



# Washington Township School District



*The mission of the Washington Township Public Schools The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever changing world as responsible, self-directed, and civic-minded citizens.*

Course Title:	US 1 – Expansion in America (College Prep)				
Grade Level(s):	Tenth Grade				
Duration:	Full Year:	X	Semester:		Marking Period:
Course Description:	<p>The course begins with the expansion America westward and culminates by examining the issues of the 1920s which led to the Great Depression. An overt effort will be made to relate America's past to contemporary America. Emphasis will be placed on the active involvement of each student in the learning process through the use of a variety of appropriate techniques and materials, such as problem – based learning and other interactive activities. Students will be challenged through reading, researching, thinking, public speaking and writing skills. Rather than simply demanding content mastery of U.S. History I subject matter, this course stresses the development and use of application, analysis, synthesis, and evaluation skills.</p> <p><b>Units of Study</b></p> <ul style="list-style-type: none"><li>• <a href="#">Unit 1 : Expanding the New World</a></li><li>• <a href="#">Unit 2 : The Deepest Crisis</a></li><li>• <a href="#">Unit 3 : Rebuilding our Nation</a></li><li>• <a href="#">Unit 4 : Industrial America</a></li><li>• <a href="#">Unit 5 : Progressive Era</a></li><li>• <a href="#">Unit 6 : American Imperialism &amp; The Great War</a></li><li>• <a href="#">Unit 7 : The 1920s</a></li></ul>				
Grading Procedures:	<p><b><u>Major assessments:</u></b></p> <p><b>Major Assessments-</b> Assessments in this category typically assess multiple standards introduced throughout the semester.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Tests</li><li>• Essays (At least five paragraphs, extended)</li><li>• SGOs</li><li>• Benchmarks</li><li>• Midterm/Final</li><li>• Projects (longer duration of time, 4-5 days)</li></ul> <p><b>Minor Assessments-</b> These assessments typically focus on the discrete skills and understandings students need to acquire before they take a primary assessment.</p> <p><u>Examples:</u></p>				

	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Small Projects (1-3 days)</li> <li>• In-depth graded classwork/homework</li> <li>• Short Constructed Responses (1-2 paragraphs)</li> <li>• Journals</li> <li>• Current Events Assessment</li> </ul> <p><b>Supportive Assignments-</b> These assignments usually focus on scores achieved from independent work towards mastery in the standards.</p> <ul style="list-style-type: none"> <li>• In- depth graded classwork (Check/Pass/Fail assignments)</li> <li>• In-depth graded homework</li> <li>• Collaborative activities performed in and outside of the classroom</li> </ul> <p><b>Participation/Preparation-</b> This category focuses on class participation and preparedness for class.</p> <ul style="list-style-type: none"> <li>• Homework or classwork (Check/Pass/Fail assignments)</li> <li>• Daily Warm-Up/Exit Slip activities</li> <li>• (Preparation) Students are on time with the required materials (Participation) Students are active, productive members of the class</li> </ul>
<b>Primary Resources:</b>	<ul style="list-style-type: none"> <li>• America Through the Lens textbook</li> <li>• Various Primary Sources</li> <li>• Social Studies 9-12 Folder</li> </ul>

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Lauren Angarola
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<b>Under the Direction of:</b>	Jeffrey Snyder
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**Written:** \_\_\_\_\_ **Summer 2020** \_\_\_\_\_

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

## Unit Title 1: Expanding the New World

### Unit Description:

This unit will focus on the multiple political, social, and economic factors that 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.

**Note:** Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

### Unit Duration: 3 – 4 weeks

### Desired Results

#### Standard(s):

#### Social Studies Core Content:

6.1.12CivicsPD.1.a; 6.1.12.CivicsPI.2.b; 6.1.12.GeoPP.2.a; 6.1.12.CivicsPI.3.a; 6.1.12.CivicsDP.3.b; 6.1.12.GeoSV.3.a; 6.1.12.EconET.3.a; 6.1.12HistoryUP.3.a

#### NJSLS ELA

RH.9-10.1; RH.9-10.2; RH9-10.4; RH9-10.5; RH9-10.10; WHST.9-10.1A; WHST.9-10.2D; WHST.9-10.4; WHST.9-10.5; WHST.9-10.9; WHST.9-10.10

#### Indicators:

#### Content – Specific Learning Targets:

1. 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
2. Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
3. Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
4. Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices
5. Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6. Evaluate the impact of Western settlement on the expansion of United States political boundaries.
7. Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
8. Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

#### Historical Thinking Skills:

1. Identify and explain historical developments and processes.
  - a. Identify a historical concept, development, or process
  - b. Explain a historical concept, development, or process
2. Analyze the context of historical events, developments, or processes.
  - a. Identify and describe a historical context for a specific historical development or process
  - b. Explain how a specific historical development or process is situated within a broader historical context
3. Analyze patterns and connections between and among historical developments and processes using historical reasoning (comparison, causation, continuity and change)

- a. Identify patterns among or connections between historical developments or processes
- b. Explain how a historical development or process relates to another historical development or process
- 4. Develop an argument.
  - a. Make a historically defensible claim
  - b. Support an argument using specific and relevant evidence
    - i. Describe specific examples of historically relevant evidence
    - ii. Explain how specific examples of historically relevant evidence support an argument

#### **Understandings:**

- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights
- To better understand the historical perspective, one must consider historical context.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Complex interacting factors influence people's perspective.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- Resources impact what is produced and employment opportunities.
- Complex interacting factors influence people's perspective.

#### **Essential Questions:**

- How did rapid expansion create new opportunities and new tensions for the growing nation?
- How did Andrew Jackson change politics and the Presidency?
- How did cultural and social reform influence American Society?
- How did expansion alter the West and its Native populations?

## Assessment Evidence

### Performance Tasks:

- Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Class Participation and Preparation
- Class Discussion Questioning Strategies

### Summative Assessment(s)

- Benchmark Assessment i.e.
- Mid-term/Final Exam
- Unit Test (Teacher/Department generated)

### Other Evidence:

- Use of digital platforms (quizziz, Newsela, nearpod, kahoot, etc.)
- Choice board activities
- Conferences
- Student Performance during Critical Thinking/Cooperative Learning
- Activities i.e. role play, simulation, etc.
- Observations
- Project Based Assessment
- Writing Assessment
- Self and Peer Evaluation
- Student Conferences
- Student Record Keeping

### Benchmarks:

Social Studies 9-12 Folder

## Learning Plan

### Week One:

- Investigate the impact technological advancements had on Westward Expansion
- Analyze the population growth and the economic systems that grew in each new territory

### Week Two & Three :

- Explore how Westward Expansion caused economic growth but at the same time societal strain based on the issue of slavery in new territories
  - o Interpret the federal vs state issues with slavery
- New expansion leads to new political motivations displayed most prominently in the “Jacksonian Era”
  - o Debate Jackson’s presidency and its legacy with Indigenous Peoples
- Discuss the wave of immigrants and the dawn of nativism in America
  - o Compare these first ideas of anti-immigration to modern immigration issues

### Week Four:

- Evaluate how all the previous themes led the US to becoming a market society
  - o Explain the factory system of the North vs the plantation system in the South
- Predict how these tensions could possibly fracture America’s societal structure

Materials Used in Unit can be found: Social Studies 9-12 Folder

### Resources:

- Textbook: U.S. History: America Through the Lens by National Geographic Learning/Cengage - Copyright 2019
- Textbook Resources: The History Notebook, Archaeology in U.S. History, American Stories, Curating History, American Places, Through the Lens, National Geographic Explorer Lessons, American Voices, American Galleries, Formative and Summative assessments, Historical Thinking questions, Guided Discussion Questions, Projects, Mindtap, Document Based Questions
- Videos: America: *The Story of Us*, *The West by Ken Burns*
- Supplemental Readings: Various history journals, political cartoons, magazine and newspaper articles
- Websites: History Channel, Teaching American History, National Museum of African American History and Culture, Smithsonian’s History Explorer, Library of Congress, EDSITEment, National Archives, Facing History and Ourselves, National Geographic

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and contrast the government treaties and policies of the late 19<sup>th</sup> century to the attempts to remove Native Americans from their lands in the 21<sup>st</sup> century.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify government treaties, policies, and actions that resulted in Native American migration and removal.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Write a response with evidence stating if evidence of these regional differences can still be seen in the 21<sup>st</sup> century.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Analyze how the United States has attempted to account for regional differences while also striving to create an American identity</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Describe the regional differences emerging in the United States during the late 19<sup>th</sup> century.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate and cite evidence in a DBQ style prompt to answer how opportunities and hardships of certain groups have had a lasting legacy.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Categorize the positive and negative effects American expansion had on: Native Americans, American/Latin Americans, American/Asian populations</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	<p>Consider these ideas for your students:</p> <ul style="list-style-type: none"> <li>• Provide an Alternative to the Processing Activity</li> <li>• Create a writing assignment</li> <li>• Draw Parallels Between History and Today</li> <li>• Research Project</li> <li>• Extend the Activity</li> </ul>
<b>Struggling Learners</b>	<p>Consider these ideas for your students:</p> <ul style="list-style-type: none"> <li>• High/low pairings</li> <li>• adjust the length of time to complete a project or assignment</li> <li>• Allow students to answer fewer or different questions on notes and assessments</li> <li>• Create alternate projects or assignments</li> <li>• Speech to text program</li> <li>• Work in a small group setting</li> </ul>
<b>English Language Learners</b>	<p>Coordinate with English Language Learner advisor to modify activities where appropriate:  <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></p>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a></p>



to assist in the development of appropriate plans.	
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## Interdisciplinary Connections

### Indicators:

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- **WHST.9-10.1A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **WHST.9-10.2D:** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- **WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.9-10.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## Integration of 21<sup>st</sup> Century Skills

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

### Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology



**Skills:**

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

## Unit 2 Title: The Deepest Crisis (Civil War)

### Unit Description:

The Civil War in the United States began in 1861, after decades of simmering tensions between northern and southern states over slavery, states' rights and westward expansion. The election of Abraham Lincoln in 1860 caused seven southern states to secede and form the Confederate States of America; four more states soon joined them. The War Between the States, as the Civil War was also known, ended in Confederate surrender in 1865. The conflict was the costliest and deadliest war ever fought on American soil, with some 620,000 of 2.4 million soldiers killed, millions more injured and much of the South left in ruin.

Note: Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

**Unit Duration:** approx. 4-5 weeks

### Desired Results

#### Standard(s):

##### Social studies Content Standards:

6.1.12.CivicsPR.2.a; 6.1.12.GROPP.2.a; 6.1.12.HistoryUP.2.b; 6.1.12.HistoryCA.2.a; 6.1.12.CivicsDP.3.c; 6.1.12.HistoryUP.3.a; 6.1.12.HistoryCA.3.a; 6.1.12.CivicsDP.4.b; 6.1.12.CivicsPR.4.a; 6.1.12.GeoSV.4.a; 6.1.12.EconET.4.a; 6.1.12.EconNE.4.a; 6.1.12.HistoryUP.4.b; 6.1.12.HistoryUP.3.b; 6.1.12.HistoryCC.3.a

##### NJSLS ELA

RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.10; WHST.9-10.1A; WHST.9-10.2D; WHST.9-10.4; WHST.9-10.5; WHST.9-10.9; WHST.9-10.10

#### Indicators:

##### Content – Specific Learning Targets:

1. Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
2. Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
3. Research multiple perspectives to explain the struggle to create an American identity.
4. Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
5. Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6. Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War

7. Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
8. Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
9. Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
10. Assess the role that economics played in enabling the North and South to wage war
11. Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
12. Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
13. Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

**Historical Thinking Skills:**

1. Identify and explain historical developments and processes.
  - a. Identify a historical concept, development, or process
  - b. Explain a historical concept, development, or process
2. Analyze the context of historical events, developments, or processes.
  - a. Identify and describe a historical context for a specific historical development or process
  - b. Explain how a specific historical development or process is situated within a broader historical context
3. Analyze patterns and connections between and among historical developments and processes using historical reasoning (comparison, causation, continuity and change)
  - a. Identify patterns among or connections between historical developments or processes
  - b. Explain how a historical development or process relates to another historical development or process
4. Develop an argument.
  - a. Make a historically defensible claim
  - b. Support an argument using specific and relevant evidence
    - i. Describe specific examples of historically relevant evidence
    - ii. Explain how specific examples of historically relevant evidence support an argument

**Understandings:**

*Students will understand that...*

- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights
- To better understand the historical perspective, one must consider historical context.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Complex interacting factors influence people's perspective.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- Resources impact what is produced and employment opportunities.
- Complex interacting factors influence people's perspective.

**Essential Questions:**

- Why is the Civil War considered the first modern war?
- Why did the expansion of slavery become the most divisive political issue in the 1840s and 1850s?
- How did tensions over slavery divide the North and South?
- How did the theory of states' rights develop and lead to the eventual secession?
- How did the Civil War transform the national economy and create a strong nation- state?
- How did the Civil War change the way different groups of Americans viewed themselves and the Nation?

## Assessment Evidence

### Performance Tasks:

- Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Class Participation and Preparation
- Class Discussion Questioning Strategies

### Summative Assessment(s)

- Benchmark Assessment
- Mid-term/Final Exam
- Reading Challenge-Post Assessment Unit Test (Teacher/Department generated)

### Other Evidence:

- Use of digital platforms (quizziz, Newsela, nearpod, kahoot, etc.)
- Choice board activities
- Conferences
- Quizzes (Teacher or Book Generated)
- Student Performance during Critical Thinking/Cooperative Learning
- Activities i.e. role play, simulation, etc.
- Observations
- Project Based Assessment w/grading rubric and clearly defined criteria
- Writing Assessments w/grading rubric and clearly defined criteria
- Self and Peer Evaluation
- Student Conferences
- Student Record Keeping

### Benchmarks:

Social Studies 9-12 Folder

## Learning Plan

### Learning Activities:

#### Week One:

- Students begin exploring how our country grappled with slavery in the Western Territories
  - o First examine the Missouri Compromise and its effect on new territories
- Discuss the land “won” from Mexico and how this created new issues with territories wanting statehood and how this throws the “balance” in federal government
- Review the societal, political and economic differences between regions of the United States and the rise of sectionalism

#### Week Two & Three:

- Analyze the Compromise of 1850 and the devastating effects it had on the nation
- Categorize and assess the key events that lead up to the Civil War. (Fugitive Slave Act, Bleeding Kansas, Dred Scott case, Raid on Harpers Ferry, Uncle Tom’s Cabin)
- Develop an argument about how all these events led to the rise of Southern Nationalism that is still present in post-Civil War

Week Four:

- Examine the Election of 1860 as the final straw that led to Southern secession
- Analyze the siege of Fort Sumter from both the Northern and Southern perspective
- Compare and contrast the North and South's political, military, economical and societal differences
- Identify the new technological advancements that are being harnessed for the war effort
- Read and critique the Emancipation Proclamation and the motives of Lincoln
- Research the role of African Americans as soldiers and their experience during the Civil War

Week Five:

- Recognize the "turning point" in the Civil War at Gettysburg and Vicksburg and then finally the surrender of Appomattox
- Review the Reconstruction Plans that were emerging during the end of the Civil War
- Read and analyze Lincoln's Second Inaugural Address and the plan he attempts to unfold for our nation

Materials Used in Unit can be found: Social Studies 9-12 Folder

Resources:

- Textbook: U.S. History: America Through the Lens by National Geographic Learning/Cengage - Copyright 2019
- Textbook Resources: The History Notebook, Archaeology in U.S. History, American Stories, Curating History, American Places, Through the Lens, National Geographic Explorer Lessons, American Voices, American Galleries, Formative and Summative assessments, Historical Thinking questions, Guided Discussion Questions, Projects, Mindtap, Document Based Questions
- Videos: America: *The Story of Us*
- Supplemental Readings: Various history journals, political cartoons, magazine and newspaper articles
- Websites: History Channel, Teaching American History, National Museum of African American History and Culture, Smithsonian's History Explorer, Library of Congress, EDSITEment, National Archives, Facing History and Ourselves, National Geographic

### Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):**

6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Compose a 5 paragraph essay demonstrating understanding of the growing sectional tension in the United States with evidence.</li></ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</li></ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Identify and define the key events that led to sectional tensions such as Missouri Compromise and the Compromise of 1850</li></ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>

<b>Standard(s):</b> 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Read and analyze the decisions of the SCJs of the Dred Scott case and theorize with evidence how prevailing attitudes, socioeconomic factors and government might have affected their decisions</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Choose one event that helped push America toward Civil War and explain it.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create an argument about how the immediate and long-term economic effects of the Civil War could potentially cause reunification problems within our nation.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explain at least 2 immediate effects the Civil War had on the economy.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	Consider these ideas for your students: <ul style="list-style-type: none"> <li>Provide an Alternative to the Processing Activity</li> <li>Create a writing assignment</li> <li>Draw Parallels Between History and Today</li> <li>Research Project</li> <li>Extend the Activity</li> </ul>
<b>Struggling Learners</b>	Consider these ideas for your students: <ul style="list-style-type: none"> <li>High/low pairings</li> <li>adjust the length of time to complete a project or assignment</li> <li>Allow students to answer fewer or different questions on notes and assessments</li> <li>Create alternate projects or assignments</li> </ul>



	<ul style="list-style-type: none"> <li>• Speech to text program</li> <li>• Work in a small group setting</li> </ul>
<b>English Language Learners</b>	Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- **WHST.9-10.1A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **WHST.9-10.2D:** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- **WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.9-10.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

### Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

### Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

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## Unit 3 Title: Rebuilding Our Nation

### Unit Description:

By the end of the Civil War, the South was in a state of political upheaval, social disorder, and economic decay. The Union's tactics of total war destroyed southern crops, plantations, and entire cities, and 4 million newly freed slaves. Inflation became so severe that by the end of the war a loaf of bread cost several hundred Confederate dollars. Thousands of southerners starved to death, and many who did not starve lost everything they owned: clothing, homes, land, and slaves. As a result, by 1865, policymakers in Washington had the nearly impossible task of southern Reconstruction. Reconstruction encompassed three major initiatives: restoration of the Union, transformation of southern society, and enactment of progressive legislation favoring the rights of freed slaves. Reconstruction was a mixed success. By the end of the era, the North and South were once again reunited, and all southern state legislatures had abolished slavery in their constitutions. Reconstruction also laid to rest the debate of states' rights vs. federalism, which had been a pressing issue since the late 1790s. But Reconstruction failed in most other ways. By 1877, northerners were tired of Reconstruction, and violations of blacks' civil rights were

essentially going ignored. Ultimately, the rights promised to blacks during Reconstruction would not be granted fully for almost another century.

**Note:** Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

**Unit Duration: 3 – 4 weeks**

### Desired Results

**Standard(s):**

**Social studies Core Content Standards**

6.1.12.CivicsDP.4.a; 6.1.12.GeoPP.4.a; 6.1.12.HistoryCC.4.a; 6.1.12.HistoryUP.4.a; 6.1.12.HistoryCC.4.; 6.1.12.HistoryCA.4.c; 6.1.12.EconNE.4.a; 6.1.12.HistoryCC.4.b; 6.1.12.EconEM.5.a;

**NJSLS ELA**

RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.10; WHST.9-10.1A; WHST.9-10.2D; WHST.9-10.4; WHST.9-10.5; WHST.9-10.9; WHST.9-10.10

**Indicators:**

**Content – Specific Learning Targets:**

1. Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
2. Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
3. Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
4. Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
5. Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
6. Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
7. Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

**Historical Thinking Skills:**

1. Identify and explain historical developments and processes.
  - a. Identify a historical concept, development, or process
  - b. Explain a historical concept, development, or process
2. Analyze the context of historical events, developments, or processes.
  - a. Identify and describe a historical context for a specific historical development or process
  - b. Explain how a specific historical development or process is situated within a broader historical context
3. Analyze patterns and connections between and among historical developments and processes using historical reasoning (comparison, causation, continuity and change)
  - a. Identify patterns among or connections between historical developments or processes
  - b. Explain how a historical development or process relates to another historical development or process
4. Develop an argument.
  - a. Make a historically defensible claim
  - b. Support an argument using specific and relevant evidence

- i. Describe specific examples of historically relevant evidence
- ii. Explain how specific examples of historically relevant evidence support an argument

### Understandings:

*Students will understand that...*

- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights
- To better understand the historical perspective, one must consider historical context.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Complex interacting factors influence people's perspective.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- Resources impact what is produced and employment opportunities.
- Complex interacting factors influence people's perspective.

### Essential Questions:

- What visions of freedom did the former slaves and slaveholders pursue in the postwar south?
- What were the sources, goals, and competing visions for Reconstruction?
- What were the social and political effects of Radical Reconstruction?
- What were the main factors in both the North and South, for the overthrow of Reconstruction?

## Assessment Evidence

### Performance Tasks:

- Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)

### Other Evidence:

- Use of digital platforms (quizziz, Newsela, nearpod, kahoot, etc.)
- Choice board activities
- Conferences
- Quizzes (Teacher or Book Generated)

<ul style="list-style-type: none"> <li>• Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)</li> <li>• Class Participation and Preparation</li> <li>• Class Discussion Questioning Strategies</li> </ul> <p><b><u>Summative Assessment(s)</u></b></p> <ul style="list-style-type: none"> <li>- Benchmark Assessment</li> <li>- Mid-term/Final Exam</li> <li>- Reading Challenge-Post Assessment</li> <li>- Unit Test (Teacher/Department generated)</li> </ul>	<ul style="list-style-type: none"> <li>• Student Performance during Critical Thinking/Cooperative Learning</li> <li>• Activities i.e. role play, simulation, etc.</li> <li>• Observations</li> <li>• Project Based Assessment w/grading rubric and clearly defined criteria</li> <li>• Writing Assessments w/grading rubric and clearly defined criteria</li> <li>• Self and Peer Evaluation</li> <li>• Student Conferences</li> <li>• Student Record Keeping</li> </ul>
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**Benchmarks:**

Social Studies 9-12 Folder

## Learning Plan

**Learning Activities:**

**Week One & Two:**

- Students will define, classify and differentiate the major governmental plans made for US Reconstruction
- Explain how Lincoln's Assassination effected the plans for Reconstruction
- Analyze the federal government's efforts for Reconstruction including economics, government and elevating the status of newly freed African Americans

**Week Three:**

- Identify the South's strategy to combat Reconstruction through state laws and the convict leasing system
- Explain how the debt cycle of the share cropping system emerged as the new legal form of indentured servitude for African Americans
- Discuss outside economic and governmental factors that led to the slow withdraw of federal presence in the South

**Week Four:**

- Students will spend the final week of this unit summarizing all of the Unit's objectives to answer the question, "Was Reconstruction successful?" and provide evidence in a written response

Materials Used in Unit can be found: Social Studies 9-12 Folder

**Resources:**

- Textbook: U.S. History: America Through the Lens by National Geographic Learning/Cengage - Copyright 2019

- Textbook Resources: The History Notebook, Archaeology in U.S. History, American Stories, Curating History, American Places, Through the Lens, National Geographic Explorer Lessons, American Voices, American Galleries, Formative and Summative assessments, Historical Thinking questions, Guided Discussion Questions, Projects, Mindtap, Document Based Questions
- Videos: America: *The Story of Us*, *The 13<sup>th</sup>*, *Gone with the Wind excerpts*
- Supplemental Readings: Various history journals, political cartoons, magazine and newspaper articles
- Websites: History Channel, Teaching American History, National Museum of African American History and Culture, Smithsonian's History Explorer, Library of Congress, EDSITEment, National Archives, Facing History and Ourselves, National Geographic

### Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil during War and the 13th, 14th, and 15th Amendments the 19th century.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Analyze the Reconstruction Amendments and explain the state laws created to undermine them.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Analyze the extent of change in the relationship between the national and state governments as a result of the Civil during War and the 13th, 14th, and 15th Amendments the 19th century.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define the Reconstruction Amendments and the rights they gave to certain groups of people.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compile an argument for both sides weighing the pros and cons of each Reconstruction Plan.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the different Reconstruction Plans and which sides created them.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Complete an argumentative essay in which you answer the prompt with evidence, "Was the Reconstruction Amendments successful?"</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Describe the positive and negative effects the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments had on African Americans.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	<p><u>Consider these ideas for your students and which you think works best for you:</u></p> <ul style="list-style-type: none"> <li>Provide an Alternative to the Processing Activity</li> <li>Create a writing assignment</li> <li>Draw Parallels Between History and Today</li> <li>Research Project</li> <li>Extend the Activity</li> </ul>
<b>Struggling Learners</b>	<p><u>Consider these ideas for your students and which you think works best for you:</u></p> <ul style="list-style-type: none"> <li>Modify the Processing Activity</li> <li>Provide Support for the Reading Notes</li> </ul> <p>Other suggestions:</p> <ul style="list-style-type: none"> <li>High/low pairings</li> <li>adjust the length of time to complete a project or assignment</li> <li>Allow students to answer fewer or different questions on notes and assessments</li> <li>Create alternate projects or assignments</li> <li>Speech to text program</li> <li>Work in a small group setting</li> </ul>
<b>English Language Learners</b>	<p>Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></p>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> <li>Variation of output: adapting how a student can respond to instruction</li> </ul>



	<ul style="list-style-type: none"> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

**Themes:**

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

**Skills:**

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

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## Unit 4 Title: Industrial America

### Unit Description:

In the late 1800s, growing numbers of white settlers move to the West, and native Americans lose their lands. Technological innovations and the growth of the railroad industry helped also fuel an industrial boom. Pursuit of economic opportunity led settlers to push westward and confront established Native American cultures. With the help of cowboys, the cattle industry thrives as the Native American culture of the Great plains declines. Industry booms as natural resources, creative ideas, and growing markets fuel technological development. This second wave of American Industrial Revolution coincides with the growing tensions in Europe causing a wave of immigrants to reach American shores looking for employment and the “American Dream.” The expansion of industry in the North results in the growth of big business and in the formation of unions by laborers seeking to better their working conditions and pay.

**Note:** Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

### Unit Duration: 5 – 6 weeks

### Desired Results

#### Standard(s):

#### Social Studies Core Content Standards

6.1.12.GeoPP.5.a; 6.1.12.EconEM.5.a; 6.1.12.CivicsDP.5.a; 6.1.12.GeoHE.5.a; 6.1.12.EconEM.5.a; 6.1.12.HistoryCA.3.b; 6.1.12.HistoryNM.5.b; 6.1.12.HistoryCA.5.a; 6.1.12.EconEM.6.a; 6.1.12.EconNE.6.a; 6.1.12.HistoryCC.6.b

#### NJSLS ELA

RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.10; WHST.9-10.1A; WHST.9-10.2D; WHST.9-10.4; WHST.9-10.5; WHST.9-10.9; WHST.9-10.10

#### Indicators:

#### Content-Specific Learning Targets:

1. 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.
2. Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
3. Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
4. Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

5. Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6. Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
7. Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
8. Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
9. Determine how supply and demand influenced price and output during the Industrial Revolution.
10. Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
11. Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.

#### Historical Thinking Skills:

5. Identify and explain historical developments and processes.
  - a. Identify a historical concept, development, or process
  - b. Explain a historical concept, development, or process
6. Analyze the context of historical events, developments, or processes.
  - a. Identify and describe a historical context for a specific historical development or process
  - b. Explain how a specific historical development or process is situated within a broader historical context
7. Analyze patterns and connections between and among historical developments and processes using historical reasoning (comparison, causation, continuity and change)
  - a. Identify patterns among or connections between historical developments or processes
  - b. Explain how a historical development or process relates to another historical development or process
8. Develop an argument.
  - a. Make a historically defensible claim
  - b. Support an argument using specific and relevant evidence
    - i. Describe specific examples of historically relevant evidence
    - ii. Explain how specific examples of historically relevant evidence support an argument

<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change to promote the common good and strive to protect human rights</li> <li>• To better understand the historical perspective, one must consider historical context.</li> <li>• Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</li> <li>• Complex interacting factors influence people's perspective.</li> <li>• Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> <li>• Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.</li> <li>• Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</li> <li>• Resources impact what is produced and employment opportunities.</li> <li>• Complex interacting factors influence people's perspective.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the United States become an industrialized society after the Civil War?</li> <li>• How was the West transformed economically and socially in this period?</li> <li>• Why do people migrate?</li> <li>• How did the economic development of this time affect American freedom?</li> <li>• What were the overall positive and negative effects of industrialization on America?</li> </ul>
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## Assessment Evidence

### Performance Tasks:

- Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Class Participation and Preparation
- Class Discussion Questioning Strategies

### Other Evidence:

- Use of digital platforms (quizziz, Newsela, nearpod, kahoot, etc.)
- Choice board activities
- Conferences
- Quizzes (Teacher or Book Generated)
- Student Performance during Critical Thinking/Cooperative Learning
- Activities i.e. role play, simulation, etc.
- Observations
- Project Based Assessment w/grading rubric and clearly defined criteria
- Writing Assessments w/grading rubric and clearly defined criteria
- Self and Peer Evaluation
- Student Conferences
- Student Record Keeping

### Benchmarks:

Social Studies 9-12 Folder

## Learning Plan

### Learning Activities:

#### Week One - Two:

- Students will explore the second Westward Expansion “boom” post-Civil War
  - Discuss the Homestead Act and the impact of the railroad construction
  - Research the final Indigenous land misappropriation by the US government
    - Including forced assimilation, the massacre of Wounded Knee
    - Define the Dawes Act and compare to Jim Crow laws of the South
    - Complete study by analyzing how these travesties have had a lasting impact on Indigenous Peoples

#### Week Three – Five

- Students will interpret the factors that led to rapid urbanization
  - Examine the push/pull factors of immigration and the biases Americans had against new immigrants
  - Identify the class struggle of immigrant's vs nonimmigrants in the work force and the emergence of child labor and the difference in the treatment of “skilled” vs “unskilled” workers
  - Begin discussing the early stages of the migration of African Americans to northern and midwestern cities.
  - Recognize the growth of the Midwest cities due to railroads and the booming cattle industry
  - Discuss the steel and coal industry and the corruption of company towns

- Government and Business corruption
  - o Examine the robber barons of the time as well as monopolies in certain industries
  - o Cronyism in the state and federal government during a range of weak Presidents
  - o Correlate these corruptions of the rise of societal ideas of Social Darwinism and free market ideas

#### Week Six

- Categorize the above issues brewing in our nation and how is leading to class struggles and resentments
- Begin the discussions of strikes and riots that emerged to fight large corporations

Materials Used in Unit can be found: Social Studies 9-12 Folder

#### Resources:

- Textbook: U.S. History: America Through the Lens by National Geographic Learning/Cengage - Copyright 2019
- Textbook Resources: The History Notebook, Archaeology in U.S. History, American Stories, Curating History, American Places, Through the Lens, National Geographic Explorer Lessons, American Voices, American Galleries, Formative and Summative assessments, Historical Thinking questions, Guided Discussion Questions, Projects, Mindtap, Document Based Questions
- Videos: *America: The Story of Us*, *The Men Who Built America*, *The Canary Effect*, *Mississippi Burning*; *Bury My Heart at Wounded Knee*, *Dances with Wolves*, *Far and Away*
- Supplemental Readings: Various history journals, political cartoons, magazine and newspaper articles
- Websites: History Channel, Teaching American History. National Museum of African American History and Culture, Smithsonian's History Explorer, Library of Congress, EDSITEment, National Archives, Facing History and Ourselves, National Geographic

### Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

#### Standard(s):

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Compare the discrimination these marginalized groups faced at the turn of the 20<sup>th</sup> century with the pervasive discrimination still found today.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• List the kinds of discrimination new immigrants, Native Americans and African Americans faced in our country.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>



<b>Standard(s):</b> 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use the ideas of corporations and monopolies during the early 20<sup>th</sup> century and compare them to modern technological monopolies.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define the terms corporations and monopolies and how they effect our country.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>
<b>Standard(s):</b> <ul style="list-style-type: none"> <li>6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</li> </ul>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Expand the argument on rapid urbanization and its effects into a evidence based essay.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Give 3 examples of how our country rapidly grew in urban areas.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	<p>Consider these ideas for your students:</p> <ul style="list-style-type: none"> <li>• Provide an Alternative to the Processing Activity</li> <li>• Create a writing assignment</li> <li>• Research Project</li> <li>• Extend the Activity</li> </ul>
<b>Struggling Learners</b>	<p>Consider these ideas for your students:</p> <ul style="list-style-type: none"> <li>• Provide Support for the Reading Notes</li> <li>• Supplement with a Newsela article</li> </ul> <p>Other suggestions:</p> <ul style="list-style-type: none"> <li>• High/low pairings</li> <li>• adjust the length of time to complete a project or assignment</li> <li>• Allow students to answer fewer or different questions on notes and assessments</li> <li>• Create alternate projects or assignments</li> <li>• Speech to text program</li> <li>• Work in a small group setting</li> </ul>
<b>English Language Learners</b>	<p>Coordinate with English Language Learner advisor to modify activities where appropriate:</p> <p><a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></p>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>

<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.	
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### Interdisciplinary Connections

#### Indicators:

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- **WHST.9-10.1A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **WHST.9-10.2D:** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- **WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.9-10.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Integration of 21<sup>st</sup> Century Skills

#### Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

#### Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

#### Skills:

Think Creatively

Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

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## Unit 5 Title: Progressive Era

### Unit Description:

The Progressive Era was a period of widespread social activism and political reform across the United States that spanned the 1890s to the 1920s. Progressive Era reformers sought to harness the power of federal government to eliminate unethical and unfair business practices, reduce corruption, and counteract the negative social effects of industrialization. The main objectives of the Progressive movement were addressing problems caused by industrialization, urbanization, immigration, and political corruption.

**Note:** Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

### Unit Duration: 4 – 5 weeks

### Desired Results

#### Standard(s):

#### Social Studies Core Content Standards

6.1.12.CivicsDP.5.a; 6.1.12.HistoryCC.5.a; 6.1.12.CivicsDP.6.a; 6.1.12.CivicsDP.6.b; 6.1.12.CivicsPR.6.a; 6.1.12.HistoryCC.6.d; 6.1.12.GeoHE.6.a; 6.1.12.GeoGM.6.a; 6.1.12.HistoryCA.6.a

#### NJSLS ELA

RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.10; WHST.9-10.1A; WHST.9-10.2D; WHST.9-10.4; WHST.9-10.5; WHST.9-10.9; WHST.9-10.10

#### Indicators:

Content-Specific Learning Targets:

1. Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
2. Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
3. Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
4. 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.
5. Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6. Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

7. 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.
8. Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
9. Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

**Historical Thinking Skills:**

1. Identify and explain historical developments and processes.
  - a. Identify a historical concept, development, or process
  - b. Explain a historical concept, development, or process
2. Analyze the context of historical events, developments, or processes.
  - a. Identify and describe a historical context for a specific historical development or process
  - b. Explain how a specific historical development or process is situated within a broader historical context
3. Analyze patterns and connections between and among historical developments and processes using historical reasoning (comparison, causation, continuity and change)
  - a. Identify patterns among or connections between historical developments or processes
  - b. Explain how a historical development or process relates to another historical development or process
4. Develop an argument.
  - a. Make a historically defensible claim
  - b. Support an argument using specific and relevant evidence
    - i. Describe specific examples of historically relevant evidence
    - ii. Explain how specific examples of historically relevant evidence support an argument

**Understandings:**

*Students will understand that...*

- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights
- To better understand the historical perspective, one must consider historical context.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Complex interacting factors influence people's perspective.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.

**Essential Questions:**

- Why was the city such a central element in Progressive America?
- How did the Progressive presidents foster the rise of the nation- state?
- What reforms and expansion took place during the Progressive Era?
- How did the labor and women's movements challenge the nineteenth-century meanings of American freedom?

<ul style="list-style-type: none"> <li>• Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</li> <li>• Resources impact what is produced and employment opportunities.</li> <li>• Complex interacting factors influence people's perspective.</li> </ul>	
Assessment Evidence	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)</li> <li>• Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)</li> <li>• Class Participation and Preparation</li> <li>• Class Discussion Questioning Strategies</li> </ul> <p><b><u>Summative Assessment(s)</u></b></p> <ul style="list-style-type: none"> <li>• Benchmark Assessment</li> <li>• Mid-term/Final Exam</li> <li>• Reading Challenge-Post Assessment</li> <li>• Unit Test (Teacher/Department generated)</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Use of digital platforms (Quizziz, Newsela, Nearpod, Kahoot, etc.)</li> <li>• Choice board activities</li> <li>• Conferences</li> <li>• Quizzes (Teacher or Book Generated)</li> <li>• Student Performance during Critical Thinking/Cooperative Learning</li> <li>• Activities i.e. role play, simulation, etc.</li> <li>• Observations</li> <li>• Project Based Assessment w/grading rubric and clearly defined criteria</li> <li>• Writing Assessments w/grading rubric and clearly defined criteria</li> <li>• Self and Peer Evaluation</li> <li>• Student Conferences</li> <li>• Student Record Keeping</li> </ul>
<p><b>Benchmarks:</b></p> <p>Social Studies 9-12 Folder</p>	



## Learning Plan

### Learning Activities:

#### Week One:

- Review from previous unit of the prevalent corruption in certain labor industries that leads to the creation of labor unions
  - o Note the racism, sexism and xenophobia that developed in certain union organizations
- Describe the working conditions that men, women and children were subjected to during this time period
  - o Ex. : newsies boys, meatpacking industry, textile industry
- Define the term muckraking and learn about the famous journalists at the time who helped exposed corruption

#### Week Two – Three:

- Review the Presidents of the Progressive Era and their contributions
  - o Roosevelt, Taft, Wilson
- Discuss the Women’s Movement to gain political rights as well as labor reforms
  - o Note the prevalent racism within the women’s movement and the divide especially after the 15<sup>th</sup> Amendment was passed
- Analyze how the Temperance movement was interwoven
- Discuss Food & Drug Safety issues and the laws passed to prevent the unsanitary and dangerous conditions
- Identify the conservation movement during the Progressive Era

#### Week Four – Five:

- Review a previous unit’s discussion of Jim Crow Era segregation, racism and violence that leads to the largest movement of people in the US known as “The Great Migration”
- Summarize the Election of 1912 and compare to modern elections with a split ticket
- Analyze the “Progressive Amendments” created during this era and their lasting legacy on our country

Materials Used in Unit can be found: Social Studies 9-12 Folder

### Resources:

- Textbook: U.S. History: America Through the Lens by National Geographic Learning/Cengage - Copyright 2019
- Textbook Resources: The History Notebook, Archaeology in U.S. History, American Stories, Curating History, American Places, Through the Lens, National Geographic Explorer Lessons, American Voices, American Galleries, Formative and Summative assessments, Historical Thinking questions, Guided Discussion Questions, Projects, Mindtap, Document Based Questions
- Videos including but not limited to: *America: The Story of Us*, *The Men Who Built America*, *Iron Jawed Angels*
- Supplemental Readings: Various history journals, political cartoons, magazine and newspaper articles
- Websites: History Channel, Teaching American History, National Museum of African American History and Culture, Smithsonian’s History Explorer, Library of Congress, EDSITEment, National Archives, Facing History and Ourselves, National Geographic

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

### Standard(s):

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Research and analyze the different organizations within the women's movements and categorize their individual plans to achieve their goals.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the key people and events of the women's movement.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Standard(s):

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Analyze the successes and failures of multiple Progressive reforms with evidence in a written response.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explain at least 2 Progressive movements and if they were successful.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Standard(s):

6.1.12.CivicsDP.6.b: 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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of racial tensions in the North and South as the Great Migration begins.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Describe the Supreme Court Case Plessy v. Ferguson and the effects it had on our country.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Consider these ideas for your students:</p> <ul style="list-style-type: none"> <li>• Provide an Alternative to the Processing Activity</li> <li>• Create a writing assignment</li> <li>• Draw Parallels Between History and Today</li> <li>• Research Project</li> <li>• Extend the Activity</li> </ul>
<b>Struggling Learners</b>	<p>Consider these ideas for your students:</p> <ul style="list-style-type: none"> <li>• High/low pairings</li> <li>• adjust the length of time to complete a project or assignment</li> <li>• Allow students to answer fewer or different questions on notes and assessments</li> <li>• Create alternate projects or assignments</li> <li>• Speech to text program</li> <li>• Work in a small group setting</li> </ul>
<b>English Language Learners</b>	<p>Coordinate with English Language Learner advisor to modify activities where appropriate:  <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></p>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.  Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b> Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development	

of appropriate plans.	
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### Interdisciplinary Connections

#### Indicators:

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- **WHST.9-10.1A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **WHST.9-10.2D:** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- **WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.9-10.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Indicators:**

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21<sup>st</sup> century interdisciplinary themes into key subjects:

**Themes:**

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

**Skills:**

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

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## Unit 6 Title: The Great War

### Unit Description:

The United States declared war on Germany on April 6, 1917, nearly three years after World War I started. Before entering the war, the U.S. had remained neutral, though it had been an important supplier to the United Kingdom, France, and the other Allied powers. The U.S. made its major contributions in terms of supplies, raw material, and money, starting in 1917. The war saw a dramatic expansion of the United States government in an effort to harness the war effort and a significant increase in the size of the U.S. Armed Forces. Under the leadership of President Woodrow Wilson, the war represented the climax of the Progressive Era as it sought to bring reform and democracy to the world, although there was substantial public opposition to U.S. entry into the war.

**Note:** Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

### Unit Duration: 4 weeks

### Desired Results

#### Standard(s):

#### Social Studies Core Content Standards

6.1.12.HistoryCC.6.c; 6.1.12.CivicsDP.7.a; 6.1.12.EconNM.7.a; 6.1.12.HistoryCC.7.a; 6.1.12.HistoryCA.7.a; 6.1.12.HistoryCA.7.b; 6.1.12.HistoryCA.7.c; 6.1.12.HistoryUP.7.a

#### NJSLS ELA

RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.10; WHST.9-10.1A; WHST.9-10.2D; WHST.9-10.4; WHST.9-10.5; WHST.9-10.9; WHST.9-10.10

#### Indicators:

##### Content-Specific Learning Targets:

1. 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.
2. Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
3. Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
4. Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
5. Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
6. Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
7. Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

8. Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

#### Historical Thinking Skills:

1. Identify and explain historical developments and processes.
  - a. Identify a historical concept, development, or process
  - b. Explain a historical concept, development, or process
2. Analyze sourcing and situation of primary and secondary sources.
  - a. Identify a source's point of view, purpose, historical situation, and/or audience
  - b. Explain the point of view, purpose, historical situation, and/or audience of a source
  - c. Explain the significance of a source's point of view, historical situation, and/or audience, including how these might limit the use(s) of a source.
3. Analyze arguments in primary and secondary sources.
  - a. Identify and describe a claim and/or argument in a text-based to non-text-based source.
  - b. Identify the evidence used in a source to support an argument.
  - c. Compare the arguments or main ideas of two sources.
  - d. Explain how claims or evidence support, modify, or refute a source's argument
4. Analyze the context of historical events, developments, or processes.
  - a. Identify and describe a historical context for a specific historical development or process
  - b. Explain how a specific historical development or process is situated within a broader historical context
5. Analyze patterns and connections between and among historical developments and processes using historical reasoning (comparison, causation, continuity and change)
  - a. Identify patterns among or connections between historical developments or processes
  - b. Explain how a historical development or process relates to another historical development or process
6. Develop an argument.
  - a. Make a historically defensible claim
  - b. Support an argument using specific and relevant evidence
    - i. Describe specific examples of historically relevant evidence
    - ii. Explain how specific examples of historically relevant evidence support an argument

#### Understandings:

*Students will understand that...*

- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights
- To better understand the historical perspective, one must consider historical context.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Complex interacting factors influence people's perspective.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Democratic principles concerning universal human rights, concepts of equality, and the

#### Essential Questions:

- In what ways did the Progressive presidents promote the expansion of American power overseas?
- How did the United States get involved in World War I?
- How did the United States mobilize resources and public opinion for the war effort?
- How did the war affect race relations in the United States?
- How did World War I affect the United States politically, economically, and socially?

<p>commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.</p> <ul style="list-style-type: none"> <li>• Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</li> <li>• Resources impact what is produced and employment opportunities.</li> <li>• Complex interacting factors influence people's perspective.</li> </ul>	
Assessment Evidence	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)</li> <li>• Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)</li> <li>• Class Participation and Preparation</li> <li>• Class Discussion Questioning Strategies</li> </ul> <p><b><u>Summative Assessment(s)</u></b></p> <ul style="list-style-type: none"> <li>• Benchmark Assessment</li> <li>• Mid-term/Final Exam</li> <li>• Reading Challenge-Post Assessment</li> <li>• Unit Test (Teacher/Department generated)</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Use of digital platforms (Quizziz, Newsela, Nearpod, Kahoot, etc.)</li> <li>• Choice board activities</li> <li>• Conferences</li> <li>• Quizzes (Teacher or Book Generated)</li> <li>• Student Performance during Critical Thinking/Cooperative Learning</li> <li>• Activities i.e. role play, simulation, etc.</li> <li>• Observations</li> <li>• Project Based Assessment w/grading rubric and clearly defined criteria</li> <li>• Writing Assessments w/grading rubric and clearly defined criteria</li> <li>• Self and Peer Evaluation</li> <li>• Student Conferences</li> <li>• Student Record Keeping</li> </ul>



## Benchmarks:

Social Studies 9-12 Folder

## Learning Plan

### Learning Activities:

#### Week One:

- Explore the United States' foreign policy and how it was imperialistic in nature and we imposed our influence in South and Latin America
  - o Review motivations for imperialistic policies in the Americas
- Analyze these events and answer the question , “ Was America a Hero or a Bully?”

#### Week Two:

- Discuss the crumbling of our nation’s isolationist policies and our attempts at neutrality during WWI
- Describe the foreign policy at the time and our economic dealings with Allied Countries
- Explain the events that turned the public opinion of entering WWI and led to a wave of domestic propaganda to enter or stay neutral during WWI

#### Week Three:

- America enters WWI : discuss WWI weapons technology and trench warfare
- Describe the home front experience for US citizens including marginalized groups
- Discuss the African American experience when serving in Europe during WWI

#### Week Four:

- WWI Ends
  - o Describe the differences in the treatment of soldiers returning home , specifically African American soldiers
  - o Analyze Wilson’s 14 points and the Treaty of Versailles
  - o Identify the creation of the United Nation’s and the US governments involvement
  - o Theorize how the ending of WWI and the land reorganization led to future conflicts and the rise of authoritarian regimes

Materials Used in Unit can be found: Social Studies 9-12 Folder

### Resources:

- Textbook: U.S. History: America Through the Lens by National Geographic Learning/Cengage - Copyright 2019
- Textbook Resources: The History Notebook, Archaeology in U.S. History, American Stories, Curating History, American Places, Through the Lens, National Geographic Explorer Lessons, American Voices, American Galleries, Formative and Summative assessments, Historical Thinking questions, Guided Discussion Questions, Projects, Mindtap, Document Based Questions
- Videos including but not limited to: *America: The Story of Us, 1917, The Lost Battalion*
- Supplemental Readings: Various history journals, political cartoons, magazine and newspaper articles
- Websites: History Channel, Teaching American History. National Museum of African American History and Culture, Smithsonian’s History Explorer, Library of Congress, EDSITEment, National Archives, Facing History and Ourselves, National Geographic

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

6.1.12.HistoryCC.6.c: 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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and contrast the foreign policies of the early 20<sup>th</sup> century with the foreign policies of the modern US government.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explain 2 examples of the United States exerting its influence on other countries.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Research and explain the relationship between Wilson and the US Congress and how this caused conflict with WWI treaties.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Summarize Wilson's 14 Points and his contribution to the Treaty of Versailles</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Answer this objective in the form of a 5 paragraph essay with evidence.</li> </ul>
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<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Name 3 countries that resented the terms of the Treaty of Versailles.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>
<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	Consider these ideas for your students: <ul style="list-style-type: none"> <li>Provide an Alternative to the Processing Activity</li> <li>Create a writing assignment</li> <li>Draw Parallels Between History and Today</li> <li>Research Project</li> <li>Extend the Activity</li> </ul>
<b>Struggling Learners</b>	Consider these ideas for your students: <ul style="list-style-type: none"> <li>High/low pairings</li> <li>adjust the length of time to complete a project or assignment</li> <li>Allow students to answer fewer or different questions on notes and assessments</li> <li>Create alternate projects or assignments</li> <li>Speech to text program</li> <li>Work in a small group setting</li> </ul>
<b>English Language Learners</b>	Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a>
<b>Learners with an IEP</b>	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> <li>Variation of output: adapting how a student can respond to instruction</li> <li>Variation of size: adapting the number of items the student is expected to complete</li> <li>Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and</a>

<a href="#">Educator Guide to Section 504</a> to assist in the development of appropriate plans.	
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## Interdisciplinary Connections

### Indicators:

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- **WHST.9-10.1A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **WHST.9-10.2D:** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- **WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.9-10.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21<sup>st</sup> century interdisciplinary themes into key subjects:

### Themes:

Global Awareness  
Civic Literacy  
Environmental Literacy  
Information, Media, and Technology

### Skills:

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

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## Unit 7 Title: Roaring Twenties

### Unit Description:

The Roaring Twenties were a period in history of dramatic social and political change. For the first time, more Americans lived in cities than on farms. The nation's total wealth more than doubled between 1920 and 1929, and this economic growth swept many Americans into an affluent but unfamiliar "consumer society." People from coast to coast bought the same goods (thanks to nationwide advertising and the spread of chain stores), listened to the same music, did the same dances and even used the same slang. Many Americans were uncomfortable with this new, urban, sometimes racy "mass culture;" in fact, for many—even most—people in the United States, the 1920s brought more conflict than celebration. However, for a small handful of young people in the nation's big cities, the 1920s were roaring indeed.

**Note:** Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black

History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

**Unit Duration: 4 weeks**

**Desired Results**

**Standard(s):**

**Social Studies Core Content Standards**

6.1.12.CivicsHR.8.a; 6.1.12.GeoHE.8.a; 6.1.12.EconET.8.a; 6.1.12.EconNM.8.a; 6.1.12.HistoryCC.8.a;  
6.1.12.HistoryCC.8.b; 6.1.12.HistoryCC.8.c

**NJSLS ELA**

RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.10; WHST.9-10.1A; WHST.9-10.2D; WHST.9-10.4; WHST.9-10.5; WHST.9-10.9; WHST.9-10.10

**Indicators:**

Content-Specific Learning Targets:

1. Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
2. Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
3. 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.
4. Analyze the push-pull factors that led to the Great Migration.
5. Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6. Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
7. Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture

Historical Thinking Skills:

1. Identify and explain historical developments and processes.
  - a. Identify a historical concept, development, or process
  - b. Explain a historical concept, development, or process
2. Analyze sourcing and situation of primary and secondary sources.
  - a. Identify a source's point of view, purpose, historical situation, and/or audience
  - b. Explain the point of view, purpose, historical situation, and/or audience of a source
  - c. Explain the significance of a source's point of view, historical situation, and/or audience, including how these might limit the use(s) of a source.
3. Analyze arguments in primary and secondary sources.
  - a. Identify and describe a claim and/or argument in a text-based to non-text-based source.
  - b. Identify the evidence used in a source to support an argument.
  - c. Compare the arguments or main ideas of two sources.
  - d. Explain how claims or evidence support, modify, or refute a source's argument
4. Analyze the context of historical events, developments, or processes.

- a. Identify and describe a historical context for a specific historical development or process
  - b. Explain how a specific historical development or process is situated within a broader historical context
5. Analyze patterns and connections between and among historical developments and processes using historical reasoning (comparison, causation, continuity and change)
  - a. Identify patterns among or connections between historical developments or processes
  - b. Explain how a historical development or process relates to another historical development or process
6. Develop an argument.
  - a. Make a historically defensible claim
  - b. Support an argument using specific and relevant evidence
    - i. Describe specific examples of historically relevant evidence
    - ii. Explain how specific examples of historically relevant evidence support an argument

#### **Understandings:**

*Students will understand that...*

- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights
- To better understand the historical perspective, one must consider historical context.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Complex interacting factors influence people's perspective.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- Resources impact what is produced and employment opportunities.

#### **Essential Questions:**

- How did the roaring twenties both divide and unite Americans?
- Who benefited and who suffered in the new consumer society of the 1920s?
- In what ways did the government promote business interests in the 1920s?
- Why did the protection of civil liberties gain importance in the 1920s?

<ul style="list-style-type: none"> <li>• Complex interacting factors influence people's perspective.</li> </ul>	
Assessment Evidence	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)</li> <li>• Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)</li> <li>• Class Participation and Preparation</li> <li>• Class Discussion Questioning Strategies</li> </ul> <p><b><u>Summative Assessment(s)</u></b></p> <ul style="list-style-type: none"> <li>• Benchmark Assessment</li> <li>• Mid-term/Final Exam</li> <li>• Reading Challenge-Post Assessment</li> <li>• Unit Test (Teacher/Department generated)</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Use of digital platforms (Quizziz, Newsela, Nearpod, Kahoot, etc.)</li> <li>• Choice board activities</li> <li>• LATIC activities</li> <li>• Conferences</li> <li>• Quizzes (Teacher or Book Generated)</li> <li>• Student Performance during Critical Thinking/Cooperative Learning</li> <li>• Activities i.e. role play, simulation, etc.</li> <li>• Observations</li> <li>• Project Based Assessment w/grading rubric and clearly defined criteria</li> <li>• Writing Assessments w/grading rubric and clearly defined criteria</li> <li>• Self and Peer Evaluation</li> <li>• Student Conferences</li> <li>• Student Record Keeping</li> </ul>
<p><b>Benchmarks:</b></p> <p>Social Studies 9-12 Folder</p>	
Learning Plan	



## Learning Activities:

### Week One and Two:

- Aftermath of WWI at home:
  - o Fears of fascism in American Government
  - o The Great Migration post WWI and “White Flight” fears in suburban areas and “redlining” neighborhoods
  - o Discuss the women’s right to vote and was finally gained by the passing of the 19<sup>th</sup> Amendment
  - o Analyze the post war economy and its effects on different groups in society

### Week Three and Four:

- Cultural Post WWI Changes
  - o Discuss how the Great Migration effected culture, ex “ Harlem Renaissance”
  - o “Flapper” lifestyle vs prohibition
  - o Rise of crime in urban areas
  - o Agricultural advancements that led to land struggles and economic issues in the Midwest

Materials Used in Unit can be found: Social Studies 9-12 Folder

### Resources:

- Textbook: U.S. History: America Through the Lens by National Geographic Learning/Cengage - Copyright 2019
- Textbook Resources: The History Notebook, Archaeology in U.S. History, American Stories, Curating History, American Places, Through the Lens, National Geographic Explorer Lessons, American Voices, American Galleries, Formative and Summative assessments, Historical Thinking questions, Guided Discussion Questions, Projects, Mindtap, Document Based Questions
- Videos including but not limited to: *America: The Story of Us*, *Prohibition by Ken Burns*
- Supplemental Readings: Various history journals, political cartoons, magazine and newspaper articles
- Websites: History Channel, Teaching American History. National Museum of African American History and Culture, Smithsonian’s History Explorer, Library of Congress, EDSITEment, National Archives, Facing History and Ourselves, National Geographic

## Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

### Standard(s):

6.1.12.EconET.8.a: 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.

4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Analyze the interwar period and predict the potential pitfalls.</li></ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• 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.</li></ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Give an example of a social, cultural and technological change that occurred after WWI.</li></ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>

<b>0.0</b>	<b>Even with help, no success</b>
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<b>Standard(s):</b> 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate the tensions and problems that led to the Great Migration and its lasting legacy in Northern cities.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>List the causes of the Great Migration.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explain the agricultural expansion and examine what groups could be affected negatively and positively.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the types of agricultural production expansions and the problems they can cause.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Consider these ideas for your students:</p> <ul style="list-style-type: none"> <li>• Provide an Alternative to the Processing Activity</li> <li>• Create a writing assignment</li> <li>• Draw Parallels Between History and Today</li> <li>• Research Project</li> <li>• Extend the Activity</li> </ul>
<b>Struggling Learners</b>	<p>Consider these ideas for your students:</p> <ul style="list-style-type: none"> <li>• High/low pairings</li> <li>• adjust the length of time to complete a project or assignment</li> <li>• Allow students to answer fewer or different questions on notes and assessments</li> <li>• Create alternate projects or assignments</li> <li>• Speech to text program</li> <li>• Work in a small group setting</li> </ul>
<b>English Language Learners</b>	<p>Coordinate with English Language Learner advisor to modify activities where appropriate:  <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></p>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.  Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- **WHST.9-10.1A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **WHST.9-10.2D:** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- **WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.9-10.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

### Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

### Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

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