

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

GLOBAL STUDIES MAGNET PROGRAM

HONORS THE UNITED STATES IN THE WORLD

Grade Level: 10

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 25, 2008

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

United States in the World (Honors) is a year long, honors level course that creates a long-lasting understanding of the foundations of America and the nation's evolution over time. The goal of this course is to instill in each Contemporary Global Issues student the skills and knowledge to understand the rise of the American nation, through understanding the colonization, foundation and growth of the nation. Students will exit this course with an understanding of how the United States has grown from an experiment in democracy to entering the path of becoming a contemporary world leader.

Course Description

This course prepares students to use higher level thinking to critically analyze and evaluate problems, decisions and turning points in American History. Honors United States in the World is the pre-requisite to AP United States History. This course, through methods of testing, projects, writing, in-class debate and discussion and independent learning introduces students to the skills required to be successful in an AP class, on the AP exam and in their higher-level studies after high school.

The objective of this course is to have students understand the foundations of American culture, economy, politics and society through a variety of learning endeavors. Students will participate in class simulation activities, independent learning and other activities in a collegiate style learning environment.

**Freehold Regional High School District
Curriculum Map**

Honors The United States in the World

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1A1, 7 6.2A3, 5; B5; D1 6.4E1-5; G2, 8.1A1, 5-6, 8-9; B7, 11-12 8.2A3; C2-3	The meaning of “liberty” encompasses personal and political freedoms that a society affords its citizens.	What does “liberty” mean in America? Why is freedom important to Americans?	Pre-tests, pre-writes and analysis of prior student work	Student self-reflection, peer editing, writing assignment feedback, daily discussion and analysis of topic, and quizzes	Unit tests, papers and projects
6.1A1 6.2A3, 5; B5; D1-2, 4 6.4E6, 8 6.5A4; B3 6.6B3 8.1A1, 5-6, 8-9; B7, 11-12 8.2A3, 8.2C2, 3	America’s approach to the world has changed to accommodate the needs and beliefs of different time periods.	Why is nationalism important to the success of a nation? Does America always approach the world in the same way and with the same goals?	Pre-tests, pre-writes and analysis of prior student work	Student self-reflection, peer editing, writing assignment feedback, daily discussion and analysis of topic, quizzes	Unit tests, papers and projects
6.1A1, 6.1A7 6.2A1, 4; B5, C2, 4; D2 6.4E6, 7-9; G2 6.5A1, 6; B1 8.1A1, 5-6, 8-9; B7, 11-12 8.2A3; C2-3	Governing power in America is divided between national, state, and local institutions.	Who holds power in the United States? How does the Constitution work? How has the growth of our economy altered the organization of our government?	Pre-tests, pre-writes and analysis of prior student work	Student self-reflection, peer editing, writing assignment feedback, daily discussion and analysis of topic, quizzes	Unit tests, papers and projects
6.1A1 6.2A1, 5; B5; C2, 4 6.4E7, 9; G2 6.5B5 8.1A1, 5-6, 8-9; B7, 11-12 8.2A3; C2-3	Individual leaders and political parties have both altered the direction of our nation.	How have presidential policies and the ideals of leaders shaped our nation? How have political parties influenced the direction of American politics?	Pre-tests, pre-writes and analysis of prior student work	Student self-reflection, peer editing, writing assignment feedback, daily discussion and analysis of topic, quizzes	Unit tests, papers and projects

¹ Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1A1, 7 6.2A3, 5; B4-5 6.4E6, 8; G1-3 6.6B3 8.1A1, 5-6, 8-9; B7, 11-12 8.2A3; C2-3	The meaning of “equality” is subject to prevailing beliefs in different time periods.	What does it mean to say that “all men are created equal?” How has the meaning of “equality” changed over time?	Pre-tests, pre-writes and analysis of prior student work	Student self-reflection, peer editing, writing assignment feedback, daily discussion and analysis of topic, quizzes	Unit tests, papers and projects
6.1A1 6.2C4; E2 6.4F1-4 6.5A8 6.6A5; B3; D2-4; E5 8.1A1, 5-6, 8-9; B7, B11-12 8.2A3; C2-3	Geography has played an enormous role in the development of the United States.	How does geography impact settlement and culture? How has regional character impacted the direction of the nation? How has the expansion of the United States impacted upon American politics, society and economics?	Pre-tests, pre-writes and analysis of prior student work	Student self-reflection, peer editing, writing assignment feedback, daily discussion and analysis of topic, quizzes	Unit tests, papers and projects
6.1A1, 7 6.2A3, 5; B4, 5 6.3D6 6.4D1-5 6.6B3 8.1A1, 5-6, 8-9; B7, 11-12 8.2A3; C2-3	Contact with European nations and the United States impacted upon aboriginal cultures.	What were the causes and effects of the institution of slavery in the United States? How did expansion in North America impact upon native cultures?	Pre-tests, pre-writes and analysis of prior student work	Student self-reflection, peer editing, writing assignment feedback, daily discussion and analysis of topic, quizzes	Unit tests, papers and projects

**Freehold Regional High School District
Course Proficiencies and Pacing**

Honors The United States in the World

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit 1: Discovery and the British American Colonies	Geography has played an enormous role in the development of the United States. Contact with European nations and the United States impacted upon aboriginal cultures. 1. Students will understand how the settlement of the New World led to the enduring American culture and the lasting alterations of the American environment.	4 Weeks
Unit 2: American Revolution	The meaning of “liberty” encompasses personal and political freedoms that a society affords its citizens. The meaning of “equality” is subject to prevailing beliefs in different time periods. 1. Students will understand the origins and effects of the American Revolution.	4 Weeks
Unit 3: Building the New Nation	Individual leaders and political parties have both altered the direction of our nation. Governing power in America is divided between national, state, and local institutions. 1. Students will understand the foundations of the American government and how the Articles of Confederation and Constitution have shaped current American government and society.	4 Weeks
Unit #4: Jefferson, Nationalism and Expansion	Individual leaders and political parties have both altered the direction of our nation. America’s approach to the world has changed to accommodate the needs and beliefs of different time periods. 1. Students will understand the impact of expansionism under Jefferson and how the different national sectors arose and sowed the seeds of future conflict.	4 Weeks
Unit 5: The Age of Jackson and Manifest Destiny	Individual leaders and political parties have both altered the direction of our nation. Geography has played an enormous role in the development of the United States. Contact with European nations and the United States impacted upon aboriginal cultures. 1. Students will understand the impact of the Age of Jackson as well as Manifest Destiny on the nation.	4 Weeks
Unit 6: Reform, Sectionalism and Slavery	Contact with European nations and the United States impacted upon aboriginal cultures. The meaning of “equality” is subject to prevailing beliefs in different time periods. Geography has played an enormous role in the development of the United States. 1. Students will be able to understand how the reform movements of the mid-1800s related to both slavery and sectional tension. Students will be able to understand how slavery and sectional tension led to national crisis	4 Weeks
Unit 7: Civil War and Reconstruction	Individual leaders and political parties have both altered the direction of our nation. The meaning of “equality” is subject to prevailing beliefs in different time periods. Geography has played an enormous role in the development of the United States. 1. Students will understand the long-term impact of the Civil War and Reconstruction on the American nation.	6 Weeks

Unit Title	Unit Understandings and Goals	Recommended
Unit 8: Closing the Frontier	Contact with European nations and the United States impacted upon aboriginal cultures. Geography has played an enormous role in the development of the United States. 1. Students will understand how the “closing of the frontier” signified the start of a new age in America.	4 Weeks

**Freehold Regional High School District
Honors The United States in the World**

Unit # 1: Discovery through Colonialism

Enduring Understandings: Geography has played an enormous role in the development of the United States.
Contact with European nations and the United States impacted upon aboriginal cultures.

Essential Questions: How does geography impact settlement and culture?
What were the causes and effects of the institution of slavery in the United States?
How did expansion in North America impact upon native cultures?

Unit Goal: Students will understand how the settlement of the New World led to the enduring American culture and the lasting alterations of the American environment.

Duration of Unit: 4 Weeks

NJCCCS: 6.1A1, 7, 6.2A3, 5; B4, 5, 6.3D6, 6.4D1-5, 6.6B3, 8.1A1, 5-6, 8-9; B7-12, 8.2A3; C2, 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did geography determine settlement patterns?</p> <p>Why were Native cultures so affected by European settlement?</p> <p>Why did different regions develop different cultural identities?</p>	<p>Students will be able to understand the physical and political geography of colonial America.</p> <p>Use charts and graphs to recognize demographic patterns.</p> <p>Students will be able to analyze the impact of European settlement on Native cultures.</p> <p>Students will be able to determine how the different regional identities impacted the shaping of colonial American society.</p> <p>Students will be able to identify and understand the impact and</p>	<p>Textbook: Bailey, Thomas et. al. <i>The American Pageant</i>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 1-5</p> <p>Maps of European settlement</p> <p>Bailey, Thomas et. al. <i>The American Spirit, Volume 1</i></p> <p>Primary source documents of European and Native American encounters</p> <p>Charts and graphs of economic differences between the colonial regions</p>	<p>Discussion/Role Play: In groups, students will research an explorer. As a culminating activity of this research, the “explorers” will come together to discuss their contributions to colonial American settlement.</p> <p>Map Activity: Students will label a map of colonial settlements and will identify any major or minor geographical factors that impacted settlement.</p> <p>Journal Activity: Students will create a journal of colonial settlement from the perspective of a Native American.</p> <p>Timeline: Students will create a timeline cataloguing the events and encounters between the Native Americans and European settlers.</p> <p>Scrapbook: Students will create a scrapbook of the different colonial settlements identifying each region’s political, cultural and religious makeup. Include images and primary source documents.</p> <p>Chart: Students will compare and contrast different cultural, political and social aspects of the different colonial regions.</p> <p>Letter: Students will compose a letter to Parliament promoting self-governance in the colonies.</p>	<p>Quizzes</p> <p>Tests</p> <p>Essay (Free Response & DBQ)</p> <p>Homework</p> <p>Presentations</p> <p>Projects</p> <p>Rubrics for projects, essays, papers and journals</p>

<p>Why did slavery become entrenched in American culture?</p> <p>What long-term effects did slavery have on American society?</p>	<p>importance of slavery in colonial American society, as well as its far reaching effects.</p> <p>Define and identify significance of all pertinent vocabulary.</p>		<p>Journal: Students will create a slave journal (from slave perspective) detailing capture in Africa, Middle Passage, and life in colonies.</p> <p>Research Paper: Students will research the impact of slavery on the colonies (economically and socially) and its long-term effects on American culture.</p>	
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Suggestions on how to differentiate in this unit:

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District
Honors The United States in the World**

Unit # 2: American Revolution

Enduring Understandings: The meaning of “liberty” encompasses personal and political freedoms that a society affords its citizens.
The meaning of “equality” is subject to prevailing beliefs in different time periods.

Essential Questions for this unit: What does “liberty” mean in America?
Why is freedom important to Americans?
What does it mean to say that “all men are created equal?”
How has the meaning of “equality” changed over time?

Unit Goal: Students will understand the origins and effects of the American Revolution.

Duration of Unit: 4 Weeks

NJCCCS: 6.1A1, 7, 6.2A3, 5; B5; D1-2, 4, 6.4E1-6, 8, 6.5A4; B3, 6.6B3, 8.1A1, 5-6, 8-9; B7, 11-12, 8.2A3; C2-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What role did the Enlightenment play in the Revolution?</p> <p>What did England do to the colonies that caused such dissatisfaction?</p> <p>How did the geography of the colonies play a role in the outcomes of Revolutionary battles?</p> <p>Why was the participation of France important to the outcome of the Revolution?</p> <p>How did the military leaders of both the colonies and the British affect the</p>	<p>Students will be able to analyze and express the role the Enlightenment played in the Revolution.</p> <p>Critically read and analyze primary source documents: “Common Sense” “Two Treatises of Government” Declaration of Independence</p> <p>Students will be able to understand the impact the Parliamentary acts had on the colonists and on the road to revolution.</p> <p>Students will be able to understand the importance of geography, strategy, resources and alliances in the war for independence.</p> <p>Students will be able to analyze how the Revolution catapulted certain American icons to fame</p>	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 6-8.</p> <p>Primary Source: “Common Sense,” Thomas Paine</p> <p>Primary Source: Declaration of Independence</p> <p>Primary Source: “Two Treatises of Government,” John Locke</p> <p>Bailey, Thomas et. al. <u>The American Spirit, Volume 1.</u></p> <p>Map of extent of colonial settlement pre-Revolutionary War</p>	<p>Graphic Organizer: Students will compare and contrast common themes of writings by Locke, Paine and Jefferson and their impact on the Revolution.</p> <p>Letter: Students will, as a colonist, write a letter to Parliament outlining reasons for colonial discontent.</p> <p>Journal: Students will write a journal that spans the first of the Parliamentary acts through the outbreak of Revolution. They should include their feelings, the overall sentiment of the time, why they believe the colonies should gain independence and Parliamentary response to the colonists’ actions</p> <p>Journal: Students will write a journal as a loyalist during the Revolution. Why do you support the crown? Why do you believe the colonies should stay English possessions?</p> <p>Timeline: Students will create a timeline identifying colonial troop movements and major battles.</p> <p>Letter: Students will write a correspondence between Abigail Adams and Martha Washington</p>	<p>Quizzes</p> <p>Tests</p> <p>Essay (Free Response & DBQ)</p> <p>Homework</p> <p>Presentations</p> <p>Projects</p> <p>Rubrics for projects, papers, essays and journals</p>

<p>outcome of the Revolution?</p> <p>How did the Revolution catapult early American leaders to fame and greatness?</p> <p>How did the dissemination of great works of writing bring fame to early American leaders?</p>	<p>and leadership positions.</p> <p>Define and identify significance of all pertinent vocabulary.</p>	<p>Maps of Revolutionary Battles</p>	<p>discussing concerns and their hopes for the newly created union.</p> <p>Role Play/Conference: In groups, students will research the positions of different colonists in different areas of the colonies and their thoughts on the Revolution. There will then be a “Revolutionary conference” to discuss what is best for the nation during and after the war.</p> <p>Newspaper: Students will write several newspaper articles on the progression and eventual outcome of the American Revolution.</p> <p>Scrapbook: Students will create a George Washington scrapbook detailing his role in the Revolution. Pictures, primary source documents and journal entries should be included.</p> <p>Research Paper: Students will research one of the founding fathers who was brought to fame due to the American Revolution. They will catalog the person’s rise to fame, their impact on the Revolution and their impact on the founding of the nation.</p>	
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Suggestions on how to differentiate in this unit:

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District
Honors The United States in the World**

Unit # 3: Building the New Nation

Enduring Understandings: Individual leaders and political parties have both altered the direction of our nation.
Governing power in America is divided between national, state, and local institutions.

Essential Questions: How have presidential policies and the ideals of leaders shaped our nation?

Who holds power in the United States?

How does the Constitution work?

How has the growth of our economy altered the organization of our government?

Unit Goal: Students will understand the foundations of the American government and how the Articles of Confederation and Constitution have shaped current American government and society.

Duration of Unit: 4-6 Weeks

State Standards: 6.1A1, 7, 6.2A1, 4-5, 6.2B1, 5; C2, 4; D2; E6, 6.4E7-9; F2, 6.5A1, 6, 6.5B1, 5, 6.6B3, 8.1A1, 5-6, 8-9; B7, 11-12, 8.2A3; C2, 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why didn't the Articles of Confederation work?</p> <p>How did the failures of the Articles of Confederation lead to the formation of the Constitution?</p> <p>How did the Federalist Papers shape the vision of the new nation?</p> <p>How does the Constitution protect the rights of Americans?</p>	<p>Students will be able to understand the merits and value of the Constitution as well as the reasons the Articles of Confederation failed.</p> <p>Students will analyze primary source documents and discuss their impact on the fledgling nation.</p> <p>Students will be able to evaluate the process by which the Constitution was created.</p> <p>Students will be able to understand the role and impact that political parties and presidential policy have on the nation.</p> <p>Students will read and analyze primary source documents pertinent to the foundation of the Constitution.</p> <p>Define and identify significance of all pertinent vocabulary.</p>	<p>Textbook: Bailey, Thomas et. al. <i>The American Pageant</i>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 9-10.</p> <p>Primary Source Documents</p> <p>Articles of Confederation</p> <p>The Constitution</p> <p>Map of Territorial Acquisitions by the United States after the Revolutionary War</p> <p>Bailey, Thomas et. al. <i>The American Spirit, Volume 1</i>.</p>	<p>Analysis: Students will analyze the Articles of Confederation for merits and weaknesses. They will amend the Articles of Confederation instead of writing a new Constitution.</p> <p>Advertisement: Students will create an advertisement for the new lands acquired through the Northwest Ordinance of 1787.</p> <p>Newspaper: Students will create a newspaper combining articles from Federalists and Anti-Federalists on their views of the formation of the new nation.</p> <p>Timeline: Students will create a timeline of when states ratified the Constitution. They will look for any themes or patterns that emerge.</p> <p>Role Play: Students will take on the roles of the founding fathers. They will then participate in a mock Constitutional Convention.</p> <p>Letter: Students will take on the role of one of the founding fathers. They will write a series of letters</p>	<p>Quizzes</p> <p>Tests</p> <p>Essay (Free Response & DBQ)</p> <p>Homework</p> <p>Presentations</p> <p>Projects</p> <p>Rubrics for papers, projects, essays and journals</p>

<p>How do political parties influence the nation?</p> <p>How does presidential policy affect the nation?</p>			<p>home to their families describing the proceedings that are taking place at the Constitutional Convention.</p> <p>Essay: Students will write an essay on the “Legacy of Washington” and how his policies have shaped American policy for over 200 years.</p> <p>Debate: Students will debate why the United States should or should not assist France in the French Revolution.</p>	
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. • Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. • Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles. 				

**Freehold Regional High School District
Honors The United States in the World**

Unit # 5: The Age of Jackson & Manifest Destiny

Enduring Understandings: Individual leaders and political parties have both altered the direction of our nation.
 Geography has played an enormous role in the development of the United States.
 Contact with European nations and the United States impacted upon aboriginal cultures.

Essential Questions: How have presidential policies and the ideals of leaders shaped our nation?
 How have political parties influenced the direction of American politics?
 How has regional character impacted the direction of the nation?
 How has the expansion of the United States impacted upon American politics, society and economics?
 How did expansion in North America impact upon native cultures?

Unit Goal: Students will understand the impact of the Age of Jackson as well as Manifest Destiny on the nation.

Duration of Unit: 4-6 Weeks

NJCCCS: 6.1A1, 7, 6.2A3-5; B5; C1, 2, 4, 5; D1, 4, 6.2E1, 2, 6.4F1, 2, 3, 6.5A1, 6, 8; B1, 5, 6.6A5; D3; E4, 5, 8.1A1, 5-6, 8-9; B7, 11-12, 8.2A3; C2, C3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What was the Age of Jackson?</p> <p>What was the impact of the spoils system on the United States' government?</p> <p>What is Manifest Destiny?</p> <p>How did American expansion affect the lives of Native Americans?</p> <p>How did expansion contribute to sectionalism?</p>	<p>Students will understand the impact of the Age of Jackson on national politics.</p> <p>Students will analyze primary source documents and discuss their impact on the nation.</p> <p>Students will understand the impact and importance of United States' expansion in the mid-19th century.</p> <p>Define and identify significance of all pertinent vocabulary.</p>	<p>Textbook: Bailey, Thomas et. al. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 12-14 & 17.</p> <p>Primary Source Documents</p> <p>Bailey, Thomas et. al. The American Spirit, Volume 1.</p>	<p>Charts: Students will analyze charts of 1824 and 1828 presidential elections comparing popular vote to electoral vote.</p> <p>Newspaper: Students will create a newspaper "exposé" article about the spoils system.</p> <p>Research Paper: Students will write a research paper about Jackson's presidency and his policies.</p> <p>Journal: Students will write a journal from the perspective of a Native American on the Trail of Tears.</p> <p>Letter: Students will create a correspondence between someone on the Oregon Trail and someone who chose not to migrate west.</p> <p>Essay: Students will write an essay assessing whether or not Manifest Destiny was the best policy for the</p>	<p>Quizzes</p> <p>Tests</p> <p>Essay (Free Response & DBQ)</p> <p>Homework</p> <p>Presentations</p> <p>Projects</p> <p>Rubrics for essays, papers, projects and journals</p>

			<p>nation.</p> <p>Advertisement: Students will create an advertisement for the California Gold Rush enticing people to come to California.</p> <p>Journal: Students will write a journal entry from a '49er.</p>	
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Suggestions on how to differentiate in this unit:

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District
Honors The United States in the World**

Unit # 6: Reform, Sectionalism and Slavery

Enduring Understanding: Contact with European nations and the United States impacted upon aboriginal cultures.

The meaning of “equality” is subject to prevailing beliefs in different time periods.

Geography has played an enormous role in the development of the United States.

Essential Questions: What were the causes and effects of the institution of slavery in the United States?

How has the meaning of “equality” changed over time?

How has regional character impacted the direction of the nation?

Unit Goal: Students will be able to understand how the reform movements of the mid-1800s related to both slavery and sectional tension. Students will be able to understand how slavery and sectional tension led to national crisis.

Duration of Unit: 4-6 Weeks

State Standards: 6.1A1, 7, 6.2A3-5; B3-5; C1-2, 5; D1, 6.4F4, G1, 6.5A8, B1, 5, 6.6A5; B3; D2, 3; E4, 5, 8.1A1, 5-6, 8-9; B7, 11-12, 8.2A3, C2-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What were the reform movements of the mid-1800s?</p> <p>What was the Second Great Awakening?</p> <p>What were the driving forces of the women’s rights movement?</p> <p>What was the abolition movement?</p> <p>How did the sectional conflicts of the mid-1800s influence and affect the nation?</p>	<p>Students will understand the impact and importance of the reform movements of the mid-1800s.</p> <p>Students will analyze primary source documents and discuss their impact on the nation.</p> <p>Venn Diagram: Students will compare and contrast the different reform movements.</p> <p>Students will understand the impact and importance of the abolition movement of the mid-1800s.</p> <p>Students will analyze primary source documents and discuss their impact on the nation.</p> <p>Define and identify significance of all pertinent vocabulary.</p>	<p>Textbook: Bailey, Thomas et. al. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 15-16, 18-19.</p> <p>Primary Source Documents</p> <p>Bailey, Thomas et. al. The American Spirit, Volume 1.</p>	<p>Letter: Students will write a letter to a state legislator urging them to support a particular reform movement.</p> <p>Newspaper: Students will write a “reform” newspaper with articles highlighting the different milestones of the reform movements of the mid-1800s.</p> <p>Poster: Students will create a poster for the abolition movement, detailing the causes of the movement, the sentiments of the movement and the important people in the movement.</p> <p>Book Review: Students will read <u>Uncle Tom’s Cabin</u> and write a book review about the book, including analysis of how the book contributed to the abolition movement and the sectional crisis.</p> <p>Debate/Discussion: Students will participate in a debate/discussion on the best tactics to end slavery.</p>	<p>Quizzes</p> <p>Tests</p> <p>Essay (Free Response & DBQ)</p> <p>Homework</p> <p>Presentations</p> <p>Projects</p> <p>Rubrics for papers, projects, essays and journals</p> <p>Biography: Students will write a biography about one of the important figures of the reform movements of the mid-1800s.</p> <p>Speech: Students will perform a persuasive speech in order to gather supporters to a particular reform movement from the mid-1800s.</p> <p>Pamphlet: Students will create a pamphlet for a reform</p>

<p>How did the Northern states and the Southern states differ?</p> <p>How did the leaders of the nation try to avoid the conflicts that arose during the mid-1800s?</p>			<p>Mock Trial: Students will participate in a mock trial of John Brown.</p> <p>Debate: Students will be assigned a side of the sectional conflict and will participate in a debate over the issues of the 1850s.</p> <p>Speech: Students will present a speech from the perspective of either a Northerner or Southerner about one of the sectional issues of the 1850s.</p>	<p>movement, encouraging people to support the movement.</p> <p>Video: Students will create a “video diary” of a fugitive slave.</p> <p>Paper: Students will write a research paper about how the sectional conflicts of the 1850s directly led to the Civil War.</p> <p>Journal: Students will research the underground railroad and write a journal, detailing their experiences through the underground railroad using multiple journal entries.</p>
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. • Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. • Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles. 				

**Freehold Regional High School District
Honors The United States in the World**

Unit # 7: Civil War & Reconstruction

Enduring Understandings: Individual leaders and political parties have both altered the direction of our nation.

The meaning of “equality” is subject to prevailing beliefs in different time periods.

Geography has played an enormous role in the development of the United States.

Essential Questions: How have political parties influenced the direction of American politics?

How have presidential policies and the ideals of leaders shaped our nation?

How has the meaning of “equality” changed over time?

How has regional character impacted the direction of the nation?

Unit Goal: Students will understand the long-term impact of the Civil War and Reconstruction on the American nation.

Duration of Unit: 5-7 Weeks

State Standards: 6.1A1, 7, 6.2A1, 3-5; B1, 3-5; C1, 2, 4-5; D1, 2, 6.4G1-3, 6.5A1; B5, 6.6A5; B3, 6.6D2-3, 8.1A1, 5-6, 8-9; B7, 11-12, 8.2A3, C2, 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did the Civil War change America?</p> <p>What was the new national identity that emerged from the Civil War?</p> <p>How did the Civil War affect American life?</p> <p>How did the Civil War affect the lives of women?</p> <p>How did the power of the executive branch change during the Civil War?</p> <p>How did military leaders shape the outcomes of the Civil War?</p> <p>What major military battles changed the outcome of the war?</p> <p>How did the Emancipation Proclamation affect the outcome of the war?</p>	<p>Students will understand the impact and importance of the Civil War on the American identity.</p> <p>Students will analyze primary source documents and discuss their impact on the nation.</p> <p>Students will understand the impact and importance of the Civil War.</p> <p>Students will understand the long and short term effects of Reconstruction.</p> <p>Define and identify significance of all pertinent vocabulary.</p>	<p>Textbook: Bailey, Thomas et. al. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 19-23.</p> <p>Primary Source Documents</p> <p>Bailey, Thomas et. al. The American Spirit, Volume 1.</p>	<p>Newspaper: Students will create a newspaper for a border state, discussing the views of the border states during the Civil War.</p> <p>Analysis: Students will analyze the Emancipation Proclamation as a military strategy, as a social catalyst for change and as a moral document.</p> <p>Research Paper: Research one of the major figures of the Civil War and how they impacted the crisis and challenge.</p> <p>Simulation: Students will be either a Confederate or Union general and they will have to devise strategies for winning the war.</p> <p>Newspaper: Students will create articles for a Reconstruction newspaper both from a Southern perspective and a Northern perspective.</p> <p>Debate: Students will debate</p>	<p>Quizzes</p> <p>Tests</p> <p>Essay (Free Response & DBQ)</p> <p>Homework</p> <p>Presentations</p> <p>Projects</p> <p>Rubrics for papers, projects, essays and journals</p> <p>Letter: Students will write a letter as if they are a wife of a Confederate soldier writing about life on the plantation while he is gone.</p> <p>Performance: Students will memorize and perform the Gettysburg Address.</p> <p>Venn Diagram: Students will create a Venn Diagram</p>

<p>What were the major turning points of the Civil War?</p> <p>What was Reconstruction?</p> <p>How were the issues of civil rights addressed during Reconstruction?</p>			<p>whose job it was to head Reconstruction.</p> <p>Speech: Students will give a speech on the best way for Southern states to be readmitted into the Union.</p> <p>Mock Trial: Students will argue the opinion of the court and the dissenting opinion of the court regarding the Slaughterhouse Cases.</p> <p>Poster: Students will create a poster detailing the Black Codes as if they were posting this in a Southern town during Reconstruction.</p>	<p>comparing & contrasting Union and Confederate statistics (such as resources, troop levels, leadership).</p>
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Suggestions on how to differentiate in this unit:

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District
Honors The United States in the World**

Unit # 8: Closing the Frontier

Enduring Understandings: Contact with European nations and the United States impacted upon aboriginal cultures.
Geography has played an enormous role in the development of the United States.

Essential Question: How did expansion in North America impact upon native cultures?

How has the expansion of the United States impacted upon American politics, society and economics?

Unit Goal: Students will understand how the “closing of the frontier” signified the start of a new age in America.

Duration of Unit: 2-4 Weeks

State Standards: 6.1A1, 7, 6.2A3; B3, 5; C5; D1, 6.4I11, 6.5A1; B4, 5, 9, 6.6A5; B3; D1-3, 5; E4, 8, 8.1A1, 5-6, 8-9; B7, 11-12, 8.2A3; C2, 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did westward migration change American society?</p> <p>How did the citizens of the Great Plains states participate in national politics?</p> <p>How did the creation of the transcontinental railroad contribute to westward expansion?</p> <p>How were the Native Americans affected by westward expansion?</p>	<p>Students will understand how the end of westward expansion changed the United States.</p> <p>Students will analyze primary source documents and discuss their impact on the nation.</p> <p>Students will understand how westward expansion altered the lives of the Native Americans in the Great Plains.</p> <p>Define and identify significance of all pertinent vocabulary.</p>	<p>Textbook: Bailey, Thomas et. al. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 24 & 26.</p> <p>Primary Source Documents</p> <p>Bailey, Thomas et. al. The American Spirit, Volume 1.</p>	<p>Poster: Students will create a poster to encourage people to move west through the Homestead Act.</p> <p>Political Cartoon: Students will create their own political cartoon depicting the plight of the farmers in the Great Plains states.</p> <p>Speech: Students will create a campaign speech for the Populist Party in the 1896 election.</p> <p>Chart: Students will chart the rise and fall of the Populist Party from its inception through the 1896 election.</p> <p>Bill: Students will create and propose a bill that incorporates many of the Populist Party platform planks to benefit the farmers</p> <p>Journal: Students will write a journal as if they are a Native American who is affected by the government policies.</p> <p>Research Paper: Students will</p>	<p>Quizzes</p> <p>Tests</p> <p>Essay (Free Response & DBQ)</p> <p>Homework</p> <p>Presentations</p> <p>Projects</p> <p>Rubrics for papers, projects, essays and journals</p>

			<p>write a research paper on the impact of the frontier on Native Americans.</p> <p>Timeline: Students will choose a Native American tribe and make a timeline of events that happened to that tribe.</p>	
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Suggestions on how to differentiate in this unit:

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.