Orange Board of Education  US History I Grade 10

**Cycle 1:**

| Topic: Colonizing America, Prehistory to 1754  The American Revolution 1754-1783 | Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative and narrative writing; finding main ideas; population bar graphs; analyzing quotes; interpreting visual sources; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon. | Projected # of days 25 (12 classes) |

**Cycle 2:**

| Topic: Creating A Constitution 1781-1789 Federalists and Republicans 1789-1816 | Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative and informative/explanatory writing; finding main ideas; population bar graphs; analyzing quotes; interpreting visual sources; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon. | Projected # of days 40 (20 classes) |
### Cycle 3:

<table>
<thead>
<tr>
<th>Topic:</th>
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<td>Growth and Division 1816-1832</td>
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<td>The Spirit of Reform 1828-1845</td>
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<td>Manifest Destiny 1820-1848</td>
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<td>Sectional Conflict Intensifies 1848-1861</td>
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| Topic:  | Colonizing America, Prehistory to 1754  
The American Revolution 1754-1783 |
| Cycle I: |  
Projected # of days (12 classes)  
25 |
ORANGE BOARD OF EDUCATION

US History I Grade 10 Cycle 1 Chapter 1: Colonizing America, Prehistory to 1754

Goal(s)(NJCCCS and CCSS:

NJCCCS:
SOCIAL STUDIES

SOCIAL STUDIES
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
6.1.1 Colonization and Settlement
A. Civics, Government, and Human Rights
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.
B. Geography, People, and the Environment
6.1.12.B.1.a Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
C. Economics, Innovation, and Technology
6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
D. History, Culture, and Perspectives
6.1.12.D.2.a Explain the consequences to Native American groups of the loss of their land and people

TECHNOLOGY
Standard 8.1 Educational Technology

ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.
C. Communication and Collaboration
12 Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards>>History/Social Studies>>Grade 9-10
Key Ideas and Details
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Craft and Structure
CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

English Language Arts Standards >> Writing >> Grade 9-10

Text Types and Purposes
CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
CCSS.ELA-Literacy.W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

English Language Standards >> Speaking & Listening >> Grade 9-10

Comprehension and Collaboration
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
**Essential Questions:** How did the movement of people, goods, and ideas, cause social change over time? How were the colonies affected by global conflicts? How did the colonies develop identities independent of Great Britain?

**Skills/Knowledge/Understandings Covered in Section:**
Students will **know** how different cultures established themselves in North American prehistory, how European settlers’ arrival affected Native American cultures, what defined the different English colonies, how their involvement in overseas trade networks affected the colonies, and how to describe the role of mercantilism and triangular trade on the colonial economies.

**Skill** based learning will include reading and interpreting maps, census data, graphs, charts, timelines and primary and secondary sources. Teachers will introduce the students to the historian’s craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, narration and argumentative writing).

The students will acquire **understanding** of the Americas, its geography and settlement patterns, the emergence of indigenous civilization and their diverse cultures, early European exploration and colonization, their interactions with Native Americans and Africans, the forms of exploitation and oppression, and how these values, traditions, and institutions of all of these peoples help shape an American identity. Students will also understand how countries are affected by their relationships with each other.

**Objectives:** Students will be able to compare and contrast the differences between North American cultures, identify the political, religious, and economic changes that pushed Europeans to explore and colonize other parts of the world, interpret primary sources and other content that describe the history of colonial America, outline how indentured servitude differed from slavery, compare and contrast the ideas of John Locke, Jean-Jacque Rousseau, and Baron Montesquieu.

**Assessments:**

| Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson |
| Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint, Prezi |

**Literacy Connections:**
- Amerigo Vespucci, from *Account of His First Voyage*, 1497
- An Aztec observer, from *The Broken Spears: The Aztec Account of the Conquest of Mexico*, 1959
- Christopher Columbus, from his journal, December 16, 1492
- *The Mayflower Compact*, 1620
- Eliza Lucas from *Life of General Thomas Pickney*, 1895
- Andrew Hamilton, from *A Brief Narrative of the Case and Trial of John Peter Zenger*
- John Locke, from *Two Treatises of Government*
- Baron de Montesquieu, from *The Spirit of Laws*
- Jean-Jacques Rousseau, from *The Social Contract*
- Brantz Meyer, ed. Captain Canot, or *Twenty Years of an African Slaver*. New York: 1854
- George W. Cable, “Creole Slave Songs,” *Century Magazine*, Vol. 31 (April, 1886)
- Phillis Wheatley, *Poems on Various Subjects* (London, 1773)
- Christopher Columbus, by Struan Reid
- *Pilgrims and Puritans*: 1620-1676, by Christopher Collier
- *A People’s History of the United States*, by Howard Zinn

**Interdisciplinary Connections:**
- English Language Arts
- Technology
- Mathematics
**Technology Integration:** Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.

Online Resources:
http://connected.mcgraw-hill.com/connected/
http://glencoe.mcgraw-hill.com/sites/0078799848/student_view0/unit1/chapter1/

Smartboard Lessons:
http://exchange.smarttech.com/search.html?q=%20early%20colonial%20America
http://exchange.smarttech.com/details.html?id=e980cb03-b8ae-427a-8edf-fa2cd66ace56
http://exchange.smarttech.com/details.html?id=93195047-9117-4046-b0f0-ece53304b4de3

Learner.org
http://www.learner.org/biographyofamerica/
http://www.learner.org/resources/series123.html

**Key Vocabulary:**

*Tier Two:* decline, eventually, technology, route, labor, acquire, migration, grant, distinct, reliable, contract, widespread

*Tier Three:* agricultural revolution, tribute, kiva, pueblo, astrolabe, caravel, circumnavigate, conquistador, joint-stock company, headright, proprietary colony, town meeting, indentured servant, triangular trade, mercantilism, pietism, rationalism, revival

**Useful Sites:**
http://www.historyisasweapon.org/zinnapeopleshistory.html
http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83; www.teachinghistory.org
http://www.digitalhistory.uh.edu/
http://www.peopleshistory.us/teachers/links
Primary Documents:
http://connected.mcgraw-hill.com/connected/
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/hispanic-exploration/
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/jamestown/
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/thanksgiving/
http://www.constitution.org/primarysources/primarysources.html

Text Crosswalk:

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank
ORANGE BOARD OF EDUCATION

US History I Grade 10 Cycle 1 Chapter 2: The American Revolution 1754-1783

Goal(s)(NJCCCS and CCSS:
NJCCCS:
SOCIAL STUDIES
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
6.1.2. Revolution and the New Nation
A. Civics, Government, and Human Rights
6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
6.1.12.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.
6.1.12.A.2.c Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
B. Geography, People, and the Environment
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.
C. Economics, Innovation, and Technology
6.1.12.C.2.a Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.
D. History, Culture, and Perspectives
6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
TECHNOLOGY
Standard 8.1 Educational Technology
ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.
A. Technology Operations and Concepts
12. The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

CCSS:
English Language Arts Standards>>History/Social Studies>>Grade 9-10
Key Ideas and Details
CCSS.ELA-Literacy.W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting,
and/or characters.

**CCSS.ELA-Literacy.W.9-10.3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-Literacy.W.9-10.9b** Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**Range of Writing**

**CCSS.ELA-Literacy.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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**English Language Standards >> Speaking & Listening >> Grade 9-10**

**Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Presentation of Knowledge and Ideas**

**CCSS.ELA-Literacy.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS.ELA-Literacy.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

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**Essential Questions:** Why do people rebel?

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**Skills/Knowledge/Understandings Covered in Section:**

Students will **know** the reasons for the growing disagreements between the American colonies and Great Britain, the reasons why the American colonies declared independence, how the Revolutionary War progressed, and how the American Revolution changed life for different social groups in the new United States.

**Skill** based learning will include reading and interpreting maps, census data, graphs, charts, timelines and primary and secondary sources. Teachers will introduce the students to the historian’s craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, narrative and argumentative writing).
The students will acquire **understanding** of the causes of the American War for Independence, its principles and its impact on American society and institutions, as well as disputes over ideas, resources, values, and politics that can lead to change.

**Objectives:** Students will be able to analyze and interpret primary source materials that range from documents to maps to visualize evidence, prepare and debate a point of view using evidence, outline the events of the Revolutionary War, and accurately and effectively discuss content in groups and as a class participant.

**Assessments:**

|-------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------|

**Literacy Connections:**

- Thomas Whately, from *Considerations Upon This Trade and Finances of the Kingdom*, 1763
- Samuel Adams, from *The Life and Public Services of Samuel Adams*  
  John Dickinson, from "Letters From a Farmer in Pennsylvania, to the Inhabitants of the British Colonies," *Pennsylvania Gazette*, December 10, 1767
- George Hewes, quoted in *The spirit of Seventy-Six: The Story of the American Revolution as Told by Participants*  
  Thomas Paine, from *Common Sense*, 1776
- Thomas Paine, from *The American Crisis*
Thomas Jefferson, from the Virginia Statute for Religious Freedom
Chief Justice William Cushing, from a Massachusetts court ruling, 1783
Benjamin Franklin, from his testimony before Parliament, 1766
Rough and Final Drafts of the Declaration of Independence
The Trial of the British Soldiers of the 29th Regiment of Foot for the Murder of Crispus Attucks, Samuel Gray, Samuel Maverick, James Caldwell, and Patrick Carr on Monday Evening, March 5, 1770 (Boston, 1824)
George Livermore, An Historical Research Respecting the Opinions of the Founders of the Republic on Negroes as Slaves, Citizens and as Soldiers, Annals of Congress, 16th Congress, Second Session (Boston, 1862)
The American Revolution, by Lisa Frederiksen Bohannon
Abigail Adams: Witness to a Revolution, by Natalie S. Bober
A People's History of the United States, by Howard Zinn

Interdisciplinary Connections:
English Language Arts
Technology
Mathematics

**Technology Integration:** Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.
Online Resources:
http://connected.mcgraw-hill.com/connected

Smartboard Lessons:
http://exchange.smarttech.com/details.html?id=c1d396cf-f6c9-4bcb-8498-5600d1d47e8
http://exchange.smarttech.com/details.html?id=2913aed0-77e9-4f9b-9a9f-f475115e05f0
http://exchange.smarttech.com/details.html?id=fecab70e-2ad7-41f2-9f46-25e0a07c418f

Learner.org:
http://www.learner.org/biographyofamerica/
http://www.learner.org/resources/series123.html

Key Vocabulary:
**Tier Two:** dominance, substitute, enforce, submit, equip, objective, contradiction, revolutionary

**Tier Three:** customs duty, inflation, nonimportation agreement, writ of assistance, committee of correspondence, minuteman, guerrilla warfare, morale, republic, emancipation, manumission

**Useful Sites:**
- [upfront.scholastic.com](http://upfront.scholastic.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.pbs.org](http://www.pbs.org)
- [www.scholastic.com](http://www.scholastic.com)
- [understandingrace.org/history/index.html](http://understandingrace.org/history/index.html)
- [www.ushistory.org](http://www.ushistory.org)
- [chnm.gmu.edu/teaching-and-learning/](http://chnm.gmu.edu/teaching-and-learning/)
- [www.historyisaweapon.org/zinnapeopleshistory.html](http://www.historyisaweapon.org/zinnapeopleshistory.html)
- [www.hippocampus.org/History%20%26%20Government](http://www.hippocampus.org/History%20%26%20Government)
- [www.teachinghistory.org](http://www.teachinghistory.org)
- [www.peoplshistory.us/teachers/links](http://www.peoplshistory.us/teachers/links)

**Primary Documents:**
- [connected.mcgraw-hill.com/connected/](http://connected.mcgraw-hill.com/connected/)
- [www.constitution.org/primarysources/primarysources.html#17](http://www.constitution.org/primarysources/primarysources.html#17)
- [www.loc.gov/rr/program/bib/ourdocs/NewNation.html](http://www.loc.gov/rr/program/bib/ourdocs/NewNation.html)

**Text Crosswalk:**

*Differentiation: [www.marzanoresearch.com/](http://www.marzanoresearch.com/)*

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ORANGE BOARD OF EDUCATION

US History I  Grade 10  Cycle 2  Chapter 3: Creating a Constitution 1781-1789

Goal(s)(NJCCCS and CCSS:
NJCCCSs:

SOCIAL STUDIES
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
6.1. 2. Revolution and the New Nation
A. Civics, Government, and Human Rights
6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
6.1.12.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.
6.1.12.A.2.c Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
6.1.12.A.2.d Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
6.1.12.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.
6.1.12.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.
B. Geography, People, and the Environment
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.
C. Economics, Innovation, and Technology
6.1.12.C.2.b Explain the effects of inflation, debt, and attempts by state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.
D. History, Culture, and Perspectives
6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

TECHNOLOGY
Standard 8.1 Educational Technology
ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.
A. Technology Operations and Concepts
12 The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.
8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.
CCSS:
English Language Arts Standards>>History/Social Studies>>Grade 9-10

Key Ideas and Details
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Craft and Structure
CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integration of Knowledge and Ideas
CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
Range of Reading and Level of Text Complexity
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

English Language Arts Standards>>Writing>>Grade 9-10

Text Types and Purposes
CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
CCSS.ELA-Literacy.W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
CCSS.ELA-Literacy.W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-Literacy.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-Literacy.W.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)
CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

English Language Standards >> Speaking & Listening >> Grade 9-10

Comprehension and Collaboration
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.9-10.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Essential Questions: What gives a government authority?
**Skills/Knowledge/Understandings Covered in Section:**
Students will know the challenges faced by the Articles of Confederation government, how the Constitutional Convention created a new federal form of limited government, and the opposing sides in the constitutional ratification debates.

**Skill** based learning will include reading and interpreting maps, census data, graphs, charts, timelines and primary and secondary sources. Teachers will introduce the students to the historian’s craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, informative/explanatory and argumentative writing).

The students will acquire **understanding** of the principles of democratic citizenship through the study of the Constitution and its origins, key principles, processes, functions, limitations, and why people engage in politics to solve problems in their society.

**Objectives:** Students will be able to identify the strengths and weaknesses of the Articles of Confederation and the U.S. Constitution, analyze the challenges and compromises around the creation of the Constitution, and take a position based on evidence and make a persuasive argument supporting that position.

**Assessments:**

| Formative: Do-Now, Class Participation, and Exit Tickets | Summative: Document based analysis. | Authentic: Argumentative and informative/explanatory Responses

Examples:
Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, website

Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

Visual: advertisement, banner, cartoon, collage, computer graphic, data display,
**Literacy Connections:**
- James Madison, from *The Federalists*, No. 51, 1778
- John Dickinson, from *Letters of Fabius*, 1788
- Thomas Jefferson, from a letter to James Madison, January 13, 1787
- James Madison, from a letter to George Washington, April 16, 1787
- Thomas Jefferson, from a letter to the Honorable J. Blair, August 13, 1787
- Alexander Hamilton, from *The Federalist*, No. 84, 1788
- George Mason, from “Objections to the new Constitution of Government,” 1787
- Reverend Jedidiah Morse, from *The American Geography, or a View of the Present Situation of the United States of America*, 1794
- “Banneker, the Afric-American Astronomer,” in *The Posthumous Papers of Martha E. Tyson*, edited by her daughter (Philadelphia, 1884)
- Constitution, by David and Patricia Armentrout
- George Washington, by Marian Leighton
- *A People’s History of the United States*, by Howard Zinn

**Interdisciplinary Connections:**
- English Language Arts
- Technology
- Mathematics

**Technology Integration:** Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.

**Online Resources:**
- [http://connected.mcgraw-hill.com/connected](http://connected.mcgraw-hill.com/connected)

**Smartboard Lessons:**
- [http://exchange.smarttech.com/details.html?id=cacc9ace-70f9-41a3-9f64-efa9b1e1407](http://exchange.smarttech.com/details.html?id=cacc9ace-70f9-41a3-9f64-efa9b1e1407)
**Learner.org:**
http://www.learner.org/biographyofamerica/
http://www.learner.org/resources/series123.html

**Key Vocabulary:**
*Tier Two:* explicit, occupy, financier, framework, specific, grant, responsive

*Tier Three:* duty, recession, popular sovereignty, federalism, separation of powers, checks and balances, veto, amendment, bill of rights, enumerated powers, reserved powers, concurrent powers, impeach, bill, cabinet, judicial review, due process

**Useful Sites:**
http://upfront.scholastic.com/
www.discoveryeducation.com
www.pbs.org
www.scholastic.com
http://www.historyisaweapon.org/zinnpeopleshistory.html
http://www.hippocampus.org/History%20%26%20Government; jsessionid=BC78DD89906233C2CF9F26D308160F83;
www.teachinghistory.org
http://www.peopleshistory.us/teachers/links

**Primary Documents:**
http://connected.mcgraw-hill.com/connected/
http://www.constitution.org/primarysources/primarysources.html#17
http://www.loc.gov/rr/program/bib/ourdocs/NewNation.html
http://www.loc.gov/teachers/classroommaterials/primarysource sets/constitution/

**Text Crosswalk:**

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank
ORANGE BOARD OF EDUCATION

US History I Grade 10 Cycle 2 Chapter 4: Federalists and Republicans 1789-1816

Goal(s)(NJCCS and CCSS:
NJCCCS:
SOCIAL STUDIES
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
6.1. 2. Revolution and the New Nation
   A. Civics, Government, and Human Rights
   6.1.12.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.
   6.1.12.A.2.c Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
   6.1.12.A.2.d Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
   6.1.12.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.
   6.1.12.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.
   B. Geography, People, and the Environment
   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.
   C. Economics, Innovation, and Technology
   6.1.12.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.
   D. History, Culture, and Perspectives
   6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

TECHNOLOGY
Standard 8.1 Educational Technology
ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE
PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts
8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.
8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration
12. Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards >> History/Social Studies >> Grade 9-10

Key Ideas and Details

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

English Language Arts Standards >> Writing >> Grade 9-10

Text Types and Purposes

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include
formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)

CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

English Language Standards>>Speaking & Listening>>Grade 9-10

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Essential Questions: Why do people form political parties?

Skills/Knowledge/Understandings Covered in Section:

Students will know the financial challenges experienced by the new government, how partisan disagreements and conflicting foreign
interests divided the country, how Jefferson expanded the country and tried to stay out of war, and how the war of 1812 developed.

**Skill** based learning will include reading and interpreting maps, census data, graphs, charts, timelines and primary and secondary sources. Teachers will introduce the students to the historian’s craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, informative/explanatory and argumentative writing).

The students will acquire historical understanding of the principles of democratic citizenship through the study of the Constitution and its origins, key principles, processes, functions, limitations, and why people engage in politics to solve problems in their society.

**Objectives:** Students will be able to identify and categorize different examples of enumerated powers and implied powers, describe the disagreements that characterized the battles between the first political parties, identify the changes that occurred in the United States during Jefferson’s administration, and evaluate what led the United States into the War of 1812.

| Assessments:                                      | Summative: Document based analysis. | Authentic: Argumentative and informative/explanatory Responses
|--------------------------------------------------|-------------------------------------|-------------------------------------------------------------
<p>| Formative: Do-Now, Class Participation, and Exit Tickets | Summative: Document based analysis. | Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, website |
| Literacy Connections:                            | Summative: Document based analysis. | Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint, Prezi |</p>
<table>
<thead>
<tr>
<th>Thomas Jefferson, from his Second Inaugural Address, March 4, 1805</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Clark, from The Journals of Lewis &amp; Clark Expedition, Vol. 5, Sunday, September 22, 1805</td>
</tr>
<tr>
<td>Thomas Jefferson, from Notes on the State of Virginia</td>
</tr>
<tr>
<td>President George Washington, from his Farewell Address, September 17, 1796</td>
</tr>
<tr>
<td>Chief Justice John Marshall, from ruling in Marbury v. Madison</td>
</tr>
<tr>
<td>U.S. Representative Felix Grundy, from a speech in Congress, December 9, 1811</td>
</tr>
<tr>
<td>Niles’ Weekly Register, Vol. 7, January 28, 1815</td>
</tr>
<tr>
<td>The Incredible Journey of Lewis and Clark, by Rhoda Blumberg</td>
</tr>
<tr>
<td>What’s the Deal?: Jefferson, Napoleon, and the Louisiana Purchase, by Rhoda Blumberg</td>
</tr>
<tr>
<td>A People’s History of the United States, by Howard Zinn</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections:**
- English Language Arts
- Technology
- Mathematics

**Technology Integration:** Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.

**Online Resources:**
http://connected.mcgraw-hill.com/connected

**Smartboard Lessons:**
- http://exchange.smarttech.com/details.html?id=e49780d2-88d7-40b2-aa24-a4f5a12370e4

**Learner.org:**
http://www.learner.org/biographyofamerica/
http://www.learner.org/resources/series123.html

**Key Vocabulary:**

*Tier Two:* revenue, creditor, radical, neutral, license, overseas, enable

*Tier Three:* cabinet, agrarianism, bond, speculator, enumerated powers, implied powers, most-favored nation, alien, sedition,
<table>
<thead>
<tr>
<th>Useful Sites:</th>
<th>Primary Document:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.scholastic.com">www.scholastic.com</a></td>
<td><a href="http://www.historyisaweapon.org/History%62%69%6f%66%75%6e%64%69%66%69%63%65%73%73%69%6e%67%75%6c%6c%73/history%20site/interpretation/7927/">http://www.historyisaweapon.org/History%62%69%6f%66%75%6e%64%69%66%69%63%65%73%73%69%6e%67%75%6c%6c%73/history%20site/interpretation/7927/</a></td>
</tr>
<tr>
<td><a href="http://www.learner.org">http://www.learner.org</a></td>
<td><a href="http://www.loc.gov/rr/program/bib/1812l">http://www.loc.gov/rr/program/bib/1812l</a></td>
</tr>
<tr>
<td><a href="http://www.teachinghistory.org">www.teachinghistory.org</a></td>
<td><a href="http://www.loc.gov/rr/program/bib/1812l">http://www.loc.gov/rr/program/bib/1812l</a></td>
</tr>
</tbody>
</table>

**Text Crosswalk:**


*Differentiation: [www.marzanosresearch.com/](http://www.marzanosresearch.com/)*

Select Resource Tab/Scales Bank
Orange Board of Education US History I  Grade 10

**Cycle 3:**

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative writing; finding main ideas; population bar graphs; analyzing quotes; interpreting visual sources; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon.</th>
<th>Projected # of days 40 (20 classes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth and Division 1816-1832</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Spirit of Reform 1828-1845</td>
<td></td>
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<tr>
<td>Manifest Destiny 1820-1848</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Orange Board of Education

US History | Grade 10. Cycle 3. Chapter 5: Growth and Division 1816-1832

Goal(s)(NJCCS and CCSS:
NJCCS:
SOCIAL STUDIES
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
6.1.3. Expansion and Reform
A. Civics, Government, and Human Rights
6.1.12.A.3.b Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.
6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.A.3.f Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
6.1.12.A.3.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.
6.1.12.A.3.h Analyze the various rationales provided as a justification for slavery.
6.1.12.A.3.i Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.
B. Geography, People, and the Environment
6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.
C. Economics, Innovation, and Technology
6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
D. History, Culture, and Perspectives
6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

CCSS:
English Language Arts Standards>>History/Social Studies>>Grade 9-10
Key Ideas and Details
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Craft and Structure
CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integration of Knowledge and Ideas
CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
Range of Reading and Level of Text Complexity
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

English Language Arts Standards>>Writing>>Grade 9-10
Text Types and Purposes
CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and
distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)
CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge
CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

English Language Standards>>Speaking & Listening>>Grade 9-10

Comprehension and Collaboration
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
**Essential Questions:** How did the nation’s economy help shape its politics? How did the economic differences between the North and the South cause tension?

**Skills/Knowledge/Understandings:**
Skills/Knowledge/Understandings Covered in Section:
Students will know how nationalism after the War of 1812 influenced economic policies and foreign affairs, how the American economy was transformed during the Industrial Revolution and how it affected society, why slavery remained important to the Southern economy and society, and the issues that led to the controversial outcome of the election of 1824 and the reasons Andrew Jackson won the election of 1828.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, timelines and primary and secondary sources. Teachers will introduce the students to the historian’s craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as argumentative writing).

The students will acquire historical understanding of the expansion of capitalism, and the growth of a market economy, the entrenchment of slavery and its expansion into newly acquired territories, the exploration of Native America land’s and the atrocities inflicted upon them, as well as geography and the environment playing an important role in how a society is shaped over time.

**Objectives:**
Students will be able to collaborate in groups and create a presentation on a historical subject, summarize how technology can change the way people live, interpret economic data relevant to the historical period, and demonstrate an understanding of absolute chronology.

**Assessments:**

<table>
<thead>
<tr>
<th>Formative:</th>
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<td>Document based analysis.</td>
<td>Argumentative Responses</td>
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Examples:
- Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site
- Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview,
| oral report, rap, skit, song, speech, teach a lesson |
| Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint, Prezi |

### Literacy Connections:
- Senator Henry Clay, from a speech “In Defense of the American System”, February 1832
- Seminole leader Kinache, quoted in Niles Register, December 12, 1818
- President James Monroe, from his message to Congress, December 2, 1823
- New York court, ruling against union demands, from The People v. Fisher, 1835
- An observer, on agriculture in the Scioto Valley, from The Cultivator, September 1851
- Mark Twain, from Adventures of Huckleberry Finn, 1884
- Frederick Douglass, from Narrative of the Life of Frederick Douglass, 1845
- Henry Clay, from his speech before Congress favoring an “American System”, March 1824
- Life of a Slave on a Southern Plantation, by Stephen Currie
- The Cotton Gin, by Nancy Robinson Masters
- A People’s History of the United States, by Howard Zinn

### Interdisciplinary Connections:
- English Language Arts
- Technology
- Mathematics

### Technology Integration:
- Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.
- Online Resource
  - [http://connected.mcgraw-hill.com/connected](http://connected.mcgraw-hill.com/connected)
- Smartboard Lessons
  - [http://exchange.smarttech.com/details.html?id=e49780d2-88d7-40b2-aa24-a4f5a12370c4](http://exchange.smarttech.com/details.html?id=e49780d2-88d7-40b2-aa24-a4f5a12370c4)
**Key Vocabulary:**
Tier Two: interpret, finalize, transportation, extraction, annual, ambiguous, controversy, ignorance
Tier Three: revenue tariff, protective tariff, free enterprise system, interchangeable, labor union, strike, cotton gin, yeoman farmer, task system, favorite sons, corrupt bargain, mudslinging

**Useful Sites:**
http://упfront.scholastic.com/
http://www.discoveryeducation.com
http://www.pbs.org
http://www.scholastic.com
http://www.historyisaweapon.org/zinnapeopleshistory.html
http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83
http://www.teachinghistory.org
http://www.peopleshistory.us/teachers(links

**Primary Documents:**
http://connected.mcgraw-hill.com/connected/
http://www.loc.gov/rr/program/bib/ourdocs/Monroe.html
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/
http://www.loc.gov/rr/program/bib/ourdocs/Missouri.html

Text Crosswalk:

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank
ORANGE BOARD OF EDUCATION

US History I Grade 10 Cycle 3 Chapter 6: The Spirit of Reform 1828-1845

Goal(s)(NJCCCS and CCSS:
NJCCCS:
SOCIAL STUDIES
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
6.1.3. Expansion and Reform
A. Civics, Government, and Human Rights
6.1.12.A.3.b Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.
6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.A.3.f Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
6.1.12.A.3.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.
6.1.12.A.3.h Analyze the various rationales provided as a justification for slavery.
6.1.12.A.3.i Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.
B. Geography, People, and the Environment
6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.
C. Economics, Innovation, and Technology
6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
D. History, Culture, and Perspectives
6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.c Assess how states’ rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
TECHNOLOGY
Standard 8.1 Educational Technology
ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.
A. Technology Operations and Concepts
8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.
8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.
C. Communication and Collaboration
12 Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
8.1.12.C.1 Develop an innovative solution to a complex local or global problem/issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:
English Language Arts Standards>>History/Social Studies>>Grade 9-10
Key Ideas and Details
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Craft and Structure
CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integration of Knowledge and Ideas
CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
Range of Reading and Level of Text Complexity
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

English Language Arts Standards>>Writing>>Grade 9-10
Text Types and Purposes
CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

English Language Standards>>Speaking & Listening>>Grade 9-10

Comprehension and Collaboration
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Essential Questions: Can average citizens change society? How did reforms of this era increase tensions between the North and the South?

Skills/Knowledge/Understandings:
Skills/Knowledge/Understandings Covered in Section:
Students will know how the U.S. political system became more democratic in the 1820's and 1830's, how the arrival of Irish and German immigrants helped shape the United States during this period, the various social reform movements, their impact, and the problems they addressed, and the ideas and tactics of the key figures in the abolitionist movement.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as argumentative writing).

The students will acquire historical understanding of the expansion of capitalism, and the growth of a market economy, the entrenchment of slavery and its expansion into newly acquired territories, the exploration of Native America land's and the atrocities inflicted upon them, and that people engage in politics to solve problems in their society.

Objectives:
Students will be able to analyze and explain data on increased voter participation during this period, organize information about religious groups into appropriate categories, define the concept of "true womanhood", and collaborate in groups to learn about different reform groups in the North and prepare a presentation of their assigned group's point of view.

Assessments:
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<table>
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<tbody>
<tr>
<td>Charles G. Finney, from Sermons on Important Subjects, 1836</td>
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<tr>
<td>Jarena Lee, from Religious Experience and Journal of Mrs. Jarena Lee, 1849</td>
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<tr>
<td>Margaret Bayard Smith, from Forty Years of Washington Society, 1906</td>
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<tr>
<td>Daniel Guiney, from Out of Ireland, from a letter dated August 9, 1850</td>
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<tr>
<td>Henry David Thoreau, from Walden, or, Life in the Woods, 1854</td>
</tr>
<tr>
<td>Horace Mann, from “Annual Report of the Massachusetts Board of Education”, 1848</td>
</tr>
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<td>Seneca Falls Convention, from the Declaration of Sentiments and Resolutions, July 1848</td>
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<tr>
<td>Narrative of the Life of Frederick Douglass, by Frederick Douglass</td>
</tr>
<tr>
<td>In Her Own Right: The Life of Elizabeth Cady Stanton, by Elizabeth Griffith</td>
</tr>
<tr>
<td>Samuel J. May, Some Recollections of Our Antislavery Conflict (Boston, 1869)</td>
</tr>
<tr>
<td>Joseph C Lovejoy and Owen Lovejoy, Memoir of Rev. Elijah P. Lovejoy Who Was Murdered in Defense of the Liberty of the Press (New York, 1838)</td>
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<tr>
<td>A People’s History of the United States, by Howard Zinn</td>
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<td><a href="http://connected.mcgraw-hill.com/connected">http://connected.mcgraw-hill.com/connected</a></td>
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<tr>
<td>Learner.org</td>
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<tr>
<td><a href="http://www.learner.org/resources/series123.html">http://www.learner.org/resources/series123.html</a></td>
</tr>
</tbody>
</table>
Key Vocabulary:

*Tier Two:* evident, exposure, predominantly, philosopher, institution, imposition, compensate, demonstration

*Tier Three:* suffrage, caucus system, spoils system, secede, nativism, utopia, romanticism, transcendentalism, benevolent society, temperance, penitentiary, gradualism, abolition, emancipation

Useful Sites:
- http://upfront.scholastic.com/
- www.discoveryeducation.com
- www.pbs.org
- www.scholastic.com
- http://www.historvisawapon.org/zinnpeopleshistory.html
- www.teachinghistory.org
- http://www.peopleshistory.us/teachers/links

Primary Documents:
- http://connected.mcgraw-hill.com/connected/
- http://www.loc.gov/rr/program/bib/ourdocs/Monroe.html
- http://www.loc.gov/rr/program/bib/ourdocs/Missouri.html

Text Crosswalk:
ORANGE BOARD OF EDUCATION

US History I  Grade 10  Cycle 3  Chapter 7: Manifest Destiny 1820-1848

Goal(s)(NJCCCS and CCSS:
NJCCCS:

SOCIAL STUDIES
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
6.1. 3. Expansion and Reform
A. Civics, Government, and Human Rights
6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
6.1.12.A.3.b Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.
6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.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.
6.1.12.A.3.h Analyze the various rationales provided as a justification for slavery.
B. Geography, People, and the Environment
6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.
C. Economics, Innovation, and Technology
6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
D. History, Culture, and Perspectives
6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

TECHNOLOGY
Standard 8.1 Educational Technology
ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.
A. Technology Operations and Concepts
8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.
8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.
C. Communication and Collaboration
12 Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

**CCSS:**

**English Language Arts Standards>>History/Social Studies>>Grade 9-10**

**Key Ideas and Details**

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Craft and Structure**

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Integration of Knowledge and Ideas**

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

**Range of Reading and Level of Text Complexity**

CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**English Language Arts Standards>>Writing>>Grade 9-10**

**Text Types and Purposes**

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a
problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

English Language Standards >>= Speaking & Listening >> Grade 9-10

Comprehension and Collaboration
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Essential Questions: Why did people want to move west in the 1800’s? How did westward migration affect the relationship between the United States and other countries and peoples during this time?

Skills/Knowledge/Understandings:
Skills/Knowledge/Understandings Covered in Section:
Students will know the role of new agricultural technology in the successful settlement of the Great Plains, the effects of increased American migration into the Southwest, the sources of conflict that led to the Texas War of Independence, and the course and outcome of the War with Mexico for both the United States and Mexico.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, timelines and primary and secondary sources. Teachers will introduce the students to the historian’s craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as argumentative writing).
The students will acquire historical understanding of the expansion of capitalism, and the growth of a market economy, the entrenchment of slavery and its expansion into newly acquired territories, the exploration of Native America land’s and the atrocities inflicted upon them, and that the movement of people, goods, and that ideas cause societies to change over time.

Objectives:
Students will be able to determine the cause-and-effect relationship of westward migration and the impact on Native American cultures, analyze content and accurately place it geographically on a map, analyze events leading to the Texas War of Independence, and construct arguments and hypotheses about how the war with Mexico affected the sectional tensions developing in the United States.

Assessments:

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</table>

Literacy Connections:
John Louis O’Sullivan, from “The Great Nation of Futurity”, November 1839
Elizabeth Smith Geer, quoted in Women’s Diaries of the Westward Journey, 1982
Sioux chief Black Hawk, quoted in America: A Narrative History, 2007
Abel du Petit-Thouars, quoted in The Mexican Frontier 1821-1846
Richard Henry Dana, from Two Years Before the Mast, 1842
Jose Maria Sanchez, from “A Trip to Texas in 1828”, The Southwest Historical Quarterly, 1926
Lieutenant Colonel William B. Travis, quoted in Lone Star: A History of Texas and Texans, 1983
President James K. Polk, from The Congressional Globe, May 11, 1846
Frederick Douglass, from a speech delivered in Bristol, England, April 1, 1847
U.S. Army officer, from Memoirs of a Maryland Volunteer, June 15, 1846
“California’s First Black Newspaper”, Mirror of the Times, December 12, 1857
Children of the Wild West, by Russell Freedman
Beyond the Frontier: The Story of the Trails West, by Edward F. Dolan
A People’s History of the United States, by Howard Zinn

Interdisciplinary Connections:
English Language Arts
Technology
Mathematics

Technology Integration:
Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.
Online Resources
http://connected.mcgraw-hill.com/connected
Smartboard Lessons
http://exchange.smarttech.com/details.html?id=5b85dfbc-0347-46fe-8f86-ac107e7693ad
http://exchange.smarttech.com/details.html?id=2b07dc50-14cf-4611-9f2e-e63f9c1a8264
Learner.org
http://www.learner.org/biographyofamerica/
http://www.learner.org/resources/series123.html

Key Vocabulary:
Tier Two: guarantee, convert, civil, ultimately, reinforcement, resolution, secure

Tier Three: squatter, overlander, secularize, mestizo, vaquero, empresario, convention, envoy, cede, annexation
Useful Sites:
http://upfront.scholastic.com/
www.discoveryeducation.com
www.pbs.org
www.scholastic.com
http://www.historyisawapon.org/zinnapeoplehistory.html
http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;
www.teachinghistory.org
http://www.peopleshistory.us/teachers/links

Primary Documents:
http://connected.mcgraw-hill.com/connected/
http://www.pbs.org/kerasusmexicanwar/resources/manifest_destiny_sullivan.html
http://www.loc.gov/rr/program/bib/mexicanwar/
http://www.over-land.com/diaries.html

Text Crosswalk:

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative and narrative writing; finding main ideas; population bar graphs; analyzing quotes; interpreting visual sources; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon.</th>
<th>Projected # of days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sectional Conflict Intensifies 1848-1861</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>The Civil War 1861-1865</td>
<td></td>
<td>(17 classes)</td>
</tr>
</tbody>
</table>
ORANGE BOARD OF EDUCATION

US History I  Grade 10  Cycle 4  Chapter 8: Sectional Conflict Intensifies 1848-1861

Goal(s)(NJCCCS and CCSS:
NJCCCS:

SOCIAL STUDIES
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
6.1.4. Civil War and Reconstruction
A. Civics, Government, and Human Rights
6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.A.4.b. Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
C. Economics, Innovation, and Technology
6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war.

TECHNOLOGY
Standard 8.1 Educational Technology
ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.
A. Technology Operations and Concepts
8.1.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.
8.1.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.
C. Communication and Collaboration
12 Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards>>History/Social Studies>>Grade 9-10
Key Ideas and Details
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or
ideas develop over the course of the text.

**CCSS.ELA-Literacy.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Craft and Structure**

**CCSS.ELA-Literacy.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**CCSS.ELA-Literacy.RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**CCSS.ELA-Literacy.RH.9-10.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**CCSS.ELA-Literacy.RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author’s claims.

**CCSS.ELA-Literacy.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

**Range of Reading and Level of Text Complexity**

**CCSS.ELA-Literacy.RH.9-10.10** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**English Language Arts Standards>>Writing>>Grade 9-10**

**Text Types and Purposes**

**CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.ELA-Literacy.W.9-10.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**English Language Standards>>Speaking & Listening>>Grade 9-10**

**Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse
partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9–10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9–10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9–10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9–10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

**Essential Questions**: Was the Civil War inevitable?

**Skills/Knowledge/Understandings**:

Skills/Knowledge/Understandings Covered in Section:

Students will **know** how the possible spread of slavery into new territories increased sectional tensions, the Dread Scott decision and how it intensified the slavery disagreement, and the events that triggered the beginning of the Civil War.

**Skill** based learning will include reading and interpreting maps, census data, graphs, charts, timelines and primary and secondary sources. Teachers will introduce the students to the historian’s craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as narrative and argumentative writing).

The students will acquire historical **understanding** of the complex causes of the Civil War and that the struggle for individual rights and equality often shapes a society’s politics.

**Objectives**:

Students will be able to analyze and interpret content displayed on a map, collaborate in groups to understand and explain the important details of the Dread Scott Supreme Court case, and determine cause-and-effect relationships of events that occurred between the election of 1860 and the start of the Civil War.

**Assessments**:

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<thead>
<tr>
<th>Formative:</th>
<th>Summative:</th>
<th>Authentic:</th>
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<tr>
<td>Do-Now, Class Participation, and Exit Tickets</td>
<td>Document based analysis.</td>
<td>Argumentative and Narrative Responses</td>
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<td>Examples:</td>
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<td>Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site</td>
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<td></td>
<td></td>
<td>Oral: audiotape, conversation, debate,</td>
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<table>
<thead>
<tr>
<th>Literacy Connections:</th>
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<tbody>
<tr>
<td>Levi Coffin, from Reminiscences of Levi Coffin: The Reputed President of the Underground Railroad, 1880</td>
</tr>
<tr>
<td>Daniel Webster, from Appendix to the Congressional Globe, May 7, 1850</td>
</tr>
<tr>
<td>Chief Justice Roger B. Taney, from ruling in Dred Scott v Sandford, 1857</td>
</tr>
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<td>Robert Purvis, quoted in Witness for Freedom, 1993</td>
</tr>
<tr>
<td>Abraham Lincoln, from a speech delivered in at Springfield, Illinois, October 15, 1858</td>
</tr>
<tr>
<td>John Brown, from The Life and Letters of Captain John Brown, 1861</td>
</tr>
<tr>
<td>President Abraham Lincoln, from his first Inaugural Address, March 4, 1861</td>
</tr>
<tr>
<td>Senator John C. Calhoun, from a speech in the Senate, March 4, 1850</td>
</tr>
<tr>
<td>The Suppressed Book About Slavery, by George W. Carleton, 1864</td>
</tr>
<tr>
<td>Slavery and the Coming Storm, by David M. Brownstone and Irene M. Franck</td>
</tr>
<tr>
<td>Get On Board: The Story of the Underground Railroad, by Jim Haskins</td>
</tr>
<tr>
<td>A People's History of the United States, by Howard Zinn</td>
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<tr>
<td>Technology</td>
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<td>Mathematics</td>
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<tr>
<th>Technology Integration:</th>
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<tbody>
<tr>
<td>Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.</td>
</tr>
<tr>
<td>Online Resources</td>
</tr>
<tr>
<td><a href="http://connected.mcgraw-hill.com/connected">http://connected.mcgraw-hill.com/connected</a></td>
</tr>
</tbody>
</table>
Smartboard Lessons
http://exchange.smarttech.com/details.html?id=415c3962-aa94-40a2-8ec2-456524b394e3
http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1

Webquests:
http://www2.maxwell.syr.edu/plegal/tips/t4prod/faubelwq1.html
http://www.d120.org/assets/1/staff_assets/tkuhn/causes_of_the_american_civil_war_webquest_and_web.pdf

Learner.org
http://www.learner.org/biographyofamerica/
http://www.learner.org/resources/series123.html

Key Vocabulary:
Tier Two: survival, perception, correspondence, formulate, commitment, impose

Tier Three: popular sovereignty, secession, transcontinental railroad, referendum, insurrection, martial law

Useful Sites:
http://upfront.scholastic.com/
www.discoveryeducation.com
www.pbs.org
www.scholastic.com
http://www.historyisaweapon.org/zinnapeopleshistory.html
http://www.hippocampus.org/History%20%26%20Government; jsessionid=BC78DD89906233C2CF9F26D308160F83;
www.teachinghistory.org
http://www.peopleshistory.us/teachers/links

Primary Documents:
http://connected.mcgraw-hill.com/connected/
http://teacher.scholastic.com/activities/bhistory/underground_railroad/primary_sources.htm
http://www.loc.gov/rr/program/bib/ourdocs/DredScott.html
http://www.1.assumption.edu/ahc/Kansas/
http://www.pbs.org/wgbh/amex/brown/filmmore/reference/primary/
http://www.civilwar.org/education/history/primarysources/telegram-announcing-the.html

Text Crosswalk:

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank
ORANGE BOARD OF EDUCATION

US History I Grade 10 Cycle 4 Chapter 9: The Civil War 1861-1865

Goal(s)(NCCCS and CCSS:
NJCCCS:
SOCIAL STUDIES
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.1.4. Civil War and Reconstruction
A. Civics, Government, and Human Rights
6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
6.1.12.A.4.c Evaluate how political and military leadership affected the outcome of the Civil War.
B. Geography, People, and the Environment
6.1.12.B.4.a 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.
C. Economics, Innovation, and Technology
6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war.
6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.
D. History, Culture, and Perspectives
6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.

TECHNOLOGY
Standard 8.1 Educational Technology
ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.
A. Technology Operations and Concepts
8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.
8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.
C. Communication and Collaboration
12 Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

**CCSS:**

**English Language Arts Standards>>>History/Social Studies>>>Grade 9-10**

Key Ideas and Details

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**English Language Arts Standards>>>Writing>>>Grade 9-10**

Text Types and Purposes

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the
usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**English Language Standards >> Speaking & Listening >> Grade 9-10**

**Comprehension and Collaboration**

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Essential Questions:** Was the Civil War inevitable?

**Skills/Knowledge/Understandings:**

Skills/Knowledge/Understandings Covered in Section:

Students will **know** the South had fewer resources at the beginning of the war, why President Lincoln decided to issue the Emancipation Proclamation and how it changed the meaning of the war, the experiences on the home front in the Union and the Confederacy, the significance of the Siege of Vicksburg and the Battle of Gettysburg as turning points in the war, and the conditions, both military and civilian, in the Confederacy at the war’s end.

**Skill** based learning will include reading and interpreting maps, census data, graphs, charts, timelines and primary and secondary sources. Teachers will introduce the students to the historian’s craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as narrative and argumentative writing).

The students will acquire historical **understanding** of the complex causes, military strategies of the Civil War as well as the reasons for the outcome, and that the struggle for individual rights and equality often shapes a society’s politics.

**Objectives:**

Students will be able to identify accurately the different resources available between the North and the South, interpret the significance and
outcome of important battles of the Civil War and organize relevant information, collaborate within groups to learn about different social groups during the Civil War and accurately explain how the war affected each group, analyze and explain the importance of President Lincoln’s Gettysburg Address, and discuss different opinions about Sherman’s March to the Sea.

**Assessments:**


**Literacy Connections:**
- President Abraham Lincoln, the Gettysburg Address, November 19, 1863
- Representative George Julian, from The Congressional Globe, January 14, 1862
- Frederick Douglass, from a speech delivered July 6, 1863
- Editorial in the New York Tribune, September 8, 1865
- An observer at a Civil War field hospital, quoted in The Civil War: An Illustrated History
- Kate Cumming, from A Journal of Hospital Life in the Confederate Army of Tennessee, 1866
- The Long Road to Gettysburg, by Jim Murphy
When Will This Cruel War Be Over?: The Civil War Diary of Emma Simpson, Gordonsville, Virginia, 1864, by Barry Denenberg
Latino Heroes of the Civil War, by Michael Walbridge
A People's History of the United States, by Howard Zinn

Interdisciplinary Connections:
English Language Arts
Technology
Mathematics

Technology Integration:
Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.
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http://exchange.smarttech.com/details.html?id=f20da3a-6224-4938-b82d-810de5f64e25

Learner.org
http://www.learner.org/biographyofamerica/
http://www.learner.org/resources/series123.html

Key Vocabulary:
Tier Two: sufficient, implement, assemble, crucial, denial, supplement, encounter, promote, subordinate, structure

Tier Three: greenback, conscription, habeas corpus, attrition, bounty, blockade runner, hardtack, prisoners of war, forage, siege, pillage, mandate

Useful Sites:
http://upfront.scholastic.com/
www.discoveryeducation.com
www.pbs.org
<table>
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<tr>
<th><a href="http://www.scholastic.com">www.scholastic.com</a></th>
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<td><a href="http://understandingrace.org/history/index.html">http://understandingrace.org/history/index.html</a></td>
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<tr>
<td><a href="http://www.ushistory.org/">http://www.ushistory.org/</a></td>
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<tr>
<td><a href="http://www.teachinghistory.org">www.teachinghistory.org</a></td>
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<tr>
<td><a href="http://www.peopleshistory.us/teachers/links">http://www.peopleshistory.us/teachers/links</a></td>
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**Primary Documents:**

| http://connected.mcgraw-hill.com/connected/ |
| http://www.loc.gov/rr/program/bib/ourdocs/EmanProc.html |
| http://www.loc.gov/rr/program/bib/ourdocs/Gettysburg.html |
| http://www.gilderlehrman.org/history-by-era/american-civil-war/resources/general-sherman-%E2%80%9Cmarch-sea%E2%80%9D-1865 |
| http://www.loc.gov/teachers/classroommaterials/themes/civil-war/set.html |
| http://www.masshist.org/online/54thregiment/essay.php?entry_id=528 |

**Text Crosswalk:**


*Differentiation: www.marzanoresearch.com/

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