

United States History I CP

**Social Studies Department
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Chapter 1 and 2 Topic: Native American Cultures and early European colonization

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED STRATEGIES	ASSESSMENT State, Teacher made, District	PACING	NJ CORE CURRICULUM STANDARD
1. a. Identify Indian Civilizations found in the New World. Analyze the Lenape Indians of New Jersey and how European settlers changed their way of life.	Textbook Outline Map Video: <u>Tribes in the Americas</u> and/or <u>The Lenape Indians</u> MRC resources	<ul style="list-style-type: none"> Class discussion Map/outline areas in North America inhabited by various Native American tribes. Students work in teams and research the history and culture of an assigned tribe. Findings are to be presented in a poster and class presentation. 	Collect/grade map Cooperative Learning Activity poster/presentation homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4C5,6 6.6B1
b. State reasons why the English, French and Spanish wanted to establish colonies in North America.	Textbook	<ul style="list-style-type: none"> Students locate areas settled by the major European powers and how they altered the geography and culture of that region. Analyze the success and failures of the Roanoke colony and Jamestown 	Cooperative Learning Activity homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4D1-5 6.6B3
c. State reasons why the English government wanted to establish colonies in North America.	Textbook Supplemental resources Outline maps	<ul style="list-style-type: none"> Students will produce a contemporary brochure recruiting settlers to a colony of their choice. 	Collect/grade brochures	1-2 days	6.1A1-8 6.4D1-5 6.6B3
d. Distinguish between the northern, middle and southern colonies, noting their different economic bases and ties to the Old World.	Textbook Supplemental resources Data chart Outline map	<ul style="list-style-type: none"> Students will determine the founder, date and reason for settlement in each of the British colonies. Locate and distinguish between the 3 regions on a map. 	Cooperative Learning Activity homework Classroom quiz Classroom test	1-2 days	6.1A1-8 6.4D1,2,3 6.6B3

Chapter 3 Topic: Turmoil in Colonial America

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
3. a. Examine African American Slavery in the Colonial Era (1619-1775)	Textbook Video worksheets	<ul style="list-style-type: none"> Students outline on a map the Triangular Trade. Students watch the video: <u>The Middle Passage</u> and complete guided question sheet. Students write an essay/diary entry describing their ordeal aboard a slave ship. 	Collect/grade question sheet and middle passage essay. Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4C8 6.4D2,3
b. Show how changes in English parliamentary history affected the colonies.	Textbook Supplemental readings/worksheets	<ul style="list-style-type: none"> Using text and additional resources, have students prove the following statement: “England did not have the time to supervise the colonies.” Explain how this contributed to increased colonial self-government. Create a timeline that illustrates the turmoil in Great Britain between 1651 and 1688. 	Cooperative Learning Activity Homework	1 day	6.1A1-8 6.4D1
c. Explain how wars that started in Europe spread to and affected the development of America.	Textbook Video: <u>The French and Indian War</u> Supplemental readings/worksheets	<ul style="list-style-type: none"> Class discussion/activity Students identify key figures and events that led to the French and Indian War. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4D1

Chapter 4 Topic: The War for Independence

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
4. a. List and explain the acts passed by the British Parliament that provoked American colonists between 1763 and 1774. Describe the arguments justifying the separation of the colonies from Great Britain.	Textbook Supplemental resources Video series: <u>The American Revolution</u>	<ul style="list-style-type: none"> Students complete data chart and/or role-play the British acts forced upon the colonists and their response. Students assigned a Founding Father and research their contribution at the Continental Congress 	Chart activity Student project Homework Classroom quiz	1 week	6.1A1-8 6.4E1,2,3
b. Summarize the principles stated in the preamble to the Declaration of Independence. Discuss how the Declaration of Independence embodies the concepts of natural rights philosophy, republicanism, and constitutional government.	Textbook Supplemental resources Video: <u>Founding Fathers</u>	<ul style="list-style-type: none"> Primary source activity: Analyze the Declaration of Independence in either cooperative pairs or groups. Writing on Demand 	Monitor class activity	1-2 days	6.1A1-8 6.4E3
c. Summarize the chief campaigns and battles of the Revolutionary War, especially those fought in New Jersey. Appreciate the contributions of women, African-Americans, and Europeans to the American cause during the war.	Textbook Supplemental resources Outline maps Video: <u>The Patriot</u>	<ul style="list-style-type: none"> Class discussion/activity Given a map of the thirteen colonies, students will identify the major engagements of the war and the military strategies employed. 	Map activity Cooperative Learning Activity Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4E3,4

Chapter 5 Topic: Shaping a New Nation

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
5. a. Explain the rationale behind the creation of the Articles of Confederation. Describe the problems of the United States under the Articles of Confederation.	Textbook Supplemental resources	<ul style="list-style-type: none"> Class discussion/activity Develop a simulation on trade in the colonies highlighting the weaknesses of the central government under the Articles of Confederation. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1-2 days	6.1A1-8 6.4E5 6.2A4 B1
b. Describe the differences between a federal system and a confederacy.	Textbook Supplemental resources	<ul style="list-style-type: none"> Compare/contrast federal powers to states' rights 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1 day	6.1A1-8 6.4E5 6.2A4 B1
c. Explain the roles of the Judiciary, the Legislature, and the Executive branches of the federal government	Textbook Supplemental resources	<ul style="list-style-type: none"> Have students divided into 3 teams with each assigned a federal branch of power and research the capabilities and limitations of each. 	Cooperative Learning Activity Homework	1 week	6.1A1-8 6.4E5 6.2A4 B1 C2
d. Examine the Bill of Rights and identify the basic freedoms guaranteed by the first ten amendments.	Textbook Supplemental resources	<ul style="list-style-type: none"> Review the first ten amendments and have the students role-play scenarios determining whether their constitutional rights are absolute or not. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4E5 6.2A4 B1 C2

Chapter 6 Topic: Launching a New Nation

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
6. a. Identify the presidencies of Washington and Adams	Textbook Supplemental resources	<ul style="list-style-type: none"> Students will analyze the challenges both Washington and Adams faced such as the whiskey Rebellion, creation of the National Bank, foreign and Native American relations, formation of political parties and the Alien & Sedition Acts 	Cooperative Learning Activity Homework	3 days	6.1A1-8 6.2B1,4 6.4E5,7,8,9
b. Identify the issues and candidates of the election of 1800. State Jefferson's political philosophy. Explain the significance of the Louisiana Purchase and the controversies surrounding it.	Textbook Supplemental resources Video Outline map	* Write an essay contrasting the political philosophies of Hamilton and Jefferson. Compare maps of the United States pre-Louisiana Purchase and post-Louisiana Purchase. Analyze the accomplishments of the Lewis and Clark expedition.	Map activity Cooperative Learning Activity Homework	1-1/2 weeks	6.1A1-8 6.4E6,7 F2 6.6D3
c. Describe how Chief Justice Marshall claimed the power of judicial review for the Supreme Court in the case of <i>Marbury v. Madison</i> , and explain his argument and its impact on government process.	Textbook Supplemental resources Videos: <u>Marbury vs. Madison</u> .	<ul style="list-style-type: none"> Role play the <i>Marbury v. Madison</i> case. 	Cooperative Learning Activity	2 days	6.1A1-8 6.2C2
d. Trace the sequence of events that led to the War of 1812 and how it brought about a growing spirit of nationalism.	Textbook Supplemental resources Video: <u>First Invasion; the War of 1812</u>	<ul style="list-style-type: none"> Class discussion/activity Students analyze key events of the war that shaped our nation: attack on Washington DC, Battle at Fort McHenry, Battle of New Orleans and Andrew Jackson. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4F1

Chapter 7 Topic: Balancing Nationalism and Sectionalism

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
7. a. Identify the major roads, canals, and railroads built in New Jersey between 1820 and 1860 and explain how they contributed to the agricultural and industrial growth of the state.	Textbook Supplemental resources Outline map	<ul style="list-style-type: none"> • On a map, have students trace the major canals and roads built during the period. • Students examine the impact of canals, steamboats and railroads. 	Map Activity Cooperative Learning Activity Homework	1-2 days	6.1A1-8 6.2E12 6.4F3 H1,2
b. Discuss the significance of the Monroe Doctrine and its relevance today. Analyze the impact of the Missouri Compromise and decisions made in the Marshall Court.	Textbook Supplemental resources Outline map	<ul style="list-style-type: none"> • Class discussion/activity • Writing on Demand: US response to the Monroe Doctrine. • Map work: Missouri Compromise. • Cooperative activity: <i>Gibbons v. Ogden</i>, <i>McCulloch v. Maryland</i>, <i>Dartmouth College case</i> • 	Map Activity Cooperative Learning Activity Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4F2 6.2E2
c. Explain the changes in the electoral system between 1800 and 1830. Examine the battle over the National Bank and the results of the conflict. Examine the power struggle between the Executive Branch and the Judicial Branch with respect to the controversy over Indian resettlement.	Textbook Supplemental resources Video: <u>Jackson Years - Toward Civil War</u> or <u>The Presidents: Andrew Jackson</u>	<ul style="list-style-type: none"> • Interpret the presidential elections of 1824 and 1828. As well as make comparisons to the 2000 election. • Examine how protective tariff laws raised the issue of states' rights. • Interpret the decision of the <i>Worcester v. Georgia</i> Case 	Map Activity Cooperative Learning Activity Homework Classroom quiz Classroom test	2 weeks	6.1A1-8 6.4F2 6.2E15

Chapter 8 Topic: Reforming the American Society

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
8. a. Identify characteristics and leaders of reform movements in education, women's rights, and in the care of the mentally ill and retarded	Textbook Supplemental resources Data chart	<ul style="list-style-type: none"> • Cooperative activity: class divided into 4 groups; mentally ill, education, religious revivals, transcendentalism. Determine founders/leaders, purpose, outcomes of each. • Identify the contributions of Stanton, Mott, Anthony and Truth in the Women's Rights Movement 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4F4
b. Explain the impact of mass production and new inventions on the Industrial revolution. List advances in the field of communication and their significance.	Textbook Supplemental resources	<ul style="list-style-type: none"> • Examine the life of a Lowell Factory Girl. • Debate work conditions, hours and wages in an 1830 textile. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	3 days	6.1A1-8 6.4F3 H1,2

Chapter 9

Topic: Expanding Markets and Moving West

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
9. a. Identify the inventions that enhanced people's lives and helped the country's economic growth.	Textbook Supplemental resources	<ul style="list-style-type: none"> • Class discussion/activity • Students complete a data chart on inventions, inventors and their impact on society. 	Cooperative Learning Activity Homework	2 days	6.1A1-8 6.4F3
b. Define the term "Manifest Destiny" and explain how this idea influenced American actions in the 1840's. Examine the Mexican-American War: its causes, controversies, and results.	Outline Map Textbook Supplemental resources Data chart Video: The Alamo	<ul style="list-style-type: none"> • Examine causes and results of the Texas Rebellion • Identify westward trails, the people that traveled them and why. • Analyze the causes and results of the Mexican War 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1-1/2 weeks	6.1A1-8 6.4F2 6.2E2

Chapter 10

Topic: The Abolition Movement and the Coming of the Civil War

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
10. a. Trace the development of the abolition movement and explain how it led to violence and the further separation of the North and the south. Identify the positions on the issue of the extension of slavery and the ultimate failure of the compromise process.	Textbook Supplemental resources Data chart Video: <u>The Underground Railroad</u>	<ul style="list-style-type: none"> • Class discussion/activity • Debate: Pros / Cons of slavery expansion • Map Underground Railroad routes in New Jersey. • Create a poster of advertising the Underground Railroad and incorporate terminology. 	Cooperative Learning Activity Poster Homework Classroom quiz Classroom test	1-1/2 weeks	6.1A1-8 6.4G1 F2 6.2B3
b. Discuss the ramifications of the Supreme Court's decision on the Dred Scott case. Explain the significance of Bleeding Kansas, the emergence of the Republican Party and the impact of the 1860 election.	Textbook Supplemental resources Data chart Video: <u>Civil War - Background and Causes</u>	<ul style="list-style-type: none"> • Class discussion/activity • Create a poster depicting one of the events leading to the Civil War. (Cooperative group or pairs) 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4G1 F2

Chapter 11

Topic: The Civil War

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
11. a. Describe the changes in styles of warfare that developed in the Civil War. Explain the advantages and disadvantages experienced by the North and the South in the Civil War and the military strategies employed by each.	Textbook Supplemental resources Data chart Video: <u>Ken Burns; The Civil War</u> and/or <u>Gettysburg</u>	<ul style="list-style-type: none"> • Class discussion/activity • Students analyze the changing nature of warfare. • Students research specific battles, generals and their outcomes. 	Map activity Cooperative Learning Activity Homework Classroom quiz Classroom test	1-1/2 weeks	6.1A1-8 6.4G1 6.2B3
b. Explain the impact of the Emancipation Proclamation on the North, the South, and Europe. Identify the contributions made by African-Americans and women during the Civil War.	Textbook Supplemental resources Data chart Video: <u>Glory</u>	<ul style="list-style-type: none"> • Class discussion/activity • Students will evaluate different historians' viewpoints on the Emancipation Proclamation. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4G1 6.2B3

Chapter 12

Topic: Reconstruction

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
12. a. Compare and contrast the Lincoln-Johnson plan with the radical plan for Reconstruction. Explain why impeachment proceedings against President Johnson took place and what their result was.	Textbook Supplemental resources Data chart Video: <u>They've Killed President Lincoln</u> and/or <u>The Impeachment of Andrew Johnson</u>	<ul style="list-style-type: none"> • Class discussion/activity • Students will write a newspaper report on the circumstances surrounding the assassination of President Lincoln. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	2-3 days	6.1A1-8 6.4G2,3 6.2B3
b. Evaluate the impact of Radical reconstruction. Define racism and identify the political, economic, and social factors which enabled it to persist, including “Jim Crow” laws and the Supreme Courts’ Plessy v. Ferguson.	Textbook Supplemental resources Data chart Video: <u>Ku Klux Klan - Invisible Empire</u>	<ul style="list-style-type: none"> • Class discussion/activity • Debate: the struggle between Southern Democrats and Northern Republicans over Reconstruction. • Analyze the election of 1876 and the Compromise of 1877. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4G2,3 H3 6.2B3

Chapter 13

Topic: Changes on the Western Frontier

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
13. a. Show how national policy towards the Indians changed as white settlers westward. Identify the conflict between the cattle kingdom and agricultural interests.	Textbook Supplemental resources Data chart Video: <u>Dances with Wolves</u> and/or <u>The Real West</u>	<ul style="list-style-type: none"> • Class discussion/activity • Cause and Effect chart of Custer's Last Stand and the Battle at Wounded Knee 	Cooperative Learning Activity Homework	2 days	6.1A1-8 6.4F2 I11
b. Explain the rapid settlement of the Great Plains due to homesteading.	Textbook Supplemental Resources Video: <u>Far and Away</u>	<ul style="list-style-type: none"> • Construct an concept web on "Government support for settlement" and the Homestead Act of 1862. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1-2 days	6.1A1-8 6.4F2 H2

Chapter 14

Topic: A New Industrial Age

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
14. a. Describe the achievements of leaders in business, labor and technology in America as well as New Jersey during the period of 1870-1900. Explain how the growth of “big business” led to the development of labor unions.	Textbook Supplemental resources Data chart Video: <u>Empires of Industries</u>	<ul style="list-style-type: none"> • Class discussion/activity • Identify Rockefeller, Carnegie and Morgan • Identify and examine the need for the Knights of Labor, The Molly Maguire’s and the rise of Samuel Gompers and the AFL. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4H1, 2,4
		<ul style="list-style-type: none"> • 			

Chapter 15 Topic: Immigrants and Urbanization

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
15. a. Summarize the movement to restrict immigration, particularly the undesirables. Identify problems that stimulated reform between 1880 and 1900.	Textbook Supplemental resources Video: <u>Ellis Island</u>	<ul style="list-style-type: none"> • Class discussion/activity • Analyze the pros and cons of immigration to the United States. • Writing on Demand: life of a immigrant in America. 	Cooperative Learning Activity Homework Writing on Demand	4 days	6.1A1-8 6.4:H1,2
b. Explain the role of bosses and political machines in controlling city government.	Textbook Supplemental resources	<ul style="list-style-type: none"> • Class discussion/activity • Identify Boss Tweed and analyze the political cartoons of Thomas Nast. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	2- 3 days	6.1A1-8 6.4G2

Chapter 17 Topic: The Progressive Era

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
17. a. Identify progressive efforts to reform state government, protect workers, and reform elections.	Textbook Supplemental resources Data chart	<ul style="list-style-type: none"> • Class discussion/activity • Complete chart that focus on various Muckrakers, their goal, methods use to bring attention to the problem and impact on politics and societal changes. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	3 days	6.1A1-8 6.4:I2,10
b. Examine the Progressive Movements under the presidential administrations of Theodore Roosevelt, William Taft and Woodrow Wilson.	Textbook Supplemental resources Video: <u>TR: An American Lion</u>	<ul style="list-style-type: none"> • Class discussion/activity • Create a timeline progressive legislation under TR, Taft and Wilson. Determine whether their reform goals were successful or not. • Analyze the three-man presidential election of 1912 and its outcome. 	Cooperative Learning Activity Homework Classroom quiz Classroom test	1 week	6.1A1-8 6.4:I2