

Theme

*The Disparate Treatment of African Americans, Native Americans, Latinos, and Women
Three Worlds Collide and the Nation Begins*

STEM Innovation Academy Unit 1 Plan

Subject: Honors US History I Unit Title: Colonization and Settlement (1585-1763)/ Revolution and the New Nation (1754-1820) Grade: 9	Teacher: K. Gengaro Duration: 80 min blocks, First marking cycle
Summary of Unit North American colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World. 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.	
Standards/Outcomes: A. Civics, Government, and Human Rights 6.1.12.A.1.a Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights. 6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and the Bill of Rights) and assess their importance on the spread of democracy around the world. 6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government. 6.1.12.A.2.c Compare and contrast the arguments of the Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. 6.1.12.A.2.d 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.e Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.	

B. Geography, People, and the Environment

6.1.12.B.1.a

Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

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.

6.1.12.B.2.b

Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

C. Economics, Innovation, and Technology

6.1.12.C.1.a

Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.C.1.b

Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

6.1.12.C.2.a

Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

D. History, Culture, and Perspectives

6.1.12.D.1.a

Assess the impact of the interactions and conflicts between native groups and North American settlers.

6.1.12.D.2.a

Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

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.

6.1.12.D.2.c

Relate events in Europe to 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.

NJ-SLA Related Items:**Progress Indicators for Reading Informational Text:**

Key Ideas & Details: RI.9-10.1, RI.9-10.2, RI.9-10.3

Craft & Structure: RI.9-10.4, RI.9-10.5, RI.9-10.6

Integration of Knowledge & Ideas: RI.9.7, IR.9-10.8, RI.9-10.9, RI.9-10.10

Progress Indicators for Language:

Conventions of Standard English: L.9-10.1, L.9-10.2

Knowledge of Language: L.9-10.3

Vocabulary Acquisition and Use: L.9-10.4, L.9.-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9.-10.5.A, L.9-10.5.B, L.9-10.5.C, L.9-10.6

Progress Indicators for Speaking and Listening

Comprehension and Collaboration: SL.9-10.1, SL.9-10.1A-D, SL.9-10.2, SL.9-10.3

Presentation of Knowledge and Ideas: SL.9-10.4, SL.9-10.5, SL.9-10.6

Reading: NJSLS History, Social Studies, Science and Technical Subjects Grade 9-10:

RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10

Writing: NJSLS Anchor Standards for Writing

NJSLSA.W1-NJSLSA.W10

WHST.9-10.1-WHST.9-10.10

Prose Constructed Response: Research Simulation

21st Century Career Ready Practices

CRP1-Act as a responsible and contributing citizen and employee.

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.

CRP7-Employ valid and reliable research strategies.

CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9-Model integrity, ethical leadership and effective management.

CRP11-LUse technology to enhance productivity.

CRP12-Work productively in teams while using cultural global competence.

Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.

Stage 1 – Desired Results

Essential Questions/Focus Questions:

- For whom is the American Dream?
- To what extent was the colonization of America forged by greed?
- How did the various European groups affect the development of America?
- In what ways did the North develop a distinctly different culture from the South?
- How democratic was colonial America?
- How did the Enlightenment affect colonial thought?
- How did the French and Indian War sow the seeds of discontent?
- How do we use the past to inform solutions to present-day issues?
- How did gender, property ownership, religion, and legal status affect political rights?
- How did the colonies in New England, Middle, and South adapt the British governance structure to fit their ideas of individual rights, economic growth, and participatory government?
- Are we a racist nation?
- Did white supremacy dictate the beginnings of this country?
- Were Europeans cultures or misunderstood because of present day lenses?
- How do we use evidence from the past to predict the outcomes of events today?
- How have the roles of women, African Americans and Native Americans changed, or have they, from the Revolutionary War times?
- Did the Articles of Confederation create a weak government or did it meet the needs of the nation?
- How did compromise help create a more unified nation at the Second Constitutional Convention (a/k/a the Philadelphia Convention)?
- Why was a federal system of government created?
- How does our system of checks and balances help protect our rights?
- How do prevailing attitudes make laws?
- Whose representative government?
- Why do some consider our method of electing a President undemocratic?
- Why has the role of the President of the US become so complex?
- How does the Supreme Court serve as a defender of the Constitution?
- How does the Bill of Rights protect our basic rights and liberties?
- How does the unwritten constitution help preserve our system of government?
- Is the Constitution a “living” or “enduring” document?
- How did the existence of political parties affect a young American nation?
- How effective were the domestic policies of Washington and Hamilton?
- How did the foreign policies of Washington and Jefferson affect our nation?
- Can individuals have an impact on the problems of society?

Stage 2 – Assessment Evidence	
<p>Unit Pre-Assessment: American Slavery</p> <p>Presentation: TED talk Debates over the constitution Moot Court--Marbury v. Madison</p>	
<p>Performance Task(s):</p> <ul style="list-style-type: none">•Fishbowl Panels (Columbus)•Regional Colonial Experiences v. Regional Differences Today•Current Events•Chalk Talk•Gallery Walks•Town Hall Meeting•Debates over the Constitution•Moot Court--Marbury v. Madison•The Old White Guys with Wigs•Letter to the legislature•Creating a Constitution <p>Authentic Experiences: Lenape experiences and conference with past TED Talk presenters</p>	
<p>Extensions (Tier I):</p> <p>Differentiated reading/research based on in-class work and NJSLA data, grouping based on ability levels for some assignments</p>	<p>Differentiation (Tiers II and III):</p> <p>Detailed outlines, guided self-improvement plans, direct and guided instruction, lunch and advisory extra help, homework contracts, weekly conferences based on classwork and NJSLA data, grouping based on ability levels for some assignments, IEP and 504s will be followed where applicable, resources such as Snap and Read</p>

Stage 3 – Learning Plan
Vocabulary
<p>ELA and Social Studies weekly--application of words in context and using evidence from text to support connotation of words (tariffs, geography, colony, democracy, government, manufacture, cash crop, enslaved people, salutary neglect, colonists, Articles of Confederacy, judicial, checks and balances, legislative, president, political, political parties, Declaration of Independence, taxes, economy, indigenous, industry, Enlightenment, mercantilism, capitalism, indentured servitude, Whiskey Rebellion, Proclamation of 1783, constitution, Revolutionary War, Shays' Rebellion, states, alliances, proprietary colonies, Bacon's rebellion, indentured servants, slave codes, Zenger trial, royal colonies, French and Indian War, Whigs, committees of correspondence, Columbian Exchange, missionaries, Triangular Trade, Middle Passage, joint-stock company, King Philip's War, mercantilism, capitalism, socialism, separation of powers, Patriot, Loyalist, colonies, civil liberties, Constitution, Bill of Rights, confederacy, Protestant Reformation, Puritans, separatists, Mayflower Compact, Whiskey Rebellion, Alien and Sedition Acts)</p>
Expert/Field Experience(s):
<ul style="list-style-type: none"> •Lenape talk •Video conversations with TED talk presenters
Literacy Connections/Research/Resources:
<p>Primary and secondary sources, including George Washington's Farewell Address, the Articles of Confederation, the Constitution, Abigail Adams letters to her husband, Petition to the Massachusetts Legislature as well as documents noted below</p> <p>Current events and how they link to the past</p> <p>Inquiry lesson on Roanoke</p> <p>Research project on regional differences in colonies and today</p> <p>Should statues of Columbus be removed?</p> <p>Drawing the Color Line--Where are we today?</p> <p>Choices program (online edition) http://www.choices.edu/:</p> <p>The American Revolution: Experiences of Rebellion</p> <p>The Haitian Revolution</p> <p>Howard Zinn--A People's History of the United States</p> <p>Chapters 1-5</p> <p>SHEG (Reading Like a Historian) projects:</p> <ul style="list-style-type: none"> ○ Middle Passage ○ Examining Passenger Lists ○ Mapping the New World ○ Pocahontas ○ The Puritans ○ King Philip's War ○ Salem Witch Trials ○ Great Awakening ○ Stamp Act ○ Boston Massacre

- Loyalists
- Battle of Lexington
- Declaration of Independence
- Shays' Rebellion
- Federalists and Anti-Federalists
- Slavery in the Constitution
- Hamilton v. Jefferson

DBQ online:

What Caused the Salem Witch Trial Hysteria of 1692?

How Revolutionary Was the American Revolution?

http://www.socialstudieshelp.com/Amer_History_Syallbus.htm

CommonLit, including Settling A New World, Participant's First Hand Account of the Boston Tea Party, Road to American Independence, Declaration of Independence, Give Me Liberty or Give Me Death Speech, Petition From the Pennsylvania Society for the Abolition of Slavery, Excerpt from Spirit of Laws, Fugitive Slave Act of 1793, Bill of Rights, Alexander Hamilton

NEWSELA

EBSCO

<http://www.nj.gov/education/amistad>

Units 2, 4, 5 and 6

<http://www.njamistadcurriculum.net/history/unit/emerging-atlantic-world>

<https://www.nj.gov/education/holocaust/curriculum/genslave.pdf>

Units 1-4

https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/

New Visions US History Units 1, 2 and 3A

<https://curriculum.newvisions.org/social-studies/course/us-history/Colonial-America/>

<https://curriculum.newvisions.org/social-studies/course/us-history/american-revolution/>

<https://curriculum.newvisions.org/social-studies/course/us-history/building-a-nation/>

Zinn Education Project:

The Color Line

Discovering Columbus: Re-reading the Past

The People v. Columbus, et al.

Reading Between the Lines

Reclaiming Hidden History: Slavery Walking Tour in Manhattan

Columbus and Las Casas

The First Slaves

Servitude and Rebellion

The Stono Rebellion

Constitutional Role Play

Poetry of Defiance: How the Enslaved Resisted

Mystery Skype

All classwork, resources, and homework are posted daily on Google classroom.

APPENDIX

Students will know/Students will be able to:

- The first people in America were the Native Americans.
- Columbus did not discover America--Native Americans predated his arrival in Hispaniola
- Native Americans used their environment to survive
- Native Americans were as diverse as the rest of the world
- The five themes of geography
- Native Americans had sophisticated forms of government
- Native American culture was greatly affected by the arrival of Europeans
- Native Americans were the first to be enslaved by the Europeans
- Spain was a principal force in exploration of the Americas
- England became involved in exploration after the Spanish Armada
- Europeans began exploring the Americas due to the decline of feudalism, the Renaissance, increases in technology, and a desire to spread religion and for money
- Globalization began with Columbus and the Triangular or Columbian Exchange
- Many Native Americans were killed as a result of the Columbian Exchange
- The effects and affects of the Middle Passage
- How to read like a historian (source, corroboration, reliability) and analyze documents
- Early settlements and colonies failed in North America
- Europeans conflicted with the Native Americans
- Slaves were not the same as indentured servants
- Representative forms of government developed in the colonies and were modelled after British government
- Colonists did not have the same rights in Parliament
- Mercantilism v. capitalism
- Effects of Triangular trade

- Differences and similarities between New England, Middle and Southern colonies
- Mayflower Compact
- Factors that led to the road to Revolution
- How our past relates to issues today
- War is not the result of a single incident
- Who could vote in the colonial era and why voting matters today
- The origins of the color line and why it matters today
- The origins of the color line, treatment of Native Americans and the rights of women and why it matters today
- Why the Declaration of Independence, the Constitution, and the Bill of Rights were important intellectual origins of the United States
- The arguments of the federalists and anti-federalists about ratification of the Constitution and the continued relevance of these debates
- Why the Articles of Confederation, the nation's first Constitution, did not result in a successful national government
- The effectiveness of the Northwest Ordinance in resolving disputes over Western lands
- How the expansion of slavery led to the Civil War
- How the contributions and perspectives of African Americans, Native Americans, Hispanics/Latinos, and women affected the American Revolution
- The contributions of Spain to the Patriot success in the American Revolution
- The critical issues of the Continental Convention were finances and foreign activities
- The leading values influencing the debate on ratifying the Constitution were security of the United States, state's rights, and the granting of individual rights
- A strong national government and the establishment of individual rights were strengths found in the Constitution while taxes, slavery, and voting rights remained weaknesses in the Constitution
- Washington and Adams's administrations established the necessary precedents or standards that would clarify the role of the government

Jefferson's and Madison's outlook on relations between nations and their distrust of a strong central government differed strongly from previous administrations

- The US faced fundamental issues involving war and peace, as well as the US relationship with Europe in general and Great Britain in particular
- The ideas of when, how, or even if the US should declare war on Britain in 1812 differed sharply
- Following the war, a wave of nationalism developed and the US embarked on a period that was known as the Era of Good Feelings
- Why the ideals of due process, rule of law, and individual rights, denied to different groups of people, continue to be denied in the US
- The limitations of women in this country from pre-Revolutionary times through today
- How regional differences shaped, and continue to shape, this country
- How political parties, despite Washington's denunciation of them, were formed and how they continue to polarize the nation today
- How Justice Marshall crafted the Supreme Court to be an equal branch of government
- How the Bills of Rights did not apply equally to all people in the US when it was written and now
- The impact of African American leaders in shaping free Black communities in the North and whether the Blacks in these communities were truly free
- The debates over the Constitution (equal v. proportional representation, tariffs, slavery, and the Bill of Rights)
- How executive privilege has been abused by modern presidents
- Vocabulary associated with this unit and readings
- Understand connotation of words in primary, secondary and literary documents and works
- Utilize close reading skills to develop an understanding of information from text
- Listen open-mindedly to views contrary to their own
- Develop and utilize strategies to understand how to read informational text
- Collaboratively develop strategies for managing and resolving conflict
- Demonstrate an understanding of democratic values and processes
- Rationalize decisions that are made for the common good
- Recognize that the actions or inactions of an individual, group, and nation may have intended and unintended consequences
- Analyze rights that all people in our nation should have

- Analyze the advantages and disadvantages of different forms of protest
- Analyze how there is not necessarily a correct answer to dilemmas
- Analyze the purposes of government
- Analyze political cartoons
- Identify reasons for and against taxation of colonists
- Analyze why there are two sides to every story and that there are valid reasons for and against getting involved in a war
- Debate and support positions for and against war
- Read like a historian
- Justify a point of view
- Analyze the critical issues of the Constitutional Convention, draw on historical knowledge to develop coherent arguments, compare their own reasoning to that of the delegates to the Constitutional Convention, and evaluate the values, attitudes, and concerns of the convention delegates
- Analyze the issues confronting Americans in February 1788, identify core underlying values of the options, integrate the arguments and beliefs of the options and the background reading into a persuasive, coherent presentation, and work cooperatively within groups to organize effective presentations
- Articulate the leading values influencing the debate on ratifying the Constitution, explore, debate, and evaluate multiple perspectives on competing political philosophies, sharpen rhetorical skills through debate and discussion, and cooperate with classmates in staging a persuasive presentation
- Articulate views on individual rights and the purpose of government, analyze the strengths and weaknesses of the Constitution, and cooperate with classmates to develop a group consensus on constitutional issues
- Identify important foreign policy precedents set during Washington's and Adams's administrations, understand the message and values in Washington's Farewell Address, and understand the state of war with France and its consequences
- Analyze issues facing the United States in 1812, identify the core underlying values of the options, integrate the arguments and beliefs of the options and the readings into a persuasive, coherent presentation and work cooperatively in groups to organize effective presentations.

