

Social Studies

United States History I (first marking cycle)

Content Area:	United States History I
Unit Plan Title:	<u>COLONIZATION AND SETTLEMENT</u> <u>REVOLUTION AND THE CONSTITUTION (1585-1800)</u>
Social Studies NJ Standard	
<p>6.1.12.A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p>6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.</p> <p>6.1.12.A.2.b Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.</p> <p>6.1.12.A.2.c Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.</p> <p>6.1.12.A.2.d Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.</p> <p>6.1.12.B.1.a Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.</p> <p>6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</p> <p>6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</p> <p>6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.</p> <p>6.1.12.C.2.a Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.</p> <p>6.1.12.D.1.a Explain the consequences to Native American groups of the loss of their land and people.</p> <p>6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p> <p>6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p>	

Overview/Rationale

1. Colonization and Settlement North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

2. Revolution and the Constitution The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Career Readiness Practices

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

Interdisciplinary Standard(s)

Language

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

Interdisciplinary Standard(s)

Reading

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

Writing

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA. W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4 Produce clear and coherent writing

Speaking and Listening

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

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- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Question(s)

- How did movement of people, goods, and ideas cause social change over time? (Chapter 1)
- How were the colonies affected by global conflicts? (Chapter 1)
- How did the colonies develop identities independent of Great Britain? (Chapter 1)
- Why do people rebel? (Chapter 2)
- What gives a government authority? (Chapter 3)
- Why do people form political parties? (Chapter 4)

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes

X	Global Awareness
X	Environmental Literacy
X	Health Literacy
X	Civic Literacy
X	Financial, Economic, Business, and Entrepreneurial Literacy

Indicate whether these skills are **E**-Encouraged, or **T**-Taught in this unit by marking **E**, or **T** on the line before the appropriate skill.

21st Century Skills

E	Creativity and Innovation
T	Critical Thinking and Problem Solving
T	Communication
T	Collaboration

Enduring Understandings

- **Countries are affected by their relationships with each other.**
- **Disputes over ideas, resources, values, and politics can lead to change.**
- **The struggle for individual rights and equality often shapes a society's politics.**

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Use quantitative or technical analysis to explain how geographic characteristics of a region (e.g., climate, social conditions, other natural resources) contributed to economic development in the New World.
- Determine the extent to which labor systems (i.e., indentured servants, African slaves, and immigrant labor) and entrepreneurship contributed to economic development in the American colonies.
- Produce clear and coherent writing to explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- Gather relevant information from multiple authoritative primary and secondary sources to explain how self-government in the British North American colonies evolved from British governmental structures.
- Determine how the British government and the British North American colonies addressed the issue of individual rights for men and women.
- Write a narrative analyzing how gender, property ownership, religion, and legal status affected an individual's political rights.
- Cite specific textual evidence of the intellectual origins (e.g., John Locke) of the key ideas expressed in the Declaration of Independence.
- Use quantitative or technical analysis to explain why financing the American Revolutionary War was problematic and the impact it had on the colonies and the new governments.
- Gather relevant information from primary and secondary sources to describe the contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- Determine the central ideas in foundational documents such as the Declaration of Independence, the U.S. Constitution, and the Bill of Rights, making clear the relationship among key concepts, such as self-government, democratic government structures, and the protection of individual rights.
- Cite specific textual evidence from state constitutions, including New Jersey's 1776 constitution, and the U.S. Constitution, attending to date and origin of the information, to determine their impact on the development of American constitutional government.
- Develop claims and counterclaims that reflect the Federalists and Anti-Federalists positions during the ratification debates on issues such as federalism, factions, checks and balances, and the importance of independent judiciary.
- Develop claims and counterclaims regarding current day issues that reflect the Federalists and Anti-Federalists views on the role of the government.
- Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and limiting the expansion of slavery.
- Use charts, symbols, and primary sources to identify the themes of regionalism and national identity during this time period
- Examine the interrelationship of the ideals set forth in the Constitution (i.e., due process, rule of law, and individual rights) and provide examples of their denial or fulfillment to different groups of people in the past and today.

Assessments

- Pre and Formative
 - **All Chapters and Sections**
 - *One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
 - *Student Conference - (One on one conversations with students to check their understanding.)
 - *Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.)
 - *Do Now, Exit Tickets
 - *Bell Ringers
- Summative
 - **All Chapters and Sections**
 - *Section quizzes and tests.
 - *Document based analysis
- Authentic
 - **All Chapters and Sections**
 - *Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)
 - *Readers Theater - (From an assigned text have students create a script and perform it.)
- Other Assessments
 - **All Chapters and Sections**
 - *Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)
 - *Chat Stations, Learning Menu
 - *Webquest, Google Slide Presentation

Teaching and Learning Actions

Chapter 1

Activities

Differentiation:

Chapter 1-

See the following for ELL & SN
Differentiation
[ELL & SN](#)

See the following for AL & G&T
Differentiation
[AL & G&T](#)

- Mapping the Colonies
 - Review one of the three maps [John Smith's Map of Virginia 1607](#), [William Wood's Map of New England 1634](#), or [John Foster's Map of New England 1677](#). When reviewing your assigned map, answer the [individual analysis questions](#). When you are done, compare with two other students who reviewed the two other maps. Find at least two similarities amongst your maps and two differences. When you are done, use all of your analyses to respond to the [written task](#).
- Native American Speeches
 - Carefully analyze the chart titled, [Population of People in North America 1610-1700](#) and discuss the changes in the population of Europeans and Native Americans during this time.
 - Analyze and close read the following [three Native American speeches](#)

Chapter 2-

See the following for ELL & SN
Differentiation

[ELL & SN](#)

See the following for AL & G&T
Differentiation

[AL & G&T](#)

Chapter 3-

See the following for ELL & SN
Differentiation

[ELL & SN](#)

See the following for AL & G&T
Differentiation

[AL & G&T](#)

ELL-English Language Learners

AL-Above Level

G&T-Gifted & Talented

SN-Special Needs

(Miantonomo, King Philip Metacom, and Pawhatan and answer the analysis questions.

- Analyze and close read the following speech from [John Lawson of North Carolina](#) and answer the analysis questions.
- Finally, response to the following prompts: *Compare and Contrast*: “What was life like for Native Americans before and after European colonization?” “How was it similar?” “How was it different?” What specifically changed?” Be sure to explain how you came to your conclusions by using evidence to support your claim.

- Bacon’s Rebellion

- Close read and analyze the following two documents and answer the corresponding questions: [A People’s Decision by Nathaniel Bacon 1676](#) and [A People’s History of the United States by Howard Zinn 1980](#).
- Then, using those primary and secondary sources, explain the causes of Bacon’s Rebellion. Keep in mind the following: how historical context of Bacon’s Rebellion provided in the secondary source help you better analyze the primary source. In your answer, be sure to describe how using a secondary and primary source together provides a better understanding of the causes of Bacon’s Rebellion.

- Economies of the 13 Colonies (with differentiation)

- Review the following [graphs that illustrate exports in Colonial America](#). Complete the corresponding tables and analysis questions.
- Then, for each of the three colonial regions, explain how the geography and environment shaped the economic activity of two different colonial regions. Be sure to cite one piece of evidence from two different graphs to support your claim.
- Please see the following document for a [differentiated example of this lesson](#).

- Join or Die

- Analyze the following [image](#) using the questions provided. Use this image and your answers to make a prediction about the primary sources you will read after this image.
- Close read the excerpts from [Benjamin Franklin's "Join or Die" from the Pennsylvania Gazette](#) and in conjunction with your image analysis, answer all of the corresponding analysis questions.
- Using all of your analysis above, create a poster encouraging unity and cooperation between the colonial governments of individual colonies prior to the start of the French and Indian War. Be sure to show advantages of unity and cooperation, the disadvantages of colonial governments not cooperating, and argue for unity and cooperation amongst the colonies.

Chapter 2

- Common Sense

- Assign students to read one of the following two examples of [Thomas](#)

[Paine's Common Sense](#) and answer the analysis questions that follow. When you are done, work with someone who read a different excerpt to fill out the chart. Then, in two well written paragraphs, respond to the following prompt: Describe how Thomas Paine uses tone and emotional appeal to build an argument against the British (monarchy) government and build support for the American Revolutionary movement.

- Bostonians Paying the Excise Man
 - Review the following [political cartoon and primary source document](#) and complete the chart, answer the corresponding questions, and respond to the following prompt: Write an editorial for a newspaper that accompanies the print, asking for the colonists in the image to be punished. Remember, you are living in London and you are a British citizen, as is the excise man [tax collector]. The colonies in America are still ruled and owned by the British government. Cite at least 3 specific observations [evidence] from the print to support your claims.
- Declaration of Independence
 - Close read the [Declaration of Independence](#) and watch the corresponding video. Then, answer the associated questions. Click [here](#) for a differentiated version of this assignment.
- Impacts of the Revolutionary War: Women, Native Americans, and Enslaved Peoples
 - Complete the [historical context](#) activity by re-writing the preamble of the Declaration of Independence in your own words. When you are done, read the three primary source documents attached and answer the relevant analysis questions to investigate the impact of the American Revolution on three marginalized groups.
- Revolutionary War: A Soldiers Perspective
 - You have been assigned to learn about one aspect of the life of a soldier during the American Revolution by reading an excerpt of a [primary source](#). Read your selection and answer the analysis questions that follow. When you are done, you will share information with three classmates who read other selections. Together, fill out the table below and answer the two analysis questions that follow.

Chapter 3

- Foundational Documents of America
 - Review the [five graphic organizers](#). Label each one with the appropriate foundational document, then use the causes and effects below to fill out each graphic organizer. Every document has at least two causes (possibly more) and at least two effects (possibly more) listed below. Use all the causes and the effects to complete the graphic organizers.

	<ul style="list-style-type: none"> • <u>U.S. Constitution: Parts</u> <ul style="list-style-type: none"> – Review the following two infographics on the US Constitution. When you are done reviewing them, answer the analysis questions that follow. • <u>Thematic Essay Question: Compromise and the Constitution</u> <ul style="list-style-type: none"> – Write a well-organized essay that include an introduction, several paragraphs and addresses the following prompt.
<p><i>Experiences</i></p>	<p><u>Independence National Historical Park</u></p> <p>Stand in the shadow of Independence Hall, read the inscription on the Liberty Bell, and learn about the ideas of liberty and self-government that began at this historic location. Guided and self-guided tours include various films, interactive activities, exhibits and a chance to enter Independence Hall. Groups will have a ranger-guided tour of the Independence Hall, where the Declaration of Independence and the U.S. Constitution were drafted and signed. School groups can also reserve a tour of Franklin Court, and engage in interactive educational programs.</p> <p>https://www.nps.gov/inde/index.htm (Chapter 2)</p> <p><u>Rockingham Historic Site</u></p> <p>Learn about what life was like in 18th century Colonial America. The house served as General George Washington’s headquarters towards the end of the American Revolution. Groups can tour the first and second floors of the house, complete with 18th century furnishings. Groups can also enjoy reenactments, learn about how death was handled in the 18th century, see a sheep wool spinning demonstration, enjoy a performance by The Practitioners of Musick, and more. The site’s kitchen garden is also available for tour featuring 18th-century plants herbs, flowers, berry bushes, an apple tree, and much more. http://www.rockingham.net/ (Chapter 2)</p> <p><u>Washington Headquarters Museum</u></p> <p>nce again you can see where General George Washington was headquartered during the harsh winter of 1779-1780 as he plotted the colonies' rebellion against England. After being closed since last October, the Ford Mansion at Morristown National Historical Park is open for tours.</p> <p><u>Ford Mansion</u></p> <p>This large Georgian style home was built in the early 1770's for Jacob Ford, Jr., an iron manufacturer, and his family. Mr. Ford also served as a colonel in the Morris County Militia during the Revolutionary War. Ford died in January 1777 while 35 soldiers from Delaware were briefly quartered in the house. In December 1779, Mr. Ford's widow, Theodosia, allowed General Washington to use her home as his headquarters during the winter of 1779-1780. While Mrs. Ford and her four children moved into two rooms of the house, General Washington, his wife Martha, five aides-de-camp, eighteen servants, several visiting dignitaries and sometimes guards took over the rest of the</p>

	<p>house.</p> <p><u>Jockey Hollow (Morristown, NJ)</u></p> <p>Henry Wick built this Cape Cod Style house around 1750. His 1,400-acre farm, most of which was covered by forest, made him the largest landowner in Morristown. Henry Wick's trees attracted Washington's army to the area as a winter encampment site because they needed logs to build cabins for shelter and wood to burn for heating and cooking. During the winter of 1779-1780 the army chopped down over 600 acres of his trees on Mr. Wick's property and more on neighbor's property. Additionally, Major General Arthur St. Clair, commander of 2,000 Pennsylvania soldiers, made his quarters in Mr. Wick's home for the winter.</p>
Resources	
<ul style="list-style-type: none"> • Gilder Lehrman • New Visions • New Jersey Council for Social Studies Education • Think CERCA: Argumentative Writing • Amistad Commission Interactive Curriculum • Holocaust Commission on Education Resources 	
Suggested Time Frame:	1 st Marking Period

Social Studies 10

United States History I (second marking cycle)

Content Area:	10th Grade (United States History I)
Unit Plan Title:	<u>NEW NATION AND EXPANSION & REFORM (1801-1861)</u> <u>CIVIL WAR (1850-1865)</u>
Social Studies NJ Standard	
<ul style="list-style-type: none">• 6.1.12.A.2.e Explain how judicial review made the Supreme Court an influential branch of government and assess the continuing impact of the Supreme Court today.• 6.1.12.A.2.f Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.• 6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.• 6.1.12.A.3.b Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.• 6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.• 6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.• 6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.• 6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.• 6.1.12.A.3.h Analyze the various rationales provided as a justification for slavery.• 6.1.12.A.3.i Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.• 6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.• 6.1.12.C.2.b Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.• 6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.• 6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	

- 6.1.12.D.2.c Relate events in Europe to the development of American trade and American foreign and domestic policies.
- 6.1.12.D.2.d Analyze arguments for new women's roles and rights and explain why 18th-century society limited women's aspirations.
- 6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
- 6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- 6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.
- 6.1.12.A.4.c Evaluate how political and military leadership affected the outcome of the Civil War.
- 6.1.12.A.4.d Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- 6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
- 6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.C.4.c Explain why the Civil War was costlier to America than previous conflicts were.
- 6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- 6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- 6.1.12.D.4.c 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.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments

Overview/Rationale

3. New Nation, Expansion and Reform Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic. Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

4. Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

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- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Essential Question(s)

- Why do people form political parties?
- How did the nation's economy help shape politics?
- How did the economic differences between the North and the South cause tension?
- Can average citizens change society?
- How did reforms of this era (1828-1845) increase tensions between North and South?
- Why did people want to move west in the 1800s?
- How did westward migration affect the relationship between the United States and other countries and peoples during this time?
- Was the Civil War inevitable?
- Can the nation's union of states be broken?
- Should war be conducted against both military and civilian populations?

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, or T-Taught in this unit by marking E, or T on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness		E	Creativity and Innovation
	X	Environmental Literacy		T	Critical Thinking and Problem Solving
	X	Health Literacy		T	Communication
	X	Civic Literacy		T	Collaboration
	X	Financial, Economic, Business, and Entrepreneurial Literacy			

Enduring Understandings

- People engage in politics to solve problems in their society
- Geography and the environment play an important role in how a society is shaped over time.
- The movement of people, goods, and ideas causes societies to change over time.
- The struggle for individual rights and equality often shapes a society's politics.

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Write a narrative account analyzing the differing Northern and Southern views about slavery (e.g., Uncle Tom's Cabin), economic development, states' rights, and other issues that led to secession and the Civil War.
- Analyze the impact of government actions (i.e., the Fugitive Slave Act, Dred Scott Decision, and Kansas-Nebraska Act) on the growing conflict between the North and South.
- Evaluate how political and military leadership (i.e., Lincoln, Davis, Grant, Lee, and Sherman) affected the outcome of the Civil War.
- Use quantitative and qualitative analysis to assess the impact that geography, military strategies, and new modes of transportation (i.e., railroads) had on the outcome of the Civil War.
- Assess the role that economics (i.e., industrial production, financial capability, and transportation network) played in enabling the North and South to wage war.
- Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- Use technology to display (textual and visual evidence) the impact of the American Civil War and another civil war on people's lives and work.
- Conduct short research synthesizing multiple sources to explain why the costs (e.g., human, economic, environment, social) of the American Civil War were greater than previous conflicts.
- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South (e.g., agricultural sharecropping, industrial manufacturing).
- Analyze the impact of population shifts and migration patterns (e.g., African Americans moving north and west) during the Reconstruction period.
- Determine the meaning of liberty and equality as described in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address).
- Write an argument analyzing the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans during the late 19th century.
- Compare and contrast the point of view of two or more historians to determine the extent to which enacted Reconstruction policies achieved their goals.
- Produce clear and coherent writing that explains how political, economic, and social perspectives on Reconstruction led to resistance by some Southern individuals and states (i.e., Freedman's Bureau, Black Codes, KKK, and Jim Crow laws).
- Cite specific textual evidence from the 14th Amendment to explain how it changed the relationship between the national and state governments.

Assessments

- Pre and Formative
 - -**All Chapters and Sections**
 - *One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
 - *Student Conference - (One on one conversations with students to check their understanding.)
 - *Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.)

*Readers Theater - (From an assigned text have students create a script and perform it.)

- Summative

- **-All Chapters and Sections**

- *Section quizzes and tests.

- *Document based analysis

- Authentic

- **-All Chapters and Sections**

- *Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)

- Other Assessments

- **-All Chapters and Sections**

- *Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)

- *Chat Stations, Learning Menu

- *Webquest, Google Slide Presentation

- *Do Now, Exit Tickets

- *Bell Ringers

Activities

Chapter 4-

See the following for ELL & SN
Differentiation

[ELL & SN](#)

See the following for AL & G&T
Differentiation

[AL & G&T](#)

Chapter 5-

See the following for ELL & SN
Differentiation

[ELL & SN](#)

See the following for AL & G&T
Differentiation

[AL & G&T](#)

Chapter 6-

See the following for ELL & SN
Differentiation

[ELL & SN](#)

See the following for AL & G&T
Differentiation

[AL & G&T](#)

Chapter 4

- Hamilton vs. Jefferson

- One song from the second act of the musical, *Cabinet Battle # 1*, reviews the debate between Thomas Jefferson and Alexander Hamilton over the creation of the National Bank. Listen to the song twice, using the prompts [here](#) to guide you. When you are done, compare the lyrics of the song to the primary source documents provided to evaluate the songs as a source of historical documentation.

- Separation of Powers: Thematic Essay

Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion. Choose two examples of the separation powers in the United States democracy. For each: *Describe* the example in detail and *evaluate* to what extent this example of the separation of powers protects the citizens of the United States of America from an abusive federal government. Please be sure to use the [Prewriting Chart and Outline](#) to help formulate your essay.

Chapter 5

- The Missouri Compromise

- [Click here](#) for a series of three graphic organizers that allow you to examine the three major compromises regarding the institution of slavery & expansion of the United States. First, annotate the causes listed below in the graphic organizers; explain how each of the items listed served as causes of the compromise being studied. Second, fill out the effects box, and explain the effects of each of the

Chapter 7-

See the following for ELL & SN
Differentiation
[ELL & SN](#)

See the following for AL & G&T
Differentiation
[AL & G&T](#)

Chapter 8-

See the following for ELL & SN
Differentiation
[ELL & SN](#)

See the following for AL & G&T
Differentiation
[AL & G&T](#)

Chapter 9-

See the following for ELL & SN
Differentiation
[ELL & SN](#)

See the following for AL & G&T
Differentiation
[AL & G&T](#)

ELL-English Language Learners

AL-Above Level

G&T-Gifted & Talented

SN-Special Needs

compromises. [Following](#) these graphic organizers, are a set of analysis questions. Using your knowledge of US history, and the information you fill these cause and effect organizers with, please complete the analysis questions.

- Sectionalism: Thematic Essay
 - Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion. Choose three examples of sectionalism. For each: *Describe* the example in detail. *Evaluate* to what extent this example of the sectionalism was a cause of or led to the American Civil War. Please be sure to use the [Prewriting Chart and Outline](#) to help formulate your essay.

Chapter 6

- The Abolitionist Movement: Primary Source Deep Dive
 - Read the [background on Frederick Douglass](#), then the excerpt. Use the analysis questions on the next page to guide your analysis of the primary source document. Using the information from the documents above, and your knowledge of US History, complete the following writing task: *How did abolitionists attempt to inspire reform? What arguments did they use to persuade people that slavery was wrong?*
 - In a 1 to 2-page written response, analyze and explain how abolitionists constructed an anti-slavery argument. In your response, answer the following questions: What was their argument? Was it persuasive? How did the perspective of an abolitionist shape their argument? Click [here](#) for a differentiated example of this lesson.
- Early Women's Rights Movement

Read the [historical context on the women's rights movement](#). When you are done, answer the two analysis questions that follow. Using information from the primary source above, the documents on the next page, as well as your knowledge of American history, respond to the following writing task: In one paragraph: **Explain** what has happened to the percentage of women in federal government since 1965 - is the trend growing up or shrinking? **Describe** how Angelina Grimke AND Catharine Beecher would feel about this trend. Click [here](#) for a differentiated example of this lesson.

Chapter 7

- Manifest Destiny
 - Watch the video and answer the questions [here](#). Then using the prompts provided, complete the map of the United States displaying Manifest Destiny.
- Texas Annexation: Close Read
 - Read the timeline [here](#). Analyze the content of the timeline by

answering the three questions below. Then, Read [documents 1 - 6](#). Identify at least *three arguments* for the annexation of Texas and document them in the table to the left. Identify at least *three arguments against* the annexation of Texas and document in the table to the right. Cite evidence from the documents to support the claims you make about the arguments for or against annexation. Click [here](#) for a differentiated example of this lesson.

Chapter 8

- Dred Scott v. Sandford: Close Read
 - Analyze the [timeline](#) by answering the two questions that follow. Read the [primary source](#) and answer the three analysis questions that follow. Read the [excerpt from Chief Justice Roger B. Taney's ruling on the Dred Scott v. Sandford](#) case. Imagine it is 1857, and you are a journalist writing for the "New York Star Daily News". You have been assigned by your editor to write an article on the ruling of the Dred Scott case. Explain the context of the case. What is the history behind the case? What are the details of the case? Analyze & explain the final ruling by the Supreme Court (written by Chief Justice Taney). What does his ruling mean for African Americans living in the United States in 1857? Click [here](#) for a differentiated example of this lesson.
- Compromises: Slavery and Expansion
 - [These three graphic organizers](#) that allow you to examine the three major compromises regarding the institution of slavery & expansion of the United States. First, annotate the causes listed below in the graphic organizers; explain how each of the items listed served as causes of the compromise being studied. Second, fill out the effects box, and explain the effects of each of the compromises. Following these graphic organizers, are a set of analysis questions. Using your knowledge of US history, and the information you fill these cause and effect organizers with, please complete the analysis questions.

Chapter 9

- Causes of the Civil War
 - Document Based Question: This question is based on the [accompanying documents](#). The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, consider the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written. Using the information from the seven documents in part A and your knowledge of US history, write an essay in Part B in which you ***discuss the economic, political, and/or social differences between the North and South that eventually led to the Civil war.***
- Union vs. Confederacy: Close Read

	<p>– Close Read the following maps, charts, and graphs and answer the corresponding questions. Using the information from the documents above, and your knowledge of US History, complete the following writing prompt: <i>Based on the data available in the provided graphs, tables and maps, who do you predict will win the Civil War - the Union or the Confederacy?</i></p>
Experiences	<p><u>National Constitution Center</u> Your students are sure to be inspired, informed, and engaged by their visit to the National Constitution Center—the Museum of We the People. The museum’s main exhibit includes three signature attractions: <i>Freedom Rising</i>: This multimedia theater-in-the-round performance connects visitors—in an inspiring, unforgettable way—with the story of the United States Constitution and its ongoing role in our lives. <i>The Story of We the People</i>: This hands-on exhibit illuminates America’s constitutional history through innovative exhibits, films, photographs, rare artifacts, and engaging activities led by our education staff. <i>Signers’ Hall</i>: Sign the Constitution alongside 42 life-size, bronze statues of the Founding Fathers. http://constitutioncenter.org/visit/group-visits/student-and-youth-groups/ (Chapter 3)</p> <p><u>Fort McHenry National Monument and Historic Shrine</u> This is the site of the Battle of Baltimore, fought on September 14, 1814, that led to the penning of "The Star-Spangled Banner." An introductory film welcomes visitors to the site of a War of 1812 battle that gave birth to our National Anthem. Tours may need to be scheduled up to 6 months in advance. https://www.nps.gov/fomc/index.htm (Chapter 4)</p> <p><u>The Flag House and Star-Spangled Banner Museum</u> At the Star-Spangled Banner Flag House, you'll find something quite rare: a fun-filled, interactive experience where visitors will become part of one of the most important stories of our nation's history — the sewing of the flag that inspired our National Anthem. http://www.flaghouse.org/ (Chapter 4)</p> <p><u>New Jersey Underground Railroad</u> The Underground Railroad Museum of Burlington County operated in the City of Burlington for several years as a private enterprise by Louise Calloway at a site directly behind a station on the Underground Railroad. Following the Museum’s closure in the spring of 2013, the Burlington County Freeholders announced that a special exhibit of the Museum’s possessions would be housed at Smithville under the auspices of the Burlington County Parks System. This permanent location on the Historic Smithville Park grounds is now open. The museum offers visitors a visual presentation of the Underground Railroad experience in America, with emphasis on New Jersey and Burlington County where the Underground Railroad flourished before the Civil War.</p>
Resources	
<ul style="list-style-type: none"> • Gilder Lehrman • New Visions 	

- [New Jersey Council for Social Studies Education](#)
- [Think CERCA: Argumentative Writing](#)
- [Amistad Commission Interactive Curriculum](#)
- [Holocaust Commission on Education Resources](#)

Suggested Time Frame:

2nd Marking Period

NJASCD, 12 Centre Drive Monroe Township, NJ 08831 [njascd.](#)

Social Studies 10

United States History I (third marking cycle)

Content Area:	10th Grade (United States History I)
Unit Plan Title:	<i><u>Reconstruction & The Development of the Industrial United States</u></i>
Social Studies NJ Standard	
6.1.12.A.4.d Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	
6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.	
6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	
6.1.12.C.4.c Explain why the Civil War was costlier to America than previous conflicts were.	
6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.	
6.1.12.D.4.c 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.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	
6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.	
6.1.12.A.5.a Relate industrial growth to the need for social and governmental reforms.	
6.1.12.A.5.b Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	
6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	
6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.	
6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.	
6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.	
6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which such problems are universal.	
6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.	
6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	

- 6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.B.6.b Compare, and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.C.5.a Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods and explain the positive or negative impact of these practices on the nation and on individuals.
- 6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.
- 6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
- 6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- 6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- 6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.

Overview/Rationale

Reconstruction

The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Development of the Industrial United States

The Development of the Industrial United States Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups

Career Readiness Practices

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

Interdisciplinary Standard(s)

Language

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

Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and

Interdisciplinary Standard(s)

Reading

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

Writing

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

supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Essential Question(s)

- How do nations recover from war?
- Was Reconstruction a success or failure?
- Why would people take on challenges of life in the West?
- How did the United States become an industrialized society after the Civil War?
- Why do people migrate?
- How is urban life different from rural life?

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

*Indicate whether these skills are **E**-Encouraged, or **T**-Taught in this unit by marking **E**, or **T** on the line before the appropriate skill.*

21st Century Skills

X	Global Awareness
X	Environmental Literacy
X	Health Literacy
X	Civic Literacy
X	Financial, Economic, Business, and Entrepreneurial Literacy

E	Creativity and Innovation
T	Critical Thinking and Problem Solving
T	Communication
T	Collaboration

Enduring Understandings

- People engage in politics to solve problems in their society.
- The movement of people, goods, and ideas causes societies to change over time.
- Economic systems shape relationships in society.
- Certain processes, patterns, and functions help determine where people settle.

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Use technology to display (textual and visual evidence) the impact of the American Civil War and another civil war on people's lives and work.

- Conduct short research synthesizing multiple sources to explain why the costs (e.g., human, economic, environment, social) of the American Civil War were greater than previous conflicts.
- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South (e.g., agricultural sharecropping, industrial manufacturing).
- Analyze the impact of population shifts and migration patterns (e.g., African Americans moving north and west) during the Reconstruction period.
- Determine the meaning of liberty and equality as described in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address).
- Write an argument analyzing the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans during the late 19th century.
- Compare and contrast the point of view of two or more historians to determine the extent to which enacted Reconstruction policies achieved their goals.
- Produce clear and coherent writing that explains how political, economic, and social perspectives on Reconstruction led to resistance by some Southern individuals and states (i.e., Freedman's Bureau, Black Codes, KKK, and Jim Crow laws).
- Cite specific textual evidence from the 14th Amendment to explain how it changed the relationship between the national and state governments.
- 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.
- Compare and contrast economic development of the North (e.g., manufacturing, mills), South (e.g., agriculture), and West (e.g., ranching, mining, farming) in the post-Civil War period.
- Explain the impact that migration had on Native American groups living in the western states and territories during this time period (e.g., Wounded Knee, Little Big Horn).
- Analyze how government policies favoring laissez faire capitalism and other factors promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- 5 Analyze the cyclical nature of the economy and the impact of periods of economic expansion and downturns (e.g., 1873, 1893, 1907) to determine their causes and their impact on businesses, individuals, and the nation.
- Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the economic development of the nation and on the lives of individuals.
- Produce clear and coherent writing demonstrating how supply and demand influenced price and output during the Industrial Revolution by looking at a case study (e.g., Carnegie & steel, Pullman & railroads, and Ford & cars).
- Write a narrative explaining how entrepreneurs (e.g., Carnegie, Edison, Morgan, Rockefeller, Vanderbilt, Pullman, Westinghouse) of this time period became "captains of industry".
- Draw evidence from informational texts to explain how monopolistic practices had positive and negative economic effects on individuals and the nation (e.g., US Steel, Standard Oil).
- Assess the impact of governmental efforts to regulate industrial (e.g., Sherman Anti-trust Act, Clayton Anti-trust, Interstate Commerce Act) and financial systems (i.e., Federal Reserve) in order to provide economic stability.
- Gather relevant information from multiple authoritative print and digital sources to explain how the desire for workers' rights led to the creation of labor organizations (e.g., Knights of Labor, Industrial Workers of the World, American Federation of Labor) and workers strikes (e.g., Great Railroad Strike, Haymarket Riot,

Homestead Strike, Pullman Strike, Lawrence Textile Strike, Paterson Silk Strike).

- Evaluate the ways in which women organized to promote government policies designed to address workplace issues (e.g., Triangle Shirtwaist Factory Fire, Mary Harris “Mother Jones”) and immorality (temperance).
- Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913 and the United States).
- Examine the efforts of Muckrakers (e.g., Upton Sinclair, Ida Tarbell) to expose unfair business practices and political corruption and promote social justice, by citing specific textual evidence attending to such features as the date and origin of the information.

Assessments

- Pre and Formative
 - -**All Chapters and Sections**
 - *One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
 - *Student Conference - (One on one conversations with students to check their understanding.)
 - *Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.
 - *Readers Theater - (From an assigned text have students create a script and perform it.)
- Summative
 - -**All Chapters and Sections**
 - *Section quizzes and tests.
 - *Document based analysis
- Authentic
 - -**All Chapters and Sections**
 - *Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)
- Other Assessments
 - -**All Chapters and Sections**
 - *Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)
 - *Chat Stations, Learning Menu
 - *Webquest, Google Slide Presentation
 - *Do Now, Exit Tickets
 - *Bell Ringers

Teaching and Learning Actions

Activities

Chapter 10

- Radical Reconstruction: Close Read
 - Review the [image](#). When and where do you think this was taken? What do you think is happening? Use the table provided with the image to analyze and

Chapter 10-

See the following for ELL & SN
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[ELL & SN](#)

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Chapter 11-

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ELL-English Language Learners

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G&T-Gifted & Talented

SN-Special Needs

make inferences.

- *Two big questions emerged: how should the Confederate states be re-admitted into the United States? How should former slaves be supported (if at all)?* Imagine you are an American citizen in 1865 - what is your opinion on these two issues? How should the US rebuild itself after the civil war?
- Using the information from [the documents](#) and your knowledge of US history, complete the following: Imagine it is 1867 and the U.S. congress is debating whether or not to pass the Radical Republicans' Plan for Reconstruction. Imagine you are one of the two citizens described. Write a letter to your congressional representative (also listed below) about whether or not you support the Radical Republicans' Plan for Reconstruction, or President Johnson's veto of the plan. Think carefully about what you will suggested based on the perspective you choose to adopt. Click [here](#) for a differentiated version of this lesson.
- Literacy Tests: Close Read
 - Analyze the [primary source](#) from the Reconstruction Era. To aid you in your analysis, use the chart and two questions provided.
- Illustrations of Reconstruction: Close Read
 - Analyze [the primary source](#) from the Reconstruction Era. To aid you in your analysis, use the chart provided and three questions on the following page. Every student will receive an assigned partner.
 - Every pair of students will be assigned [an illustration from the Reconstruction](#) Era. Students are expected to analyze the image and create a short presentation on their illustration to be delivered in front of their classmates. The presentation should be delivered using a presentation tool such as Microsoft Powerpoint, Google Slides, or Prezi presentations.

Chapter 11

- Dawes Act
 - Examine [documents 1- 4](#) of the Dawes Act and maps reflecting the before and after the Dawes Act was enacted to build a better understanding of the impact of the Dawes Act
- Westward Expansion: Thematic Essay
 - Write a [well-organized essay](#) that includes an introduction, several paragraphs addressing the task below, and a conclusion. *Describe* three actions taken by the federal government to encourage westward expansion between 1850 and 1900. *Evaluate* at least two social, political, or economic impacts of westward expansion. Identify at least one impact of westward expansion on Native Americans or immigrant groups.

Chapter 12

- Causes and Effects of Industrialization:
 - Here are [six documents \(Documents A - F\)](#) detailing either a cause or effect of industrialization in the United States from 1870 - 1910. Everyone in your group has been assigned to review ONE document.

- Review your document carefully. Annotate it for: observations, inferences (based on observations), and whether or not it is a social, political, or economic cause or effect. See the example below - document Z.
- When you are done, fill out your row on the table, and be prepared to share your findings.
- Share with your group *your two most important observations, your two most important inferences, and WHY you decided it was an example of a social, political, or economic cause or effect in three minutes*. Make sure everyone in the group understands their document(s), fills out the table, and jots down their most important annotations.

Chapter 13

- Plessy vs. Ferguson
 - [Watch this video](#) from *Discovery Education*. Answer the 5 analysis questions [here](#). Use the video & your knowledge of social studies to complete the graphic organizer on the next page. Based on the video & your knowledge of social studies, list at least 3 causes of the case Plessy v. Ferguson, and 3 effects of the same case in the appropriate boxes below.
- Jim Crow Laws: Close Read
 - The following is an [image](#) from Puck Magazine titled *For the Sunny South*. The caption reads: An Airship with a “Jim Crow” trailer. Using this image, predict what YOU think Jim Crow laws might have created or dictated for African American citizens and American Society.
 - Using *evidence* from the [Jim Crow laws](#), further examples of [Jim Crow Laws & Black Codes](#), as well as evidence from the [Civil Rights Acts of 1866, 1870, and 1875](#) - write the transcript of your 3 minute speech **arguing** against the legality of Jim Crow laws. You are arguing that Jim Crow laws & Black Codes are **illegal!**

Experiences

Ellis Island National Museum of Immigration

The Ellis Island National Museum of Immigration is located in the Main Building of the former immigration station complex and tells the moving tales of the 12 million immigrants who entered America through the golden door of Ellis Island. Today, the descendants of those immigrants account for almost half of the American people.

<http://www.libertyellisfoundation.org/visiting-ellis-island>

American Museum of Natural History

Theodore Roosevelt — governor of New York and 26th president of the United States — was an ardent naturalist and visionary conservationist. The Theodore Roosevelt Memorial Hall, New York State’s official memorial, celebrates Roosevelt’s passion for preserving America’s wilderness for future generations and the Museum’s ongoing commitment to this legacy worldwide. You can also experience his legacy in the Museum’s Hall of North American Mammals, where some of the national forests that he created or expanded during his presidency-- including the Grand Canyon, Yosemite, and Devils Tower, Wyoming--are featured in the Hall’s magnificent dioramas. Explore more about Theodore Roosevelt and his lifelong association with the Museum with these resources. <http://www.amnh.org/explore/science-topics/theodore-roosevelt>

	<p>Patterson Great Falls</p> <p>Join a tour and discover the greater story behind Paterson and its Great Falls. Our story is one of national importance. It demonstrates that the natural and cultural diversity of the area helped fuel the economic and social growth of a young nation. Discover how the natural world inspired a founding father, entrepreneurs, immigrants, poets, and artists to build the nation's first planned industrial city and changed the world.</p>
Resources	
<ul style="list-style-type: none">• Gilder Lehrman• New Visions• New Jersey Council for Social Studies Education• Think CERCA: Argumentative Writing• Amistad Commission Interactive Curriculum• Holocaust Commission on Education Resources	
Suggested Time Frame:	3 rd Marking Period

Social Studies 10

United States History I (fourth marking cycle)

Content Area:	10th Grade (United States History I)
Unit Plan Title:	Industrial United States and the Emergence of Modern America: Progressive Reforms & The Emergence of America: World War I and the Roaring Twenties
Social Studies NJ Standard	
6.1.12.A.5.a Relate industrial growth to the need for social and governmental reforms.	
6.1.12.A.5.b Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	
6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	
6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.	
6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.	
6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.	
6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.	
6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which such problems are universal.	
6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.	
6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.	
6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.	
6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.	
6.1.12.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.	
6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.	

- 6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
- 6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- 6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- 6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.
- 6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
- 6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- 6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
- 6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
- 6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- 6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

Overview/Rationale

The Emergence of Modern America: Progressive Reforms Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

The Emergence of Modern America during World War I: How United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

The Emergence of Modern America during the Roaring Twenties The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

Career Readiness Practices

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

Interdisciplinary Standard(s)

Language

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

Speaking and Listening

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

Interdisciplinary Standard(s)

Reading

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

Writing

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

follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Essential Question(s)

- Can politics fix social problems?
- Why do nations go to war?
- How was social and economic life different in the early twentieth century from that of the late nineteenth century?
- How has the cultural identity of the United States changed over time?

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

X	Global Awareness
X	Environmental Literacy
X	Health Literacy
X	Civic Literacy
X	Financial, Economic, Business, and Entrepreneurial Literacy

Indicate whether these skills are E-Encouraged, or T-Taught in this unit by marking E, or T on the line before the appropriate skill.

21st Century Skills

E	Creativity and Innovation
T	Critical Thinking and Problem Solving
T	Communication
T	Collaboration

Enduring Understandings

- Learning about the past helps us understand the present and make decisions about the future.
- Countries are affected by their relationships with one another.
- Cultures are held together by shared beliefs and common practices and values.

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Evaluate the effectiveness of Progressive reforms (e.g., Pendleton Civil Reform Act, Meat Inspection Act of 1906, Pure Food and Drug Act of 1906) in preventing unfair business practices and political corruption and in promoting social justice.
- Use quantitative and qualitative analysis to determine how gender, race, ethnicity, occupation, and government policies (e.g., Chinese Exclusion Act of 1882, Gentlemen's Agreement of 1907) impacted immigrants in this period.
- Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources (e.g., Pinchot, T. Roosevelt, National Park Service) during the period of industrial expansion.
- Compare and contrast primary and secondary sources describing how Booker T. Washington and W.E.B. DuBois addressed the issue of African American segregation and discrimination.

- Explain how the continuation of segregation and discrimination (i.e., Plessy v. Ferguson) and state and local governmental policies, led to creation of African American advocacy organizations (i.e., National Association for the Advancement of Colored People, National Urban League).
- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- Compare current and historical case studies (1890-1930s) involving child labor or other unfair labor practices in the United States with those of other nations and evaluate the extent to which rapid industrialization contributes to such practices.
- Use technology to produce or display (e.g., photojournalism by Jacob Riis) an assessment of the impact of rapid immigration and urbanization on the environment and on the quality of life in cities.
- Explain how mass production and mass marketing (e.g., Woolworth's, Sears) in this time period promoted a consumer culture and impacted individual lives.
- Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

Assessments

- Pre and Formative
 - -**All Chapters and Sections**
 - *One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
 - *Student Conference - (One on one conversations with students to check their understanding.)
 - *Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.
 - *Readers Theater - (From an assigned text have students create a script and perform it.)
- Summative
 - -**All Chapters and Sections**
 - *Section quizzes and tests.
 - *Document based analysis
- Authentic
 - -**All Chapters and Sections**
 - *Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)
- Other Assessments
 - -**All Chapters and Sections**
 - *Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)
 - *Chat Stations, Learning Menu
 - *Webquest, Google Slide Presentation
 - *Do Now, Exit Tickets
 - *Bell Ringers

Activities

Chapter 15-

See the following for ELL & SN

Differentiation

[ELL & SN](#)

See the following for AL & G&T

Differentiation

[AL & G&T](#)

Chapter 16-

See the following for ELL & SN

Differentiation

[ELL & SN](#)

See the following for AL & G&T

Differentiation

[AL & G&T](#)

Chapter 17-

See the following for ELL & SN

Differentiation

[ELL & SN](#)

See the following for AL & G&T

Differentiation

[AL & G&T](#)

ELL-English Language Learners

AL-Above Level

G&T-Gifted & Talented

SN-Special Needs

Chapter 15

- Progressive Era Reforms

- Use these [graphic organizers](#) and the prompts (column titles, labels within the columns) to document the causes and effects of different Progressive Era reform movements and reformers. Use a variety of sources to complete these graphic organizers (your class notes and classwork, textbooks, etc). When you have completed the graphic organizers, use the space below to reflect on the Progressive Era using the guided reflection questions. Finally, use your responses to these questions and completed graphic organizers for the written task.

- The 19th Amendment

- As you watch this clip from the film Iron Jawed Angels, please answer the [questions](#). Then review [the 9 documents](#). Based on these documents, how were the NWP and NAWSA similar and different in terms of their advocacy for women's suffrage? Use these documents to fill out the Venn diagram provided. Finally, Using the information from the [documents](#) and your knowledge of US History to respond to the following task: Imagine you are living in 1918 - and you are witnessing the women's suffrage movement. You are editor for USA Herald Newspaper - and your boss has recently asked you to write a three-paragraph editorial that answers the following question: In your opinion, how does social change happen? What motivates lawmakers to write new laws protecting the rights of, and expanding the rights of, individuals? Which organization - the NWP or the NAWSA is more likely to have an impact on the women's suffrage movement and the proposal to amend the constitution granting women the right to vote? Why? Argue that one group's tactics are more effective than the other

Chapter 16

- Causes and Effects of US Participation in World War I

- Using the specific directions below, fill out the [graphic organizer](#).
- Causes: The causes of the United States entering WWI are labelled as: Zimmerman Telegram, Presidential Election of 1916, British Blockade, Lusitania, Unrestricted Submarine Warfare. In order to complete the graphic organizer, fill in the boxes under these terms explaining: Identify the term on top of the box - explain what the term or event on top of the box means or was a description of how the term or event above the box led to the US entry to WWI.
- Effects: The effects of WWI can be divided into three groups - social, political, and economic. Below is a list of effects of WWI. Sort them & write them in the appropriate effect boxes in your graphic organizer. Add any further affects you generate on your own in the appropriate boxes.

- World War I Posters

- Read the article from [Smithsonian Magazine](#) and answer the analysis questions that appear below to analyze the article.

- Analyze the [seven categories and two types of posters](#). When you are done, analyze your assigned poster and fill out the graphic organizer. What kind of poster do you think you have? Be prepared to present your poster & your analysis to the class.

Chapter 17

- Roaring 20s: Cultural Movements
 - Please see the [graphic organizer](#) that asks you to analyze the debates over specific issues in American culture in the 1920's. When you have completed the graphic organizers, use the space below it to reflect on the Roaring 20's using the guided reflection questions.
- Harlem Renaissance: Close Read
 - Analyze the map and answer the two analysis questions that follow.
 - Here are [three poems written about the Harlem Renaissance](#) by American poet, Langston Hughes. These poems are invaluable to historians - they help us gain insight to what it was like to live through the Harlem Renaissance as an African American living in Harlem. First, read the poems closely and analyze them using the questions that follow. When you have read all three, you will complete a short writing task.

Experiences

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World War I Centennial

The New Jersey State Museum collects, preserves and interprets objects that document the lives of people who lived in New Jersey from the 17th century to the present. In addition to its 2 million artifacts reflecting the subject areas of Natural History, Archaeology, Fine Art, and Cultural History, the State Museum also maintains various artifacts relating to the First World War. This includes a large collection of Liberty Loan, Red Cross, Food Administration, and recruitment posters that were

	designed and printed as propaganda to inspire American commitment to the cause of war. Additionally, the museum holds assorted personal items from the World War I era including uniforms, equipment, medals, war souvenirs, and even a bugle that sounded the Armistice on the 11 th hour of the 11 th day of the 11 th month, 1918.
Resources	
<ul style="list-style-type: none"> • Gilder Lehrman • New Visions • New Jersey Council for Social Studies Education • Think CERCA: Argumentative Writing • Amistad Commission Interactive Curriculum • Holocaust Commission on Education Resources 	
Suggested Time Frame:	4 th Marking Period

NJASCD, 12 Centre Drive Monroe Township, NJ 08831 [njascd.](#)