Course Title: United States History I Honors

Subject: U.S. History

Grade Level: 10

Duration: Full Year

Prerequisite: Demonstrated ability to analyze, synthesize and evaluate historical data. World History Honors minimum grade average of A- and teacher recommendation. A summer assignment is required, which includes reading and written analysis.

Elective or Required: Required

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
U.S. History I Honors assesses the development of the American character and values from the colonial period through the end of the 19th century. Skill development will include comparative analysis of works by acknowledged historical writers, creation of a document supported thesis and critical analysis of an historical era.

Authors: Emily Ramos
Date Submitted: Summer 2018
United States History I Honors

Topic/Unit 1: Transformations of North America (1450-1700)
Chapter 1 Colliding Worlds (1450-1600)
Chapter 2 American Experiments (1521-1700)

Approximate # Of Weeks: 6 weeks

Essential Questions:
- How did Native American civilizations compare to European civilizations in 1491?
- What impact would 1492 have on existing Europeans social, political, and economic systems?
- How did existing trade systems between Africa and Europe influence the development of the Atlantic slave trade system in the fifteenth and sixteenth centuries?
- How did the Valladolid debate illustrate challenges from European colonization of the New World?
- How did the conflict between England and Spain influence patterns of settlement in the New World?
- In what way did the demands of the plantation colonies influence the economic, political, and social development of settlements in the New World?
- What were the key similarities and differences in the neo-European colonies?
- How did Bacon's Rebellion impact the development of slavery in the plantation colonies?

Upon completion of this unit students will be able to:
- Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. (6.1.12.C.1.b)
- Assess the impact of the interactions and conflicts between native groups and North American settlers. (6.1.12.D.1.a)
- Analyze how gender, property ownership, religion, and legal status affected political rights. (6.1.12.A.1.b)
- Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World. (6.1.12.B.1.a)

Common Core Standards:
- CCSS.ELA - Literacy.RH.11-12.1-10
- CCSS.ELA - Literacy.WHST.11-12.1-10

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 - 21st Century Life & Career Skills
- Standard 9.3 - Career, Awareness, Exploration and Preparation
- Standard 8.1 - Computer and Information Literacy
Activities – include 21st Century Technologies/Research:
- Research presentation on the major Northern Native groups including: the Anasazi/Pueblo, Mississippians, Iroquois, Algonquin, Great Basin, Olmec, Aztec, Maya and Inca.
- Create historical arguments and debates based on excerpts from Charles Mann’s 1491: New Revelations of the Americas before Columbus.
- Compare images of Columbus to characterize the age of exploration.
- Use maps to analyze the causes of migration and settlement in the Americas in 1492.
- Socratic seminar using primary sources from Hernan Cortes’s.
- Explore the building of the Cahokia site by watching video clip, City of the Sun.
- Use images to discuss the tool-making and artistry of the Southwestern Indian communities.
- Write a DBQ essay to evaluate the conditions of the Middle Passage and results of the Atlantic Slave Trade.
- Divide a map of North America into the various Native American settlements.
- Consider the point of view of witnesses such as Las Casas to interpret the effects of settlement of North America.
- Use maps to evaluate the results the Columbian exchange had on both the Old and New Worlds.
- Compare the settlements of Europeans in North America.
- Create a timeline of six specific events that connect Columbus’s landing to the founding of Jamestown.
- Compare the Virginia Charter and the Mayflower Compact

Enrichment Activities:
- Discuss how the illustration of the Village of Secoton reveals geographic and environmental features of Native American settlements.
- Use the Great Inka Road interactive map to grasp the scale and sophistication of the Inca Empire.
- Host a fishbowl discussion to compare the point of view of Natives, their spiritual beliefs and how that affected their daily lives.
- Use images of the Casta System to explain attitudes toward race in the Spanish Colonies.
- Using John Winthrop’s “City upon a Hill”, students debate what America’s role should be in the world.

Methods of Assessments/Evaluation:
- Chapter/Unit testing
- Essay: Free Response and DBQ
- Homework: Reading and notes
- Debates and class discussions
• Projects
• Independent work
• Verbal assessment
• Summer assignment
• Exit Slips
• Think-Pair-Shares

Resources/Including Online Resources
• Student edition of textbook and supplemental primary source readings
• Online Textbook Information
• Teacher Webpage
• Art, music, cartoons, maps, photography, video clips
• Internet Modern History Sourcebook
• The Great Inka Road interactive website by the National Museum of the American Indian

**Topic/Unit 2: British North America and the Atlantic World (1660-1763)**

- Chapter 3 The British Atlantic World (1607-1750)
- Chapter 4 Growth, Diversity, and Conflict (1720-1763)

**Approximate # Of Weeks: 6 weeks**

**Essential Questions:**
• How did the conflict and chaos in England allow for the development of self-government in the British North American Colonies?
• Why did war in Europe dramatically alter life in the American Colonies?
• How did slaves maintain their humanity in a system based on systematic inhumanity?
• What was the impact of the sugar economy on the development of the British North American colonies?
• How did salutary neglect lead to self-government and challenges to British authority?
• How did the dramatic growth of New England challenge its political, economic, and social systems?
• How did the growth of the Middle Colonies both support and challenge tolerance and diversity?
• How does the impact of the Enlightenment compare to the impact of Pietism on British North America?
• Why did conflict between England and France in the French and Indian War highlight conflicts between the British and their colonists?
• How did the divisions within colonial society lead to political and economic conflicts?
Upon completion of this unit students will be able to:

- Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. (6.1.12.C.1.b)
- Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. (6.1.12.C.1.a)
- Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. (6.1.12.A.1.a)

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- Standard 8.2 - Technology Education
- Standard 6.3 - Active Citizenship in the 21st Century

Activities – include 21st Century Technologies/Research:
- Use a venn diagram to compare the difference and similarities of the Chesapeake and Massachusetts Bay Colonies.
- Organize a simulation of salutary neglect in the classroom with Glen Ridge Policy.
- Divide students into groups to research the goals of the colonists, colonial governments and British government in the colonies.
- Use advertisements of the New World to compare perceptions of the British Colonies.
- Use William Penn’s *Frame for Government* to illustrate his vision for his colony.
- Research the Glorious Revolution and how it affected relationships between England its colonies.
- Use images, such as the “Four Indian Kings” to infer the relationship between the British Empire and Native American Tribes.
- Create a class chart of slave systems in different British Colonies.
- Analysis of Pre-Revolution political cartoons.
- Debate: Does the U.S. believe in separation of church and state? Have students research evidence to support their answer.
- Use the Elizabeth Murray Project Website to explore the rolls of seventeenth-and eighteenth century women in colonial New England.
- Create a letter to the editor series where students illustrate tensions between Enlightenment rationalism and Christian theistic understanding.
Enrichment Activities:
- Use images to compare the perceptions of life in the Chesapeake and Massachusetts Bay Colonies.
- Use Edmund Burke’s *An Account of the European Settlements in America* (1757) to discuss the importance of salutary neglect in the development of British North American Colonies.
- Use images from Library of Congress’s *Religion in the Eighteenth century* online exhibit to compare sources of religious trends at the time.

Methods of Assessments/Evaluation:
- Chapter/Unit testing
- Essay: Free Response and DBQ
- Homework: Reading and notes
- Debates and class discussions
- Projects
- Independent work
- Verbal assessment
- Summer assignment
- Exit Slips
- Think-Pair-Shares

Resources/Including Online Resources
- Student edition of textbook and supplemental primary source readings
- Online Textbook Information
- Teacher Webpage
- Art, music, cartoons, maps, photography, video clips
- Internet Modern History Sourcebook
- The Website Voyages: The Transatlantic Slave Trade Database
- Library of Congress’s *Religion in the Eighteenth century* online exhibit
- Elizabeth Murray Project Gender Opportunity Website

**Topic/Unit 3: Revolution and Republican Culture (1754-1800)**
- Chapter 5 The Problem Empire (1754-1776)
- Chapter 6 Making War and Republican Governments (1776-1789)
- Chapter 7 Hammering Out a Federal Republic (1787-1820)

Approximate # Of Weeks: 8 weeks

Essential Questions:
- Why did differences in conceptions of the liberty between British ministers and American colonists grow after the French and Indian War?
- How did leaders in the American colonies turn their grievances into an ideology that justified rebellion?
- Why did the ideology of rebellion become open military conflict by 1775?
- Why did the British fail to make an example out of Boston?
In what ways is the Declaration of Independence the culmination of the ideology of revolution?

How did the American colonists overcome the many advantages of the British Empire?

How were European Politics critical to American victory?

How did conflicts between the ideals of the Revolution and the realities of colonial society impact the development of republican institution?

Why was creating a functioning republican government difficult?

Why was nationalism a critical element in creating a functioning republican government?

How did the challenges of governing the new nation impact implementation of the Constitution?

How did the implementation of the Constitution lead to the origin of political parties?

How did the Louisiana Purchase support both Jefferson’s and Hamilton’s view of the new nation?

Why was the War of 1812 a transformative event if nothing really changed in the Treaty of Ghent?

Upon completion of this unit students will be able to:

- Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world. (6.1.12.A.2.a)
- Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. (6.1.12.A.2.c)
- Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties. (6.1.12.A.2.e)
- Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. (6.1.12.B.2.a)
- Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution. (6.1.12.D.2.a)
- Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. (6.1.12.D.2.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.b)

Common Core Standards:

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- Standard 8.2 - Technology Education
- Standard 6.3 - Active Citizenship in the 21st Century

Activities – include 21st Century Technologies/Research:

- Create a class web of causes of conflict between colonists and British government from the perspective of British, French, Natives, and colonists.
- Analyze Paul Revere’s engraving of the Boston Massacre to explain historical context and point of view of a source.
- In small groups, have students research and analyze the significance of colonial leaders such as John Hancock, James Otis, Samuel Adams, Paul Revere, Patrick Henry, and Benjamin Franklin.
- Compare primary sources of both loyalist and patriot perspectives of British rule.
- Analyze George Washington’s sculpture by Jean-Antoine Houdon represents the leadership of Washington in early U.S. History.
- Connect Enlightened thinkers such as Voltaire, Rousseau, Locke, and Montesquieu influenced the new Republic by using primary sources.
- Take an online tour of The National Women’s History Museum.
- Analyze George Washington’s Farewell Address and its warnings to future presidents.
- Use quotes from both Jefferson and Hamilton to correctly identify each man’s beliefs of the role of government.

Enrichment Activities:

- Use images of the Stamp Act Protest to analyze political activism in resistance to British policies.
- Create a “roadmap” throughout the classroom from the Proclamation of 1763 to Treaty of Paris in 1783.
- Hold socratic seminar evaluating if the states or federal government come first.
- Create an agenda for George Washington in prioritizing the problems and issues the presidents of a new United States must address.

Methods of Assessments/Evaluation:

- Chapter/Unit testing
- Essay: Free Response and DBQ
- Homework: Reading and notes
- Debates and class discussions
- Projects
- Independent work
- Verbal assessment
- Summer assignment
- Exit Slips
- Think-Pair-Shares

**Resources/Including Online Resources**
- Student edition of textbook and supplemental primary source readings
- Online Textbook Information
- Teacher Webpage
- Art, music, cartoons, maps, photography, video clips
- Internet Modern History Sourcebook
- PBS Liberty! The American Revolution Website
- Elizabeth Murray Project Website

**Topic/Unit 4: Overlapping Revolutions (1800-1848)**

- Chapter 8 Economic Transformations (1790-1848)
- Chapter 9 A Democratic Revolution (1800-1848)
- Chapter 10 Religion, Reform, and Culture (1820-1848)
- Chapter 11 Imperial Ambitions (1820-1848)

**Approximate # Of Weeks: 10 weeks**

**Essential Questions:**
- How did the American System lay the foundations for sectional conflict?
- I what way did cotton connect and divide the nation?
- How did rising class-consciousness impact American society?
- How was the Missouri Compromise a transformative event in the development of the U.S.?
- What are the most important similarities and differences between the First and Second Party System in the U.S.?
- How did religious change motivate change throughout American society?
- Why was the black community critical to the struggle for freedom in both the North and the South?
- How did women use the ideology of the American Revolution to support arguments for the women’s rights?
- In what ways did the growth of slavery impact all social classes in the South?
- How did African Americans use community and political activism rooted in churches to challenge their status in both the North and the South?
- What were the effects of U.S. attempts to expand its control over North America and the Western Hemisphere on laws and diplomacy in the early nineteenth century?
- TO what degree was the U.S.-Mexico War a transformative event in the relationship between North and South?

**Upon completion of this unit students will be able to:**
- Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. (6.1.12.A.3.a)
• 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.b)
• 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.f)
• Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. (6.1.12.A.3.i)
• 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.g)
• 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.a)
• Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. (6.1.12.C.3.b)
• Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. (6.1.12.D.3.b)
• Analyze the role education played in improving economic opportunities and in the development of responsible citizens. (6.1.12.D.3.d)
• Determine the impact of religious and social movements on the development of American culture, literature, and art. (6.1.12.D.3.e)

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Activities – include 21st Century Technologies/Research:
• March Madness Reformers Research Project
• Map labeling of regions and their economic industries and powerhouses.
• Socratic seminar based on marketing maps from 1800-1848.
• Explore the National Park Service’s website to research the major canals of the 1800s.
• Analyze growth of New York and the Erie Canal through the PBS documentary, New York: A Documentary Film.
• Fishbowl discussion based on primary sources in reaction to the Missouri Compromise.
• Research on PBS’s *Africans in America* exhibit to compare African American perspectives of the American Colonization Society.
• Evaluate the role of Andrew Jackson, Nicholas Biddle, John Quincy Adams, Roger B. Taney, Henry Clay, and Martin Van Buren in small groups to determine the role of each individual in representing regional interest. Present findings to the class.
• Evaluate Harrison’s campaign banner to explore techniques of the 1840 election and compare to modern campaigning.
• Create Freedom Quilts for locations around Glen Ridge.
• Have students research a different method used for the Underground railroad and make a storyboard illustrating these methods.
• Gallery walk of images from Louisiana Purchase, Indian Removal Act, Settlement of Texas and discuss how these topics affect the idea of Manifest Destiny.

**Enrichment Activities:**

- Use primary sources from Lucy Larcom to explain how view of women changed over time.
- Compare family portraits from the 1800-1848 to compare social classes in the United States.
- Analyze political cartoons to evaluate Andrew Jackson as a leader.
- Using images from the Second Great Awakening, discuss how this religious reform could challenge American society.
- Analyze census information to draw conclusions about the expansion of slavery in the early nineteenth century.

**Methods of Assessments/Evaluation:**

- Chapter/Unit testing
- Essay: Free Response and DBQ
- Homework: Reading and notes
- Debates and class discussions
- Projects
- Independent work
- Verbal assessment
- Summer assignment
- Exit Slips
- Think-Pair-Shares

**Resources/Including Online Resources**

- Student edition of textbook and supplemental primary source readings
- Online Textbook Information
- Teacher Webpage
- Art, music, cartoons, maps, photography, video clips
- Internet Modern History Sourcebook
Approximate # Of Weeks: 10 weeks

Essential Questions:
- In what ways did America’s victory in the U.S.-Mexico War impact national and sectional identity?
- How and why did the abolitionist movement and the defense of slavery change in the 1850s?
- How did the election of 1860 influence the upcoming war between North and South?
- In what ways were the leaders of the South and Abraham Lincoln different in their interpretations of the Constitution and definitions of Liberty?
- How did secession challenge the U.S. Constitution?
- In what ways did the early years of the Civil War challenge both the North’s and the South's strategies and unity among citizens?
- In what ways did the Civil War mobilize civilian populations and alter the American economy?
- How did the election of 1864 reflect divisions with the Union regarding the war and slavery?
- How did debates over the interpretation of the Constitution and powers of the president impact Reconstruction?
- In what ways did Radical Republicans in Congress attempt to alter American politics, society, and economy and why did their attempts fail?
- How did African Americans react to the political, economic, and social changes after the Civil War?
- How did the failures of Reconstruction impact American politics, society, and economy for the next century?
- How did the development of the West support the new identity of the U.S. after the Civil War?

Upon completion of this unit students will be able to:
- Assess how states’ rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). (6.1.12.D.3.c)
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.a)

Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all. (6.1.12.A.4.b)

Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans. (6.1.12.A.4.c)

Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War. (6.1.12.B.4.a)

Analyze the impact of population shifts and migration patterns during the Reconstruction period. (6.1.12.B.4.b)

Assess the role that economics played in enabling the North and South to wage war. (6.1.12.C.4.a)

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.b)

Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War. (6.1.12.D.4.a)

Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals. (6.1.12.D.4.c)

Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. (6.1.12.D.4.d)

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**Activities – include 21st Century Technologies/Research:**
- Use primary sources to evaluate Abraham Lincoln’s views on slavery.
- Use political cartoons to compare regional views of slavery and emancipation.
- Research sources to answer the question: How did the election of 1864 illustrate divisions within the Union?
- Research editorials from the 1850s about slavery and analyze who their author may be.
- Caption writing assignment for images from the Civil War.
• Use the Civil War Podcast to discuss in class.
• Take a Virtual Tour of Civil War battlefields.
• Analyze primary sources to evaluate the effectiveness of the Reconstruction.
• Small group research of the purpose of the Morrill Act, Homestead Act, Dawes Severalty Act, and the General Mining Act of 1972.

**Enrichment Activities:**
• Create campaign posters of the political parties of the 1850s.
• Debate the effectiveness of the Compromise of 1850.
• Taking sides activities - Did Lincoln have the right to suspend Habeas Corpus?
• Create a classwide roadmap of what cause the failure of Reconstruction.

**Methods of Assessments/Evaluation:**
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**Resources/Including Online Resources**
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• Teacher Webpage
• Art, music, cartoons, maps, photography, video clips
• Internet Modern History Sourcebook
• *Lincoln’s Hundred Days* by Louis Masur
• The Civil War Podcast
• Virtual Civil War Maps