

**Randolph Township Schools
Randolph High School
United States History I Curriculum**

*“Remember, remember always, that all of us, and you and I especially,
are descended from immigrants and revolutionists.”*

—Franklin D. Roosevelt

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**Randolph Township Schools
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Mission Statement

**Randolph Township Schools
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We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The tenth-grade social studies program is a survey of United States History from the economic, social, and political origins of the American Republic through Civil War Reconstruction and its effects. The course will be guided by New Jersey Student Learning Standards in the Social Studies and the goals established by the Randolph Township Board of Education. This program will integrate and infuse information on New Jersey history and social studies-oriented vocations into the course of study as mandated by the New Jersey Department of Education. This course is taught as an inclusive history of the United States. The role of women, immigrants, African Americans, Native Americans, and the diverse racial, religious, and ethnic groups of America will be highlighted throughout the course of study.

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Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	Colonization and Settlement
6 weeks	II	Pre-Revolutionary Period and the War for Independence
5 weeks	III	A New American Government
6 weeks	IV	Creating a New Nation and Citizens
5 weeks	V	Nationalism and the Growth of Sectional Differences
3 weeks	VI	Westward Expansion
6 weeks	VII	Disunion and Reconstruction
2 weeks	VIII	Changes on the Western Frontier

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Unit I: Colonization and Settlement

TRANSFER: Students will draw comparisons and contrasts between historical patterns of European immigration to North America with current immigration trends throughout the world.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.CivicsPI.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.	The motivations for the founding of English colonies varied, as did their political, economic, and social systems.	<ul style="list-style-type: none"> What motivates people to create settlements far from home?
6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.	Political, economic, social, and religious factors led to the development of successful colonies in North America.	<ul style="list-style-type: none"> How might religion influence the way people prefer to be governed?
6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).	The colonists explored new economic systems that altered colonial development and the relationship with Great Britain.	<ul style="list-style-type: none"> How might geography impact the development of society?
6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.	Contact among Europeans, Native Americans, and Africans led to profound social, political, and economic changes on both sides of the Atlantic.	<ul style="list-style-type: none"> What might be some implications of global interaction?
6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.	Puritan beliefs significantly shaped American thinking and culture, and those beliefs were challenged and subverted in different ways over time.	<ul style="list-style-type: none"> When does it become necessary to challenge authority?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>

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Unit I: Colonization and Settlement

	<p>While Roanoke was England’s first attempt at a permanent settlement in North America, the first successful permanent English settlement in North America was founded at Jamestown, Virginia, in 1607.</p> <p>English Puritans came to North America, beginning in 1620.</p> <p>Colonial political precedents such as the Mayflower Compact, Virginia House of Burgesses, Fundamental Orders of Connecticut, Massachusetts Bay Colony, and political and religious dissenters all had an impact on modern political thought.</p> <p>People and events including Roger Williams, Anne Hutchinson, Maryland Toleration Act, and the “Holy Experiment” in Pennsylvania, illustrated that different levels of religious tolerance in the colonies prompted change.</p>	<p>Identify why and how the Roanoke colony failed and the Jamestown colony was successful.</p> <p>Examine how colonial life developed in Massachusetts and compare with other early colonial settlements in North America.</p> <p>Analyze the early political precedents that influenced the American government.</p> <p>Evaluate the ways religion, politics, and social equality can lead to both intolerance as well as tolerance.</p>
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Unit I: Colonization and Settlement

	<p>England and its largely self-governing colonies prospered under a mutually beneficial trade relationship.</p> <p>Slavery played a role in the economic development of the industrialized North and the agricultural South, and multiple institutions profited directly or indirectly from the slave trade and slave labor.</p> <p>Colonies developed different economic systems based on commerce, trade, and access to natural resources.</p> <p>Because of the close alignment of religion and politics in the Massachusetts Bay Colony, those who challenged religious orthodoxy and gender norms were punished in a variety of ways.</p>	<p>Discuss the impact of British economic policies on the North American colonies.</p> <p>Enumerate reasons why English colonists turned to African slaves as a labor force.</p> <p>Assess how Americans gained control over their own economic and political institutions between 1607 and 1763.</p> <p>Explain the limits of democracy, toleration, and egalitarianism in New England colonial communities.</p>
	<p>VOCABULARY AND KEY TERMS:</p> <p>Colonization, John Smith, joint-stock company, Jamestown, headright system, indentured servant, Bacon's Rebellion, Puritans, John Winthrop, Separatists, Plymouth Colony, Massachusetts Bay Colony, Roger Williams, Anne Hutchinson, Pequot War, King Philip's War, William Penn, proprietor,</p>	

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Unit I: Colonization and Settlement

	Quakers, New Netherlands, mercantilism, Parliament, Navigation Acts, Glorious Revolution, salutary neglect, cash crop, slave, triangular trade, middle passage, Stono Rebellion, Enlightenment, Benjamin Franklin, Jonathan Edwards, Great Awakening	
ASSESSMENT EVIDENCE: Students will show their learning by: <ul style="list-style-type: none"> Active participation in a Socratic Seminar discussion that critiques the successes and failures of early European settlement in North America. Creating a thesis statement and leading paragraph that focuses on “why” certain groups of people migrated to specific colonies. KEY LEARNING EVENTS AND INSTRUCTION: <ul style="list-style-type: none"> Students will participate in an inquiry-based lesson to hypothesize possible reasons for the failure of the lost colony of Roanoke and why the Jamestown colony was ultimately successful. Students will create graphic organizers to compare and contrast the similarities and differences between the North, Middle, and Southern colonies. 		
SUGGESTED TIME ALLOTMENT	3 Weeks	
SUPPLEMENTAL UNIT RESOURCES	Mayflower Compact <i>Salem Witch Trial DBQ</i> : Stanford History Education Group Blake, W.O. Decks of a Slave Ship. <i>The history of slavery and the slave trade, ancient and modern</i> . Columbus, Ohio: H. Miller, 1860. <i>America</i> : The Story of US. History Channel. 2010. Television.	

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Unit I: Colonization and Settlement

	<p>The London Company Indentured Servant Advertisement</p> <p>Jacobs, S., Sabine Lang, and Wesley Thomas <i>Two-Spirit People: Native American Gender Identity, Sexuality, and Spirituality</i>.</p> <p>Two Spirits: Video Extras</p> <p>Two-Spirit People: Sex, Gender, & Sexuality in Historic and Contemporary Native America</p>
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Unit II: Pre-Revolutionary Period and the War for Independence

TRANSFER: Students will examine ways in which human rights have been violated, both historically and in present day, to propose solutions and assess their potential effectiveness.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.	The British and colonial success in the war with France transformed the relationship between Britain and its American colonies, and led to the American Revolution	<ul style="list-style-type: none"> Should citizens ever resist government policies? Why or why not?
6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).	Revolutions and civil unrest tend to occur when political, social, and economic needs of people are not met.	<ul style="list-style-type: none"> Is war inevitable? Why or why not?
6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.	American revolutionaries resorted to the use of boycotts, protests, and armed rebellion in order to create their own country separate from British rule.	<ul style="list-style-type: none"> What is the best way for people to bring about political and social change?
6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.	Racial slavery emerged in the British colonies and colonists profited from it for over two centuries.	<ul style="list-style-type: none"> Why have people over time been willing to enslave others?
6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.	During the revolutionary era, American culture was undergoing significant transformation.	<ul style="list-style-type: none"> To what extent does war transform society?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:

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Unit II: Pre-Revolutionary Period and the War for Independence

<p>6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.</p>	<p>The British victory over the French in north America enlarged the British empire but led to new conflicts with the colonists over land, power, and taxation.</p> <p>Conflict between Great Britain and the colonies grew over taxation, representation, and liberty as a result of policies and events such as the Stamp Act, Sugar Act, Intolerable Act, Proclamation of 1763, and the Townshend Acts.</p> <p>American colonists were divided over what course of action to take in response to British policies.</p> <p>Tensions increased throughout the colonies until the Continental Congress declared independence on July 4, 1776.</p> <p>American colonies became similar and unified by the start of the revolution.</p>	<p>Explain the causes and long-term effects of the French and Indian War.</p> <p>Describe how the colonists organized to resist British policies.</p> <p>Identify and explain the policies and impact that caused tensions between the colonies and Great Britain.</p> <p>Evaluate the political significance of the Declaration of Independence.</p> <p>Explain the influence of the Olive Branch Petition and Common Sense.</p>
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Unit II: Pre-Revolutionary Period and the War for Independence

	Strategic victories in the north led to decisive foreign military and economic intervention, enabling the Americans to defeat the British.	Evaluate the impact of the revolution on daily life in the colonies.
	Strategic victories in the South and at Yorktown enabled the Americans to defeat the British.	Evaluate the military and political strategies of the British and colonists.
	Military and political personalities including George Washington, John and Samuel Adams, Ben Franklin, Thomas Paine, and Thomas Jefferson played significant roles during the conflict.	Identify and explain the significance of the personalities and key battles of the American Revolution.
	The Treaty of Paris validated American independence, yet some components led to further conflict.	Explain the provisions and the impact of the Treaty of Paris of 1783 on North America.
	VOCABULARY AND KEY TERMS: George Washington, French and Indian War, William Pitt, Pontiac, Proclamation of 1763, Sugar Act, Stamp Act, Samuel Adams, Townshend Acts, Boston Massacre, committees of correspondence, Boston Tea Party, King George III, Intolerable Acts,	

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	martial law, minutemen, Second Continental Congress, Olive Branch Petition, Common Sense, Thomas Jefferson, Declaration of Independence, Patriots, Loyalists, Valley Forge, Trenton, Saratoga, inflation, profiteering, Yorktown, Friedrich von Steuben, Marquis de Lafayette, Charles Cornwallis, Treaty of Paris, egalitarianism	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Responding to the prompt: “To what extent was the American war for independence inevitable?” <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will examine the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and identify the events and intellectual ideas that inspired them. Students will analyze primary sources that convey the perspectives and contributions of African Americans, Native Americans, and women during the American Revolution and their influence on the outcome of the war. 		
SUGGESTED TIME ALLOTMENT	6 Weeks	
SUPPLEMENTAL UNIT RESOURCES	Paine, T. <i>Common Sense</i> The Declaration of Independence The Constitution Bill of Rights	

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Unit II: Pre-Revolutionary Period and the War for Independence

	<p><i>America: The Story of US.</i> History Channel. 2010. Television.</p> <p>Paul Revere’s Engraving of the Boston Massacre, 1770</p> <p>Treaty of Paris, 1783</p> <p>William Trego, <i>The March to Valley Forge</i>, 1883</p> <p>Emanuel Gottlieb Leutze, <i>Washington Crossing the Delaware</i>, 1851</p> <p>Berkin, C. <i>First Generations: Women in Colonial America</i>. Hill and Wang, New York, 1996</p> <p>Kneib, M. <i>Women, Soldiers, Spies, and Patriots in the American Revolution</i>. New York: Rosen Publishing Group, 2004</p> <p><u>Deborah Sampson/National Women’s History Museum</u></p> <p>Katz, B. <u>“Diary Sheds Light on Deborah Sampson Who Fought in the Revolutionary War”</u> July 2, 2019</p>
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Unit III: A New American Government

TRANSFER: Students will be able to evaluate and debate the constitutionality of modern-day laws and policies in order to become informed citizens in the 21st Century.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.	The Articles of Confederation were unable to address the economic and political problems facing the new nation and instead created a weak central government, leading to national crisis called the “Critical Period”.	<ul style="list-style-type: none"> How much power should a national government have?
6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.	Americans developed a unique political culture that encompassed both state sovereignty and federal power.	<ul style="list-style-type: none"> How can power be shared?
6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	Economic and political factors led to the development of a new Constitution which codified the roles and obligations of the state and federal governments.	<ul style="list-style-type: none"> What makes a government weak or strong?
6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	The Bill of Rights guarantees citizens certain necessary protections from the government.	<ul style="list-style-type: none"> How can the rights of citizens be protected?
6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Enlightenment thinkers, such as Locke and Rousseau, believed that reason could be used to solve all human problems.	Identify problems that arose and solutions applied that evidenced Enlightenment thinking.

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Unit III: A New American Government

<p>6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).</p> <p>6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.</p>	<p>New social and political theories on government emphasized democratic concepts, individual and natural rights, and the relationship between government and its citizenry.</p> <p>The Articles of Confederation’s systemic weaknesses were unsustainable as a system for governing the new nation and became evident after Shays’ Rebellion.</p> <p>Compromise through debate led to the development of the Constitution.</p> <p>The addition of a Bill of Rights to the Constitution was prompted by concerns that prioritized preservation of personal civil liberties and its addition led to the ratification of the Constitution.</p> <p>The Bill of Rights protects citizens by outlining specific freedoms for individuals.</p> <p>The Constitution created guidelines for concurrent federal and state government through a system of checks and balances that limited and divided power.</p>	<p>Explain the concepts of social contract, natural rights, and consent of the governed.</p> <p>Identify the strengths and weaknesses of the Articles of Confederation.</p> <p>Evaluate the “bundle of compromises” which ultimately led to the Constitution.</p> <p>Analyze the role of the Federalists and Anti-Federalists in the ratification of the Constitution.</p> <p>Identify the concerns that necessitated the addition of the Bill of Rights to the Constitution.</p> <p>Describe how the Bill of Rights protects personal liberties and limits the federal government from becoming tyrannical.</p>
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Unit III: A New American Government

	<p>The roles, responsibilities and obligations of the executive, legislative, and judicial branches set forth in the Constitution limits government power in order to protect citizens.</p> <p>VOCABULARY AND KEY TERMS: Republicanism, Confederation, Federalism, Articles of Confederation, Shays' Rebellion, James Madison, Alexander Hamilton, Great Compromise, New Jersey Plan, Virginia Plan, Three-Fifths Compromise, Separation of Powers, Checks and Balances, Legislative Branch, Executive Branch, Judicial Branch, Electoral College, Ratification, Federalists, Anti-Federalists, <i>Federalist Papers</i>, Bill of Rights</p>	<p>Compare and contrast the principles and purposes of the Constitution including the roles of the three branches of government and how the system of checks and balances works.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Preparing a written opinion piece and actively participating in a Socratic circle discussion concerning the merits and their opinion of a landmark Supreme Court case concerning civil liberties (e.g., <i>Tinker v. Des Moines</i>, <i>Miranda v. Arizona</i>, <i>Morse v. Frederick</i>). Completing a graphic organizer discerning the specific powers of the three branches of government and providing explanations for how each branch checks and balances the other two branches. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will analyze the Articles of Confederation and assess the reasons the Articles were not a successful form of government for the post-revolutionary period. 		

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Unit III: A New American Government

- Students will analyze and discuss primary sources written by Federalists and Anti-Federalists.
- Students will evaluate legal cases and, based on the knowledge gained in this unit, determine the constitutional amendment being violated.
- Students will evaluate Supreme Court decisions, and the corresponding opinions (both majority and minority) and create reflections on the decisions and their personal views of the Court's opinions.

SUGGESTED TIME ALLOTMENT

5 Weeks

SUPPLEMENTAL UNIT RESOURCES

United States Constitution

Articles of Confederation

Supreme Court Cases: <https://constitutioncenter.org/>

America: The Story of US. History Channel. 2010. Television.

The Federalist Papers

[History Channel](#): "Immigrant Son Who Fought for Citizenship"

Berkin, C. *First Generations: Women in Colonial America*. Hill and Wang, New York, 1996

Kneib, M. *Women, Soldiers, Spies, and Patriots in the American Revolution*. New York: Rosen Publishing Group, 2004

[Deborah Sampson/National Women's History Museum](#)

Katz, B. ["Diary Sheds Light on Deborah Sampson Who Fought in the Revolutionary War"](#)
July 2, 2019

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Unit IV: Creating A New Nation and Citizens

TRANSFER: Students will evaluate a government’s function in an ever-changing society to posit whether government responses are appropriate or necessary to any specific stimulus.		
STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.Civics.PI.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.	In the decades following the American Revolution, the new nation sought to define and distinguish those persons who were given full citizenship from those who were not.	<ul style="list-style-type: none"> What should be considered as good qualities of a citizen?
6.1.12.Civics.PI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.	President Washington enforced the new constitution and established important political precedents.	<ul style="list-style-type: none"> What makes a leader “good”?
6.1.12.Civics.PI.2.b: 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.	Political differences during Washington’s administration led to the development of new political theories and political parties.	<ul style="list-style-type: none"> What positive outcomes can come from conflict?
6.1.12.Civics.PD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.	Determining effective domestic, foreign, and economic policies were essential in establishing the United States as a functioning nation.	<ul style="list-style-type: none"> What makes a government legitimate?
	President Jefferson’s actions as President often contradicted beliefs he held while running for the office.	<ul style="list-style-type: none"> Do the “ends” justify the “means”?
	<u>KNOWLEDGE</u>	<u>SKILLS</u>

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Unit IV: Creating A New Nation and Citizens

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods, e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian.	Students will know:	Students will be able to:
	<p>Washington established domestic and foreign policies that set precedents for the new nation such as remaining neutral in global conflicts, instituting term limits, delivering a farewell address, and adherence to the Constitution.</p> <p>George Washington’s leadership qualities were effective in setting standards for mutual respect, in raising public confidence in political leaders, and in the acceptance of the role of political compromise in the new nation.</p> <p>The Marshall Court defined the role and powers of the judicial branch.</p> <p>The opposing political ideologies of Alexander Hamilton and Thomas Jefferson led to the establishment of the two-party political system.</p>	<p>Identify the political precedents established by President Washington.</p> <p>Define characteristics of a good leader and compare the definition to Washington’s style of leadership.</p> <p>Assess the significance of the Judiciary Act of 1789 and explain how judicial rulings granted more power to the federal government.</p> <p>Contrast the views of Alexander Hamilton and Thomas Jefferson regarding the power of the federal government.</p>

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Unit IV: Creating A New Nation and Citizens

	<p>The XYZ Affair led to a rise in anti-French sentiments in the United States, as well as the creation of the Alien and Sedition Acts.</p> <p>Impressments, the British Blockade, the Embargo Act, War Hawks, the native alliance system, and other events in Europe impacted America's developing foreign policy with Spain, France, and England.</p> <p>President Thomas Jefferson acquired the Louisiana Territory from France and chose Merriweather Lewis and William Clark to explore the newly acquired land.</p> <p>VOCABULARY & KEY TERMS: George Washington, Alexander Hamilton, Thomas Jefferson, Judiciary Act of 1789, Cabinet, National Bank, Democratic-Republicans, Federalists, Two-Party System, Protective Tariff, Excise Tax, Whiskey Rebellion, Neutrality, John Jay, Sectionalism, XYZ Affair, Alien and Sedition Acts, Nullification, Aaron Burr, Judiciary Act of 1801, Midnight Judges, John Marshall, <i>Marbury v.</i></p>	<p>Appraise the constitutionality of the Alien and Sedition Acts during the political climate when they were passed and in the modern era.</p> <p>Compare and evaluate the different foreign and domestic policy actions taken by George Washington, John Adams, and Thomas Jefferson.</p> <p>Summarize the significance of the Louisiana Purchase and the Lewis and Clark expedition as it applied to American expansionism.</p>
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Unit IV: Creating A New Nation and Citizens

	<i>Madison, Judicial Review, Louisiana Purchase, Meriwether Lewis, William Clark, Sacajawea</i>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Writing an interpretation of Washington's Farewell Address in their own words. • Completing a written assessment comparing different aspects (foreign policy, domestic policy, precedent setting events, constitutional concerns) of the presidencies of George Washington, John Adams, and Thomas Jefferson. • Debating the necessary functions and items of an optimal government in which both the people and government flourish. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will critique and compare the presidencies of George Washington, John Adams, and Thomas Jefferson. • Students will read and analyze Washington's Farewell Address. • Students will examine Supreme Court decisions by reading background information (secondary sources) and Supreme Court opinions (primary sources) to determine how the federal government began amassing power over state governments. • Students will interpret a map and journal excerpt from the Lewis and Clark expedition. 		
SUGGESTED TIME ALLOTMENT	6 Weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>George Washington: "Farewell Address," September 19, 1796</p> <p><i>Lewis & Clark: The Journey of the Corps of Discovery.</i> PBS. 1997. Television.</p> <p>Supreme Court Cases</p> <p><i>America: The Story of US.</i> History Channel. 2010. Television.</p>	

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Unit IV: Creating A New Nation and Citizens

	<p>Alien and Sedition Acts, 1798.</p> <p>Adams, J. <i>XYZ Affair</i>. Philadelphia, PA. May 16, 1797</p> <p>The Federalist Papers</p>
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Unit V: Nationalism and the Growth of Sectional Differences

TRANSFER: Students will be able to make connections between this period of nationalism and the current day to assess the role nationalism plays in global affairs.

STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.Civics.PI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.</p> <p>6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</p> <p>6.1.12.HistoryDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p> <p>6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.</p>	The growing conflict between the United States and Britain led to the War of 1812.	<ul style="list-style-type: none"> How is a sense of nationalism formed?
	Nationalism and exceptionalism exerted a strong influence in the courts, foreign affairs, and westward expansion that redefined America in the early 1800s.	<ul style="list-style-type: none"> Do countries have “identities?” Explain.
	The North and South developed different economic systems that led to sectionalism.	<ul style="list-style-type: none"> In what ways could geography lead to conflict?
	Andrew Jackson and his administration instituted policies that expressed the views of the average American citizen but violated the rights of Native Americans and indigenous people.	<ul style="list-style-type: none"> What influences the viewpoints of any given person?
	Racial slavery emerged in the British colonies and all regions profited from it.	<ul style="list-style-type: none"> Why do people enslave others?
	In the decades following the American Revolution, the new nation sought to define and distinguish those persons who were worthy of full citizenship from those who were not.	<ul style="list-style-type: none"> What are the characteristics of a citizen? How might citizenship, or the lack thereof, impact participation in a society?

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<p>6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law, and individual rights).</p> <p>6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.</p> <p>6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods, e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian.</p> <p>6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influences party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p>	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
	<p>Impressments, the British Blockade, the Embargo Act, War Hawks, and the Native alliance system provoked the War of 1812 between the United States and Great Britain.</p>	<p>Assess the effects of the causes of the War of 1812 on the developing nation.</p>
	<p>The United States' military victory and the Treaty of Ghent established diplomatic compromises with England that helped to redefine the United States' borders and territorial rights.</p>	<p>Explain how the outcomes of the War of 1812 correlated with the political and military goals of both Great Britain and America.</p>
	<p>The Industrial Revolution led to key changes in technology and work procedures that resulted in increased sectionalism between the north and south.</p>	<p>Analyze how shifts in population and politics might be attributed to advances in technology and changes in regional economies during America's Industrial Revolution.</p>
	<p>The institution of slavery and the expansion of slavery in new territories created political, economic, and social differences that furthered sectional animosity.</p>	<p>Describe the factors that contributed to feelings of nationalism and sectionalism.</p>

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	<p>The federal government exerted its judicial power to promote nationalism through the following: Marbury v. Madison, McCulloch v. Maryland, Gibbons v. Ogden, and Worcester v. Georgia.</p> <p>The political and diplomatic implications of decisions such as the Monroe Doctrine, Missouri Compromise, American system, and the states' debate furthered sectional tension.</p> <p>The physical expansion of America led to the sectional debate over nullification, states' rights, the National Bank, and Indian Removal.</p> <p>The presidency of Andrew Jackson led to an expansion of the democratic process through the spoils system, suffrage, new political parties, and encouraging greater involvement in politics.</p> <p>Between the 1820s and the Civil War, states began to disenfranchise people by means of disability, race, and gender-based voting exclusions.</p>	<p>Interpret Marshall Court decisions and describe how the Marshall Court increased the power of the federal government.</p> <p>Identify the changes of territorial expansion and summarize the issues from multiple perspectives that divided the nation as it expanded.</p> <p>Debate the judicial validity and impact of government decisions during this era.</p> <p>Evaluate the benefits and consequences of Jacksonian Democracy.</p> <p>Explain the factors that determine one's civic competency and analyze how voting exclusions were used for political purposes.</p>
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	VOCABULARY & KEY TERMS: Blockade, impressment, embargo, war hawk, Treaty of Ghent, armistice, Eli Whitney, interchangeable parts, mass production, Industrial Revolution, Henry Clay, American System, Tariff of 1816, National Road, Erie Canal, John Quincy Adams, nationalism, Monroe Doctrine, Missouri Compromise, Andrew Jackson, Democratic Republican Party, spoils system, Indian Removal Act, Trail of Tears, Daniel Webster, John C. Calhoun, Tariff of Abominations, Bank of the United States, Whig, Martin Van Buren, Panic of 1837, William Henry Harrison, John Tyler	
ASSESSMENT EVIDENCE: Students will show their learning by: <ul style="list-style-type: none"> • Writing to answer the question: Did Andrew Jackson advance or hinder the cause of democracy? • Discussing the factors that promoted nationalism and/or sectionalism and evaluating why sectionalism became a big issue in the early 1800s. KEY LEARNING EVENTS AND INSTRUCTION: <ul style="list-style-type: none"> • Students will listen to and analyze the lyrics of “The Star-Spangled Banner” and make inferences about the War of 1812/Battle at Fort McHenry. • Students will analyze Supreme Court decisions individually or in groups and discuss how the Marshall Court increased the role of the federal government/limited the power of state governments. • Students will analyze political cartoons and primary sources about the Monroe Doctrine. 		
SUGGESTED TIME ALLOTMENT	5 Weeks	

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SUPPLEMENTAL UNIT RESOURCES	<p>Key, Francis Scott, 1779-1843. <i>The Star-Spangled Banner</i>. 1942</p> <p>Supreme Court Cases (Marshall Court)</p> <p><i>Cherokee Trail of Tears</i>, Robert Lindneux, 1942, Oil Painting</p> <p><i>America: The Story of US</i>. History Channel. 2010. Television.</p> <p><u>U.S. v. Wong Kim Ark</u> (1898): People born in the U.S. are citizens of the U.S. even if parents are citizens of another country. (oyez.com)</p>
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Unit VI: Westward Expansion

TRANSFER: Students will evaluate the perceived responsibility of the United States to expand democracy and debate whether or not the country should still act as global ambassadors of democracy.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.</p> <p>6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.</p> <p>6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).</p>	People migrating westward lived under fewer rules and established new communities based on their new needs.	<ul style="list-style-type: none"> What factors impact community building?
	Manifest Destiny had an enduring impact on both foreign and domestic policies.	<ul style="list-style-type: none"> Why would a nation seek to expand its territory?
	Americans moved west, energized by their belief in the rightful expansion of the United States from the Atlantic to the Pacific.	<ul style="list-style-type: none"> Does the United States have a mission to expand freedom and democracy? Defend.
	Westward expansion intensified sectional conflict during the antebellum period.	<ul style="list-style-type: none"> How might expansionist policies create conflict?
	Industrialization transformed the United States, resulting in significant social, political, and economic changes and reforms.	<ul style="list-style-type: none"> How can new industry and technology affect people's lives?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>

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<p>6.1.12.HistoryCA.3.a: Use evidence to demonstrate 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).</p>	<p>Economic concepts such as free enterprise, private ownership of property, capitalism, technological change, and standardization fueled economic expansion and diversity.</p>	<p>Assess how the new developments in the American economy and technology helped to link America's regions and make them interdependent.</p>
<p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p>	<p>The concept of Manifest Destiny was used to justify America's expansion.</p>	<p>Explain the concept of Manifest Destiny and its political, economic, and social effects on American society.</p>
<p>6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</p>	<p>Manifest Destiny and westward expansion impacted different groups of people very differently, and provided different opportunities and drawbacks for each of these populations.</p>	<p>Assess the impact of westward expansion on various groups of people including Native Americans, immigrants, and enslaved people.</p>
	<p>The gold rush provided settings where men outnumbered women, and this allowed western communities to lead less conventional lives.</p>	<p>Explain how gender norms were different on the western frontier for men and women, as compared to those of eastern America.</p>
	<p>American settlers in Mexican-Texas launched the Texas Revolution, fought for Texan independence, and after much controversy, the Republic of Texas was annexed by the United States.</p>	<p>Debate why the United States was divided on the issue of making Texas part of the union.</p>

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	<p>The Mexican American War started over border disputes, land grants, and western settlement into the territories throughout the Southwestern area of lands subsequently incorporated into the United States.</p> <p>Americans were split on their assessment of the Mexican American War.</p> <p>The effects of the Mexican American War led to the physical expansion of the United States and redefined international relationships with Mexico, Britain, Canada, and Russia.</p> <p>Prior to the Industrial Revolution, the vast majority of Americans lived in rural areas, as compared to cities.</p> <p>VOCABULARY & KEY TERMS: Capitalism, telegraph, land grant, commodity, expansion, democracy, sectionalism, antebellum, markets, Market revolution, Manifest Destiny, Santa Fe Trail, Oregon Trail, Mormons, Joseph Smith, Brigham Young, Fifty-Four Forty or Fight, Stephen F. Austin, Antonio Lopez de Santa Anna, Texas</p>	<p>Categorize the causes and effects of the Mexican American War.</p> <p>Assess the various arguments for and against the controversial Mexican American War.</p> <p>Assess the impact that the accumulation of new territories may have on the nation's political, economic, social and cultural interactions.</p> <p>Identify the ways in which cities grew and changed as a result of an increased urban population.</p>
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	<p>Revolution, Alamo, Sam Houston, Republic of Texas, annex, James K. Polk, Zachary Taylor, Stephen Kearny, Bear Flag Republic, Winfield Scott, Treaty of Guadalupe Hidalgo, Gadsden Purchase, forty-niners, gold rush</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Completing a writing assignment about John Gast's painting <i>American Progress</i> and how it relates to the concept of Manifest Destiny. • Assessing the impact of United States expansion for various groups (e.g., Native Americans, Europeans, White Settlers, enslaved people, Latin Americans, Asian Immigrants) by considering multiple perspectives over different time periods. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will read and analyze primary sources that look at the causes of and differing opinions of the Mexican American War. • Students will complete a map activity that illustrates the newly acquired territory during this time of expansion. • Students will analyze and compare/contrast the various westward trails through a reading and/or simulation. 		
SUGGESTED TIME ALLOTMENT	3 Weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>"American Progress," Painting by John Gast, 1872</p> <p><i>America: The Story of US.</i> History Channel. 2010. Television.</p> <p>Polk, James. "Special Message to Congress on Mexican Relations," May 11, 1846</p> <p>O'Sullivan, John. <i>Manifest Destiny</i>, 1839</p>	

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	<p>“Westward Expansion (1801-1861).” Edited by Laura W. Griffin, <i>The American Experience in the Classroom</i>, Smithsonian American Art Museum, americanexperience.si.edu/historicaleras/expansion/.</p> <p>“Westward Expansion: Encounters at a Cultural Crossroads” : Classroom Materials at the Library of Congress : Library of Congress.” <i>The Library of Congress</i>, www.loc.gov/classroom-materials/westward-expansion-encounters-at-a-cultural-crossroads/#teachers-guide.</p> <p>Society, National Geographic. “Westward Expansion.” <i>National Geographic Society</i>, www.nationalgeographic.org/topics/resource-library-westward-expansion/?q=&page=1&per_page=25.</p> <p>Boag , P. <i>Re-Dressing America’s Frontier Past</i>. University of California Press. 2011.</p> <p>Lesson Plan: “Westward Movement and Gender Diversity in Frontier Life Through Photo "(1800-1870) <i>by the Safe Schools Project</i></p> <p>Johnson, Susan. <i>Roaring Camp: The Social World of the California Gold Rush</i>. New York: W.W. Norton and Company, 2000</p> <p>Parkinson, J. <i>Adventuring in California</i>. Applewood Books, 2008.</p> <p><u><i>The Life and Legacy of Mary Fields</i></u></p> <p><u><i>Meet Charlie Parkhurst: The Gold Rush’s Fearless, Gender Non-Conforming Stagecoach Driver</i></u></p>
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Unit VII: Disunion and Reconstruction

TRANSFER: Students will identify issues that are divisive in the United States that could result in conflict, and propose potential solutions.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).</p> <p>6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p> <p>6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.</p> <p>6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White</p>	The issue of slavery, as well as fundamental disagreements between the North and South about the Constitution, dominated United States politics and led to the Civil War.	<ul style="list-style-type: none"> Was the American civil war avoidable? Defend.
	Slavery and states' rights issues were the key causes of the Civil War.	<ul style="list-style-type: none"> How might regions within nations with fundamental moral and ideological differences avoid conflict?
	The Civil War redefined lives and forced the re-thinking of what it meant to be an American in the United States.	<ul style="list-style-type: none"> Does where you live frame how you think of yourself? Explain.
	The political struggle, accomplishments, and failures of Reconstruction in the years following the Civil War continued to challenge state sovereignty and federal authority.	<ul style="list-style-type: none"> Does a nation have obligations to its citizenry? Explain.
	The social, economic, and political consequences of Reconstruction had long-term and far-reaching effects on American politics and race relations.	<ul style="list-style-type: none"> To what extent is it possible to have a peace or reconciliation after a civil war?
	<u>KNOWLEDGE</u>	<u>SKILLS</u>

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settlers, American/Latin American, American/Asian).	Students will know:	Students will be able to:
<p>6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.HistoryCA.3.a: Use evidence to demonstrate 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).</p> <p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> <p>6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.</p> <p>6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and</p>	<p>Expansion of slavery into new territories created challenges for the federal government due to differing beliefs regarding morality, states' rights, popular sovereignty, and the expansion of federal power.</p> <p>Political debates, compromises, and events leading up to the Civil War illustrated and reinforced social and political divisions within the nation.</p> <p>The American Civil War was considered a modern war because of new weapons, technology, and tactics.</p> <p>Political and military leaders such as Lincoln, Davis, Lee, McClellan, Jackson, Sherman, and Grant sought to bring about a rapid end to the war through new tactics and strategies.</p> <p>African Americans, immigrants, and women played an important role in the Union's success.</p>	<p>Evaluate the ramifications of the expansion of slavery into new territories.</p> <p>Assess events that led to the establishment of the Confederate States of America.</p> <p>Assess the various regional advantages and disadvantages of both the Union and the Confederacy in their ability to fight the Civil War.</p> <p>Assess the effectiveness of the various political and military strategies employed by both the Confederacy and the Union.</p> <p>Describe the role of citizens, such as African Americans, immigrants, and women, during war time.</p>

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<p>Resolutions, the Emancipation Proclamation, and the Gettysburg Address).</p> <p>6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <p>6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.</p> <p>6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.</p> <p>6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.</p>	<p>The Emancipation Proclamation freed slaves in rebelling states and created new military and political challenges for the federal government.</p> <p>The federal government increased its power during the Civil War through events such as conscription, taxation, the suspension of habeas corpus, among other judicial challenges.</p> <p>The American Civil War established political, economic, social, and technological challenges that altered American society and laid the foundation for the industrialization and urbanization of America.</p> <p>There was much debate within the federal government about how to rebuild the nation after the Civil War, as a result, various reconstruction plans were created and proposed.</p> <p>The 13th, 14th, and 15th Amendments granted new freedoms to African Americans.</p>	<p>Debate the effectiveness of the Emancipation Proclamation.</p> <p>Assess the short- and long-term impact of the federal government's use of power during the Civil War.</p> <p>Describe the immediate and long-term implications of the Civil War.</p> <p>Evaluate the effectiveness of restoring peace, stability, and providing freedom for newly freed African Americans for each Reconstruction plan.</p> <p>Explain the significance of the three important civil rights amendments to the Constitution.</p>
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<p>6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.</p> <p>6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.</p> <p>6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.</p>	<p>The 14th Amendment has been used to protect equal rights of all groups under the law.</p> <p>Resistance to the expanded rights of African Americans during the Reconstruction era included methods to intimidate and disenfranchise such as establishment of Black Codes, Jim Crow Laws, and the emergence of the Ku Klux Klan.</p> <p>VOCABULARY & KEY TERMS: secession, popular sovereignty, nativism, habeas corpus, conscription, bounty, sharecropping, tenant farming, disenfranchise, civil rights, sectionalism, Wilmot Proviso, Compromise of 1850, Stephen A. Douglas, Millard Fillmore, Fugitive Slave Act, personal liberty laws, Underground Railroad, Harriet Tubman, Harriet Beecher Stowe, Uncle Tom's Cabin, Kansas-Nebraska Act, John Brown, Bleeding Kansas, Know-Nothing Party, Free-Soil Party, Republican Party, John C. Fremont, James Buchanan, Abraham Lincoln, Dred Scott, Roger B. Taney, Harpers Ferry, Confederate States of America, Jefferson Davis, Fort Sumter, Anaconda Plan, Bull Run, Stonewall Jackson, George McClellan, Ulysses S. Grant, Shiloh, Robert E. Lee,</p>	<p>Apply protections found within the 14th Amendment to groups who currently face marginalization.</p> <p>Evaluate the extent to which resistance efforts impacted the goals of Reconstruction.</p>
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	Antietam, Emancipation Proclamation, Copperhead, Gettysburg, Chancellorsville, Vicksburg, Gettysburg Address, William Sherman, Appomattox, Monitor, Merrimack, Thirteenth Amendment, Fourteenth Amendment, Fifteenth Amendment, John Wilkes Booth, Andrew Johnson, Reconstruction, Radical Republican, Wade-Davis Bill, Freedman's Bureau, black codes, scalawag, carpetbagger, Ku Klux Klan, Panic of 1873, Rutherford B. Hayes, home rule	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a timeline of the major events that led the United States into the Civil War. • Presenting about the main idea of each major Reconstruction plan. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will analyze primary sources such as <i>Uncle Tom's Cabin</i>, the Emancipation Proclamation, the Gettysburg Address, and the Lincoln-Douglas debates to evaluate the impact those documents had on dividing the United States during the Civil War. • Students will read various Reconstruction plans in order to compare and contrast the impact the proposed plans might have had on American society. • Students will participate in a jigsaw-lesson or gallery walk to learn about the major battles of the Civil War. 		
SUGGESTED TIME ALLOTMENT	6 Weeks	
SUPPLEMENTAL UNIT RESOURCES	Lincoln, Abraham. "The Gettysburg Address." 1863	

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Emancipation Proclamation, January 1, 1863; Presidential Proclamations, 1791-1991; Record Group 11; General Records of the United States Government; National Archives.

Stowe, Harriet Beecher. *Uncle Tom's Cabin*. London: J. Cassell, 1852.

America: The Story of US. History Channel. 2010. Television.

Burns, Ken, Geoffrey C. Ward, Ric Burns, David G. McCullough, Colleen Dewhurst, Laurence Fishburne, Morgan Freeman, Jeremy Irons, Derek Jacobi, Jason Robards, Sam Waterston, Hoyt Axton, and Bruce Shaw. *The Civil War*. Burbank, CA: PBS Home Video, 2004.

Edited by Henry Louis Gates, *Reconstruction: America After the Civil War*, Public Broadcasting Service (PBS), www.pbs.org/weta/reconstruction/home-preview/. - Documentary Series episodes, website and resources

Blanton D. and Lauren Cook Wike. *They Fought Like Demons: Women Soldiers in the American Civil War*. Louisiana: Louisiana State University Press, 2002.

Yankee Women: Gender Battles in the Civil War by Elizabeth D. Leonard, W.W. Noton, 1994.

Lesson Plan: *Crossing or "Passing Women" in the Civil War* by the Safe Schools Project

[Jenny Hodgers \(Albert Cashier\) Union Army](#)

[Challenging Gender Boundaries; Albert Cashier](#)

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[National Park Service, Jennie Hodgers, aka Private Albert Cashier](#)

[Loreta Janeta Velazquez \(Harry T. Buford\) Confederate Army](#)

[Sarah Emma Edmonds \(Frank Thompson\) Union Army](#)

Edmonds, S.E. *Nurse and Spy in the Union Army*. Create Space Independent Publishing Platform. 2015.

Lebedun, Jean. [Harriet Beecher Stowe's Interest in Sojourner Truth, Black Feminist](#), *American Literature* 46, no 3 (Nov 1974): 359-363.

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Unit VIII: Changes on the Western Frontier

TRANSFER: Students will identify the advantages and disadvantages of cultural assimilation for individuals and assert to what extent the mother country is responsible for the wellbeing of the assimilated.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.</p> <p>6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.</p> <p>6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</p> <p>6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.</p>	After the Civil War, many Americans turned their energies to settling the final western frontier.	<ul style="list-style-type: none"> Does a nation have a right to expand its' borders? Defend.
	Conflicts between Native Americans and the expanding interests of the United States resulted in treaties, policies and actions that often resulted in the migration and removal of Native Americans.	<ul style="list-style-type: none"> Is conflict between people of different cultures inevitable? Why or why not?
	Not all groups (Native Americans, Immigrants, Americans, and Latin Americans) had the same experience in response to the changes in American politics, economy, and social structure in the late 19th century.	<ul style="list-style-type: none"> Is progress for some always met with resistance by others?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Native Americans attempted to hold onto their land and culture when confronted with the movement of people from the Atlantic and Pacific coasts.	Analyze the impact of governmental policies and actions by groups and individuals as the United States expanded its influence and political boundaries into lands held by Native Americans.

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<p>6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).</p> <p>6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.</p> <p>6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p>	<p>Immigrants to the United States were vital to industries across the country and often faced discrimination by groups and governmental policy.</p> <p>The Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.</p> <p>Rising costs, falling prices, and high interest rates made economic prosperity increasingly difficult for farmers.</p> <p>VOCABULARY & KEY TERMS: Great Plains, Cattle Drive, Assimilation, Immigration, Migration, transcontinental, Homestead Act, Exodusters, Sand Creek Massacre, Sitting Bull, George Armstrong Custer, Assimilation, Dawes Act, Ghost Dance, Battle of Wounded Knee, Longhorn, James Butler “Wild Bill” Hickok, Martha Jane Cannary (Calamity Jane), Long Drive, Cowboy, Homesteaders, Soddy, Morrill Land Grant Acts, Bonanza Farms, Oliver Kelly, The</p>	<p>Analyze the influence of various groups of immigrants and migrants on the development of the American west and assess the responses to these migrants and immigrants.</p> <p>Assess the impact of the Homestead Act and transportation initiatives, new businesses and increased westward settlement.</p> <p>Evaluate the causes and effects of economic factors that led to the populist movement.</p>
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<p>6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.</p> <p>6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.</p> <p>6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p>	<p>Grange, Populism, Bimetallism, William McKinley, William Jennings Bryan, "Cross of Gold" Speech</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Responding to the prompt: "In what ways did United States territorial expansion during the post-Civil War period create opportunities for some and hardships for others? Consider multiple perspectives over different time periods including Native Americans, Immigrants (European & Asian), White settlers, Americans, and Latin Americans. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will analyze primary sources about the Homestead Act (including advertisements and legislation) in order to justify westward movement. Students will complete a graphic organizer that details conflicts that occurred between Native Americans and frontiersman. 		
SUGGESTED TIME ALLOTMENT	2 Weeks	
SUPPLEMENTAL UNIT RESOURCES	William Jennings Bryan: <i>Cross of Gold Speech</i> , July 18, 1896, Chicago, IL.	

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	<p>Homestead Act</p> <p><i>America:</i> The Story of US. History Channel. 2010. Television.</p>
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