “Life, Liberty, and the Pursuit of Happiness Today” in contributing to the consensus of their groups. After the groups have finished the worksheet, invite the delegation chairpersons to share their conclusions with the class.

Call on students to compare their present attitudes with those that they held at the beginning of the unit. Poll the groups on their responses to the fifth question. Challenge the groups that advocate drafting a new constitution to justify their position. Ask students to consider the durability of the Constitution.

## **Chapter 4**

### **Activity 6**

- Before beginning the unit, students should have read the Introduction and Part I in student text (pages 1-9).
- Distribute “Key Documents in the Washington and Adams Administration (TE pages 9-12). Divide the class into groups of three or four. Assign each group the task of studying one of the documents and collectively answering the discussion questions. After the groups have answered the discussion questions, call on students to summarize the key points of each of the four documents. Focus discussion on how the documents relate to the central foreign policy issues faced by the United States during the Washington and Adams Administrations. Make a chart on the board which lists the four documents in four areas or columns. Ask students to list all the precedents that each document set. They may need to refer to their readings. Once their lists are complete, ask them about the role these documents played in U.S. history.

### **Activity 7**

- Before beginning this lesson, students should have read Part II in the student text (pages 10-15) and completed their study guide (pages 14-16 in TE).
- Distribute “Political Cartoons” (pages 19-22) to the class. Divide the class into groups of three or four. Assign each group the task of studying one of the first four cartoons and collectively answering the discussion questions. In addition, each group should attempt to answer the questions for the fifth cartoon. Emphasize that students should draw on Part I and Part II of the reading to answer the discussion questions. After the groups have answered the discussion questions, call on students to summarize the key points of each of the cartoons. Focus discussion on how the cartoons relate to the political debates and issues faced by the United States in its early years. Ask students to pick an event described in the reading and draw a political cartoon which would persuade others of a point of view.

### **Activity 8**

- Before the lesson, students should have read “June 1812: The Moment of Decision” and “Options in Brief” in the student text (pages 16-17).
- Form four groups of four students each. Assign an option to each group. Distribute “Presenting Your Option” (page 24 in TE) to the four option groups. Inform students that each option group will be called upon in the next class period to present the case for its assigned option to a group of citizens and members of Congress gathered in the dining hall of a large Washington hotel. Explain that the option groups should follow the instruction in “Presenting Your Option.” Distribute “Concerned Citizens (TE page 25) and “Dining at the Washington Hotel, June 1812” (TE page 26) to the remainder of the class and assign each student a role. While the option groups are preparing their presentations, the concerned citizens should develop questions to be directed to the option groups in the next class. Each student should prepare at least

two questions for each of the options. Remind concerned citizens that they are expected to turn in their questions at the end of the simulation. Ask students to design posters illustrating the best case for their options. The concerned citizens may be asked to design a political cartoon expressing their concerns or to write a journal entry reflecting their views as preparations for the role play.

### **Activity 9**

- Review the situation in June 1812 with students. Invite students to assume their roles as members of Congress and concerned citizens dining together at a fancy hotel in Washington. Organize the room so that the four option groups face a row of desks reserved for the group of concerned citizens. Allow the groups several minutes to organize their presentations. Distribute “Evaluation Form” (page 29 in TE) to the citizens and instruct the students to fill out Part I during the course of the period and to complete Part II for homework. Explain that the simulation will begin with three-to-five minute presentations by members of the option groups. Encourage presenters to speak clearly and convincingly. Follow the presentations, invite members from the group of concerned citizens to pose their questions. Make sure that each citizen has an opportunity to ask at least one question. The questions should be evenly distributed among all four option groups.

### **Activity 10**

- Before the lesson, students should have read, “Epilogue: The War and Its Consequences” in the student text (pages 30-33) and completed the “Study Guide – Epilogue” (pages 31-33 in TE).
- Ask students to brainstorm a list of the causes of the War of 1812. Record their list on the board. Then ask for a list of outcomes. Explain that they are not restricted to the immediate post-war years, nor to U.S. history only. Let them pull from other courses they have taken. The epilogue in the student text can serve as a useful starting point. This class activity is intended to initiate discussion, not to complete the task which will be done in small groups. Divide the class into groups of three or four. Hand out a poster board or large sheet of flip-chart paper to each group and ask them to write “War of 1812” in the center of it. Explain that they are going to create a historical web in which they will map the many causes and outcomes of the War of 1812 as well as the interconnection among them. Ask each group to present its “web diagram” to the class. Students should be prepared to explain the relationships among the items that they have connected.

### *Experiences*

#### **National Constitution Center**

Your students are sure to be inspired, informed, and engaged by their visit to the National Constitution Center—the Museum of We the People. The museum’s main exhibit includes three signature attractions: *Freedom Rising*: This multimedia theater-in-the-round performance connects visitors—in an inspiring, unforgettable way—with the story of the United States Constitution and its ongoing role in our lives. *The Story of We the People*: This hands-on exhibit illuminates America’s constitutional history through innovative exhibits, films, photographs, rare artifacts, and engaging activities led by our education staff. *Signers’ Hall*: Sign the Constitution alongside 42 life-size, bronze statues of the Founding Fathers. <http://constitutioncenter.org/visit/group-visits/student-and-youth-groups/> (Chapter 3)

### **Fort McHenry National Monument and Historic Shrine**

This is the site of the Battle of Baltimore, fought on September 14, 1814, that led to the penning of "The Star-Spangled Banner." An introductory film welcomes visitors to the site of a War of 1812 battle that gave birth to our National Anthem. Tours may need to be scheduled up to 6 months in advance. <https://www.nps.gov/fomc/index.htm> (Chapter 4)

### **The Flag House and Star-Spangled Banner Museum**

At the Star-Spangled Banner Flag House, you'll find something quite rare: a fun-filled, interactive experience where visitors will become part of one of the most important stories of our nation's history — the sewing of the flag that inspired our National Anthem. <http://www.flaghouse.org/> (Chapter 4)

### Resources

- Wood, G. (2005). *The Choices Program, A More Perfect Union: American Independence and the Constitution* [Pamphlet]. Providence, RI: Brown University.
- Wood, G. (2005). *The Choices Program, Challenge to the New Republic: The War of 1812* [Pamphlet]. Providence, RI: Brown University.
- The Choice Program from Brown University (on-line edition) <http://www.choices.edu/>
- Video links available
  - [Why has the U.S. Constitution endured for more than 200 years?](#)
  - [What is the role of the Constitutional amendment?](#)

Suggested Time Frame:

2<sup>nd</sup> Marking Period

## Social Studies 10

### The Choices Program-Honors Infusion

<b>Content Area:</b>	<b>10<sup>th</sup> Grade (United States History I)</b>
<b>Unit Plan Title:</b>	<b><u>The Choices Program-Honors Infusion</u></b> <b><u>Westward Expansion: A New History</u></b> The Spirit of Reform (Chapter 6) & Manifest Destiny (Chapter 7)
<b>Social Studies NJ Standard</b>	
<p>6.1.12.D.1.a - Assess the impact of the interactions and conflicts between native groups and North American settlers.</p> <p>6.1.12.D.2.a - Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p> <p>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.</p> <p>6.1.12.A.3.e - Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>6.1.12.B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries.</p> <p>6.1.12.D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p>	
<b>Overview/Rationale</b>	
<p><u>Westward Expansion: A New History</u> explores the transformation of the North American continent in the nineteenth century. This curriculum will examine history from two historical perspectives. First, students explore U.S. expansion from a broad perspective by considering the major events and policies that accompanied U.S. westward growth in the nineteenth century. In Part II, students explore this history on a local level using groundbreaking research of Brown University Professor Karl Jacoby on the effects of U.S. expansion on groups in southern Arizona. This case study is not emblematic of the entire West; rather, it allows students to understand the complicated and violent ways in which U.S. expansion affected specific individuals and communities.</p>	
<b>Career Readiness Practices</b>	
<ul style="list-style-type: none"><li>• CRP2 – Apply appropriate academic and technical skills.</li><li>• CRP4 – Communicate clearly and effectively and with reason.</li><li>• CRP5 – Consider the environmental, social, and economic impacts of decisions.</li><li>• CRP6 – Demonstrate creativity and innovation.</li><li>• CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>• CRP9 – Model integrity, ethical leadership, and effective management.</li><li>• CRP12 – Work productively in teams while using cultural global competence.</li></ul>	
Interdisciplinary Standard(s)	Interdisciplinary Standard(s)



### Language

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### Reading

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

### Writing

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA. W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- What is the purpose of myth and legend in regards to the Native American society? (Activity 1)
- How did the Supreme Court treat Native Americans in the mid-19<sup>th</sup> Century? (Activity 2)
- Can maps have a bias or point of view? (Activity 3)
- In what ways did the U.S. westward expansion affect groups in southern Arizona? (Activity 4 & Activity 5)
- How were the perspectives of Native Americans treated by the U.S. newspapers? (Activity 6)
- How was the southern Arizona experience with U.S. expansion similar to other regions? (Activity 7)

### Enduring Understandings

- Until recently, most historians dismissed Native American oral traditions and stories as mythology. They believed that these sources were not reliable as records of events or experiences. (Activity 1)
- In the mid-19<sup>th</sup> Century, the U.S. Supreme Court ruled that the Native Americans were “a domestic foreign nation.” (Activity 2)
- Maps can have bias and points of view depending on who made them, why they were made, and what perspective is being represented. (Activity 3)
- Escalating violence, U.S. destruction of Apache crops and food stores, and growing numbers of U.S. settlers and soldiers convinced many Apache that their choices were stark. (Activity 4 & Activity 5)
- The views of Native Americans, Mexican Americans, and other groups are often left out of the U.S. story of the westward expansion. (Activity 6)
- The southern Arizona experience with U.S. expansion was similar to other regions because public opinion was split between two conflicting accounts. (Activity 7)

### Student Learning Targets/Objectives

By the end of the unit students will be able to

- Consider the purpose of legends and myths. Examine how one particular Native American group thought about smallpox. Assess the historical value of a legend. (Activity 1)
- Analyze a primary source document and opinion of the chief justice of the Supreme Court. Understand the way the United States understands its “unique” relationship with Native American groups. Consider the relative power of the United States determining the status of Native American groups (Activity 2)
- Practice general map-reading skills. Identify the locations of the four groups in southern Arizona. Connect geography and historical events. Consider the biases inherent in maps. (Activity 3)
- Analyze issues at play in relationships between groups in southern Arizona in 1871. Identify the core assumptions underlying perspectives. Create political cartoons to express their assigned perspectives. Work cooperatively within groups to organize effective presentations. (Activity 4)
- Articulate the perspective of their group. Cooperate with classmates in staging a presentation. Consider ways in which U.S. westward expansion affected groups in southern Arizona. (Activity 5)
- Analyze two accounts of the attack on Camp Grant from 1871. Represent a perspective that was missing from U.S. media reports in 1871. Consider the effects of missing voices in history. (Activity 6)
- Work in groups to design an exhibit for the Aravaipa Canyon Visitor’s Center. Consider the ways in which southern Arizona’s experience with U.S. expansion was similar and different to other regions. Reflect on the impact of U.S. westward expansion and the different ways that people think about this history. (Activity 7)

## Chapter 6

### Activity 1

- Before beginning the lesson, students should have read the Introduction (student text page, 1-2), “The Kiowas Meet Smallpox” (TE pages 13-15), & Part I (student text, pages 1-18). Lastly, they should complete the Study Guide – Part I (TE pages 6-8).
- Ask students to define the word “mythology.” Tell students that until recently, most historians dismissed Indian oral traditions and stories as “mythology.” They believed that these sources were not reliable as records of events or experiences. But in the last few decades, scholars have begun to try to understand how people understand the history that they lived through. Tell students that they will be reading a Kiowa legend about how that group first “met” smallpox. Students will read this story as historians, and attempt to sift through the story for clues about the ways in which the Kiowa lived and the ways in which they thought about their world. To refresh their memories, ask students to recall from the reading and their previous knowledge how disease affected Native American societies in the West. Divide the class into groups of two or three. Have students take out the handout you assigned as the pre-reading to each group, “The Kiowas Meet Smallpox” (TE pages 13-15). Each group should read the instructions and complete the questions. When groups have finished answering questions, call on students to explain their answers. Ask students what they have learned about the Kiowa from this legend. Make a list on the board of all the pieces of information that students could come up with.

### Activity 2

- Write the question, “What is a sovereign nation?” on the board. Define “sovereignty” for students if necessary. Give students a few minutes to brainstorm and record some of their answers. Tell students that in 1831 the Cherokee nation brought a court case against the state of Georgia, that went to the Supreme Court. Georgia had passed a number of laws stripping the Cherokee of their rights. The Supreme Court ruled that the Cherokee did not have jurisdiction because they were not a foreign nation. Chief Justice Marshall defined the status of Native Americans in the United States as “domestic foreign nations.” This definition became the basis for U.S.-Indian relations up to the present day. Divide the class into pairs and give the handout, “Domestic Dependent Nations” (TE page 18-19) to each group. Students should carefully read the document and work with their partner to answer the questions that follow. After the groups have completed the questions, have everyone come together in a large group. Create a t-chart on the board to record student’s answers using the following questions: What rights did the judge believe Indian groups had? & What rights did he believe they did not have? Ask students to go back to the definition of “sovereign nation” that they created at the beginning of class. Using this definition, are Native American groups in the United States sovereign according to Chief Justice Marshall? Why or why not?

### Additional Activities

- Activity 2 is only an introduction to a very complicated and contested issue. If you have more class time to devote to this topic, there are many other activities you can do to deepen student analysis and understanding. For example, you might ask students to draw a political cartoon representing their own views about some of these issues. Or you might have students write a

persuasive essay or a letter to the editor. You might also have a class debate or a “fishbowl” discussion. More information on deliberation can be found at [Deliberating "Pros" and "Cons" of Policy](#)

## Chapter 7

### Activity 3

- Before beginning this lesson, students should have read Part II in the student text (pages 19-32) and completed Study Guide – Part II (TE pages 21-23).
- Pose the following question to students, “Can maps have a bias or point of view?” Ask students to consider a map of the United States. Ask students what they think the map of the United States would look like if it was drawn by an Apache Indian. What about if it was drawn by a Mexican historian? Divide the class into pairs and distribute a copy of the handout, “Exploring the Four Homelands” (TE pages 26-30). Each group should carefully read the instructions and complete the questions. Students may find it helpful to have colored pencils to mark the maps. After about twenty minutes, call on students to share their findings. Ask students to make connections to Part II of the reading when they can. Ask student to reconsider the focus question.

### Activity 4

- Before beginning this lesson, students should have read, “April 1871, Apache Settlement at Camp Grant” in the text (pages 33-34) and “Perspectives in Brief in the text on (pages 35-36).
- Form five groups of four students each. Assign a perspective to each group. Inform students that each perspective group is responsible for creating a political cartoon that represents the views of the perspective group. Each group will also present a summary of their perspective group to the class. Explain that the perspective groups should follow the instructions in “Presenting Your Perspective” (TE page 39). Perspective groups should begin by assigning each member a role (students may double up). Note that the remaining students will be assigned the roles of “character experts” and will be joining their perspective groups shortly. Assign the remaining students a character from the “Character Experts” handout (TE page 40-42). Each of these characters is a real-life person who lived in southern Arizona at the time. Emphasize to students that they are not taking on the role of these characters. Instead, they should think of themselves as historians who have uncovered new information about some key historical individuals. The character experts should be assigned to the perspective group that matches their character. They will be contributing members of their perspective group, but with an additional assignment: reading the information about their assigned character and using that information to support their group’s presentation. Give each students a copy of “Perspective Evaluation Form” (TE page 43). Students should fill in the row that corresponds to their assigned perspective while they are preparing their presentations. During the class presentation they should fill in the rest of the chart.
- If time permits, you may wish to have the character experts mingle with each other before meeting with their perspective groups. Some of the characters have relationships with each other that may give students more information about the nature of relations among groups in southern Arizona at the time.

### **Activity 5**

- Tell the students that today they will be historians presenting the perspectives of groups at a particular moment in history. Remind students of what is going on in southern Arizona in 1871. Be sure that each student has their copy of “Perspectives Evaluation Form” (TE page 39). Explain that each group will give a three-to-five-minute presentation to the class explaining the perspective that they have been assigned. As groups present, the rest of the class should fill in their charts. When each group finishes its presentation, allow students to ask any questions they may have. When the presentations are finished ask students to discuss their charts. Ask students why they think the interactions of these groups were so marred by violence. Ask students to predict what they think might have happened as a result of this settlement. Ask students to back up their predictions with evidence, for example past behavior, quotes, or the arguments made by different groups. Tell students that while the experiences of these groups is not emblematic of groups across the West during this period, it is also not unique. Ask students to consider the relative positions of these groups in southern Arizona at the time.

### **Activity 6 (may be done over two classes)**

- Before beginning this lesson, students should read Part II in the student text (pages 50-58) and complete the Study Guide – Part III (TE pages 47-49).
- Have a short discussion with students regarding the required reading. Divide the class into groups of three to four students. Give each group a copy of “Considering Different Perspectives” (TE page 51) and each student a copy of “Two Perspectives on the Attack at Camp Grant” (TE pages 52-53). Tell students to carefully read the directions with their group members. They should read the newspaper excerpts and then work with their group members to answer the questions on the worksheet. After the groups have completed the questions, have students share their findings with the whole class. Tell students that they will now write news articles representing view that were not represented in the two articles they just read. Let students choose or assign each student perspective among the following: O’odham, Mexican American, or Apache who were living near Camp Grant. You may wish to have students work individually, or you may want them to work in pairs or groups to write their articles. Distribute “Representing Other Perspectives” (TE page 54) to each student. Tell them to carefully read the instructions and use the questions on the worksheet to help them plan before they begin writing articles. Students should use the information from the readings to help make their articles as historically accurate as possible. Have students share their articles with their classmates. Tell students that the view of Native Americans, Mexican Americans, and other groups are often left out of the U.S. story of westward expansion. You may wish to make a class newspaper. You might also ask students to write from all five perspectives.

### **Activity 7**

- Before beginning this lesson, students should read Part III in the student text (pages 50-58) and complete Study Guide – Part III (TE pages 47-49).
- Ask students what happened to the Apache settlement in Aravaipa Canyon in April 1871. Ask students to recall the results of the trial. Tell students that today, the Aravaipa Canyon region looks very different from how it did more than one hundred and twenty-five years ago. The actual site of the attack is owned by an Apache family, and in 1998 the Apache succeeded in having the site listed on the National Register of Historical Places. Tell students that they

	<p>will be working in groups to design an exhibit for the visitor’s center at Aravaipa Canyon Wilderness to educate people about the history of the region. Divide students into groups of three or four. You may want to assign students to groups based on interest or skill so that each group has a balance of talents. Distribute the handout, “Designing an Exhibit” (TE page 57). Tell students that they should think carefully about what the message of their exhibits will be. After students have designed their exhibits, spend some time discussing the experience and the questions raised. It might be important for your students to consider how their knowledge of this history can apply to other historical and current issues and topics.</p> <ul style="list-style-type: none"> <li>• Provide students with concrete parameters for their exhibits, such as space allowance. If you are able, have students actually create their exhibit and display them in school or elsewhere in their community. Ask students to write an explanatory text or an introduction and conclusion to the exhibit that would be included in the exhibit display. Ask student to create an “artist’s statement” that explains the choices made while designing the exhibit.</li> </ul>
<p><i>Experiences</i></p>	<p><b><u>The National Museum of Native Americans</u></b>  The National Museum of the American Indian—New York, the George Gustav Heye Center, is located within the historic Alexander Hamilton U.S. Custom House. The museum’s permanent and temporary exhibitions—as well as a range of public programs, including music and dance performances, films, and symposia—explore the diversity of the Native people of the Americas. <a href="http://nmai.si.edu/visit/newyork/">http://nmai.si.edu/visit/newyork/</a> (Chapter 6 or 7)</p> <p><b><u>National Museum of the American Indian</u></b>  The National Museum of the American Indian houses one of the world’s largest and most diverse collections of its kind. The museum’s sweeping curvilinear architecture, its indigenous landscaping, and its exhibitions, all designed in collaboration with tribes and communities from across the hemisphere, combine to give visitors from around the world the sense and spirit of Native America. <a href="http://nmai.si.edu/visit/washington/">http://nmai.si.edu/visit/washington/</a> (Chapter 6 or 7)</p>
<p>Resources</p>	
<ul style="list-style-type: none"> <li>• Wood, G. (2005). <i>The Choices Program, Westward Expansion: A New History</i> [Pamphlet]. Providence, RI: Brown University.</li> <li>• The Choice Program from Brown University (on-line edition) <a href="http://www.choices.edu/">http://www.choices.edu/</a></li> <li>• Information on deliberation in the classroom: <a href="#">Deliberating "Pros" and "Cons" of Policy</a></li> <li>• Video links available <ul style="list-style-type: none"> <li>○ <a href="#">How is the term “westward expansion” problematic?</a> (Chapter 6)</li> <li>○ <a href="#">What was the North American West like before Europeans arrived?</a> (Chapter 6)</li> <li>○ <a href="#">How did Indian societies adapt to the arrival of Europeans?</a> (Chapter 6)</li> <li>○ <a href="#">How did horses change the lives of Native American women?</a> (Chapter 7)</li> <li>○ <a href="#">How can studying local history deepen our understanding of larger historical forces?</a> (Chapter 7)</li> <li>○ <a href="#">How do Indian primary sources contribute to our understanding of westward expansion?</a> (Chapter 7)</li> <li>○ <a href="#">Why are Indian views sometimes left out of the history of the West?</a> (Chapter 7)</li> </ul> </li> </ul>	
<p>Suggested Time Frame:</p>	<p>3<sup>rd</sup> Marking Period</p>



## **Social Studies 10**

### **The Choices Program-Honors Infusion**

<b>Content Area:</b>	<b>10<sup>th</sup> Grade (United States History I)</b>
<b>Unit Plan Title:</b>	<b><u>The Choices Program-Honors Infusion</u> <u>A Forgotten History: The Slave Trade and Slavery in New England</u> Sectional Conflict Intensifies (Chapter 8) &amp; The Civil War (Chapter 9)</b>
<b>Social Studies NJ Standard</b>	
<p>6.1.12.D.2.e - Determine the impact of African American leaders and institutions in shaping free Black communities in the North.</p> <p>6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>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.</p> <p>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.</p> <p>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 Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</p> <p>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.</p>	
<b>Overview/Rationale</b>	
<p>A Forgotten History: The Slave Trade and Slavery in New England explores New England’s economic growth as a result of slavery and the slave trade during the colonial era, the experiences of enslaved people, and the attempts of Quakers and others to abolish slavery. Student examine the effects of slavery, emancipation, and historical memory of New England. This curriculum explores the nature of the triangular trade and the extent of slavery in New England. It discusses the effects of the trade in slaves and slavery itself for the new Americans of the time and will help students to understand how history, and the telling of history, affects us today.</p>	
<b>Career Readiness Practices</b>	
<ul style="list-style-type: none"><li>• CRP2 – Apply appropriate academic and technical skills.</li><li>• CRP4 – Communicate clearly and effectively and with reason.</li><li>• CRP5 – Consider the environmental, social, and economic impacts of decisions.</li><li>• CRP6 – Demonstrate creativity and innovation.</li><li>• CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>• CRP9 – Model integrity, ethical leadership, and effective management.</li><li>• CRP12 – Work productively in teams while using cultural global competence.</li></ul>	
<b>Interdisciplinary Standard(s)</b>	<b>Interdisciplinary Standard(s)</b>



### Language

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- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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### Reading

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- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

### Writing

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- What connections did the slave trade create between the North and the South? (Activity 1)
- How were the experiences the slaves in New England had different from the slaves in the South? (Activity 2)
- What were the issues that framed the 1783-84 debate in Rhode Island about the future of slavery? (Activity 3 & Activity 4)
- What impact did New England slavery have on how people think about slavery today? (Activity 5)

### Enduring Understandings

- Slavery connected the North and the South via the triangular trade created by the northern colonies. (Activity 1)
- Slaves in New England enjoyed greater freedom than those in the South and this freedom granted the slaves the ability to create a community of their own. (Activity 2)
- The issues that framed the 1783-84 debate in Rhode Island about the future of slavery were whether slavery should continue or end, whether emancipation should be granted gradually or immediately, and whether slaves should be sent back to Africa. (Activity 3 & Activity 4)
- As the nineteenth century progressed, Northern whites would develop a romanticized version of their past, celebrating their abolitionist heritage and ignoring their involvement with slavery and the trade. (Activity 5)

### Student Learning Targets/Objectives

By the end of the unit students will be able to

- Trace the route of a Newport slave ship. Examine connections the slave trade created between the North and the South. Use primary sources to examine four different dimensions of the slave trade. (Activity 1)
- Use primary source materials to develop a clearer understanding of the experiences of enslaved people in New England. (Activity 2)
- Analyze the issues that framed the 1783-84 debate in Rhode Island about the future of slavery. Identify the core assumptions underlying the options. Integrate the arguments and beliefs of the options into a persuasive, coherent presentations. Work cooperatively within groups to organize effective presentations. (Activity 3)
- Analyze the issues that framed the 1784 debate in Rhode Island about the future of slavery. Sharpen rhetorical skills through debate and discussion. (Activity 4)
- Work in groups to design a museum exhibit. Review concepts and facts presented in the readings. Reflect on the impact of New England slavery and how people think about it today. (Activity 5)

### Teaching and Learning Actions

*Activities*

## Chapter 8

### Activity 1

- Before beginning this lesson, students should have read Part I in the student text (pages 1-9) and completed the Study Guide – Part I (TE pages 6-8).
- Begin the class by writing the word “slave trade” on the center of the board. Give students 5-10 minutes to approach the board and write whatever comes to mind when they think of the slave trade. Instruct the class to do the exercise in silence. Encourage students to add to each other’s postings as well as to write their own independent postings. In the large group setting, ask

students to comment on the wall they developed. Next, ask students what it was like to construct the wall. Finally, ask students about their experiences learning about the slave trade. Divide students into groups of three or four and distribute “Triangular Trade Map (TE page 14), and the “Voyage of the Hare” (TE page 15-19). Give each group one of the four worksheets on dimensions of the slave trade (TE pages 20-23). Ask students to follow the directions on the handout. They will be tracing the Hare’s journey from Rhode Island to South Carolina. Return to the large group setting. Review students’ findings. Ask student to synthesize the information and summarize the voyage of the Hare. Encourage them to include each of the four dimensions in their summary. Ask students why they think history is sometimes forgotten, and how we remember history. As a final question, ask student whether their new understanding of New England’s involvement in the slave trade changes their view of history or of the United States. What lessons will they carry with them as they continue to read.

### **Activity 2**

- Before beginning this lesson, students should read Part II in the student text (pages 10-19) and complete the Study Guide – Part II (TE pages 25-27).
- In the large group setting, review the previous night’s reading with students. Students might be especially interested in discussing why some people fought hard for abolition at the same time others fought hard for maintaining slavery. Divide students into seven groups and distribute one handout of “Enslaved People’s Experiences 1-7” (TE pages 29-38) to each group. Ask students to follow the directions on their handout. Note that each handout looks at a different element of enslaved people’s lives through a different lens: literature, architecture, statistics, etc. You may wish to divide your groups by interest or skill. Return students to large group setting. Ask groups to summarize what they learned from their handouts. Record responses on the board. You might wish to try to categorize responses with headings such as “daily life” or “what enslaved people thought of their position” or “how enslaved people were viewed by whites” (TE pages 29-38). Constructing categories will help students to see trends in the disparate types of material they investigated. After students have listed some similarities, challenge them to note differences between slavery in the North and why they know about slavery in the South.

## **Chapter 9**

### **Activity 3**

- Before beginning this lesson, students should have read “Winter 1783: Rhode Island’s Moment of Decision” in student text (page 20) and “Options in Brief” in student text (page 21).
- Form four groups of four to five students each. Assign an option to each group (student text pages 22-32). Inform students that each option groups will be called upon in the next class period to present the case for its assigned option to the townsfolk. Explain that the option groups should follow the instructions in “Presenting Your Option” (TE page 40). Note that the option groups should begin by assigning each member a role (students may double up). Distribute “Townspople” (TE pages 41-44) to the remaining students. All the characters described were real people. While the options groups are preparing their presentations, these students should develop cross-examination questions for

the next class period. Remind these students that they are expected to turn in their questions at the end of the simulation. Ask the option groups to design a poster illustrating the best case for their options. Ask students playing townspeople to write a journal entry describing their approach to the question of slavery and the slave trade before working together to design questions for the option groups.

#### **Activity 4**

- Organize the room so that the four option groups face a row of desks reserved for the townspeople. Handout “Townspeople Evaluation Form” (TE page 46) to each of the students representing the townspeople. Explain that the simulation will begin with three-to-five-minute presentations by each option group. Encourage all to speak clearly and convincingly. Following the presentations, invite townspeople to ask cross-examination questions. Make sure that each member of this group has an opportunity to ask at least one question. If time permits, encourage members of the option groups to challenge the positions of the other groups. During cross-examination, allow any member of the option group to respond. (As an alternative approach, permit cross-examination following the presentation of each option.) Finally, students may be interested in discussing why more primary sources are available for some options than others.

#### **Activity 5**

- Before beginning this lesson, students should have read “Epilogue” in the student text (pages 33-39) and completed the “Study Guide – Epilogue” (TE pages 48-50).
- Write the following focus question on the board: What are museums for? Ask students to think about the nature of museums. Divide students into groups of three or four. Students will be constructing a plan for a museum exhibit on New England slavery and/or the Atlantic slave trade. You may wish to assign students to groups based on interest or skill so that each group has a balance of different skills and talents. Distribute the handout “Designing a Museum Exhibit” (TE page 52). Ask students to begin the process of designing their exhibits. (See the handout for questions for students to consider.) You may wish to provide extra time for this activity. If that is not available, the discussion of the questions alone is also valuable. After students have designed their museum exhibits, spend some time discussing the experience and the questions raised. It might be important for your students to consider how their new knowledge of this history can apply to other historical and current issues and topics.
- (Provide students with concrete parameters for the museum, such as space allowance. If you are able, have students actually create their exhibits and display them in school or elsewhere in the community. Ask students to write a “gallery guides,” explanatory text, or an introduction and conclusion to the exhibit that would be included in the exhibit display. Ask students to create an “artist’s statement” that explains the choices they made while designing the exhibit. Think about the product you wish students to create. If students cannot create an actual exhibit, what will they turn in? A poster? Blueprint? Narrative? Performance or presentation of some kind?)

Experiences

**Slavery and Underground Railroad Tour**

Learn about the dramatic history of slavery and the Underground Railroad in NYC. Listen to tales of courage and triumph and discover the stories of real New Yorkers who risked life and property to help people escaping American Slavery. Visit historic stops that were part of the Underground Railroad network and listen to tales of courage and triumph of real New Yorkers who risked life and property to help people escaping American Slavery and the dramatic history of slavery and the Underground Railroad in NYC. New York Pass grants you free admission to this tour.

<https://www.newyorkpass.com/En/new-york-attractions/tickets/Slavery-and-Underground-Railroad-Tour/> (Chapter 8)

**Afro-American Historical Society Museum**

The Afro-American Historical Society Museum was organized as a committee by Captain Thomas Taylor, President of the Jersey City Branch of the National Association for the Advancement of Colored People. He saw a need to develop an appreciation for the historic and cultural heritage of African Americans. Toward this end he contacted Theodore Brunson, a lay historian in Afro-American history; Mrs. Nora Fant, a long time and active resident of Jersey City; and Mrs. Virginia Dunnaway, a community worker and teacher. Together they formed the Historical and Cultural Committee setting as its purpose the research, collection, preservation and exhibition of Afro-American history and culture. The committee chose February, Black History Month, as the appropriate time to present a program and exhibition on its findings.

<http://www.cityofjerseycity.org/docs/afroam.shtml> (Chapter 9)

**Slavery in New York Museum**

For most of its history, New York has been the largest, most diverse, and most economically ambitious city in the nation. No place on earth has welcomed human enterprise more warmly. New York was also, paradoxically, the capital of American slavery for more than two centuries. Educational programs will bring new curricular materials to hundreds of schools in the metropolitan area and welcome school visitors to specially designed tours of the exhibition.

[http://www.slaveryinnewyork.org/about\\_exhibit.htm](http://www.slaveryinnewyork.org/about_exhibit.htm) (Chapter 9)

Resources

- Wood, G. (2005). *The Choices Program, A Forgotten History: The Slave Trade and Slavery in New England* [Pamphlet]. Providence, RI: Brown University.
- The Choice Program from Brown University (on-line edition) <http://www.choices.edu/>
- The Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition <http://glc.yale.edu/>
- Additional resources – books, websites, & films [http://www.choices.edu/resources/supplemental\\_slavery.php](http://www.choices.edu/resources/supplemental_slavery.php)
- Video links available
  - [How has the telling of this part of American history changed over time?](#)
  - [Interpreting an advertisement for runaway slaves.](#)
  - [How do scholars get information about early Africans in Rhode Island?](#)
  - [How can historians use gravestones as primary sources?](#)
  - [How has the telling of this part of American history changed over time?](#)

Suggested Time Frame:

4<sup>th</sup> Marking Period