

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

**SCHOLARS' CENTER FOR THE STUDY OF
HUMANITIES**

HONORS US HISTORY & CULTURE

COURSE DESCRIPTION

Grade Level: 10

Department: Scholars' Center
for the Study of Humanities

Course Title: Honors US History & Culture

Credits: 5

Course Code: 201850

Board of Education adoption date: August 22, 2011

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Honors US History & Cultures - Introduction

Introduction

Course Philosophy

Honors United States History and Cultures is designed to help prepare students for the Advanced Placement examination in American history while keeping in spirit with the philosophies of the Freehold Regional High School District Humanities Learning Center. The scope of the course ranges from historiography, the motives for exploration, including a brief overview of the Renaissance, through the Reconstruction period.

Course Description

In this course an emphasis is placed on strong mode of inquiry, critical examination of primary source documents, including art and literature, to examine history, as well as the study of how other cultures, including Native American, African, European, Asian and Caribbean have contributed to the American identity. Emphasis also is placed on writing and technology skills through the incorporation of a position paper, an annotated bibliography project and writing portfolio to showcase students' best-written works and an interdisciplinary approach with the Process Skills II technology course.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
6.1A1, A2, A3, A4, A5, A6, A7	Historical events impact and shape modern society.	<p>What is history?</p> <p>How do historians gather evidence, and what are the limitations of this evidence?</p> <p>How can we use the study of history to assist us in facing modern challenges?</p>	<p>Pre-test</p> <p>Oral discussion</p> <p>Anticipatory sets</p>	<p>Primary source examination</p> <p>Journal writing assignments</p> <p>Informal writing assignments</p>	<p>Unit test</p> <p>Unit project</p>
6.1A1, A2, A3, A4, A5, A6, A7	Our values, biases, and experiences play a role in how we study history.	<p>To what extent is the study of history subjective? To what extent is it objective?</p> <p>What is bias?</p> <p>How does bias skew the impact, meaning, or effectiveness of a source?</p>	<p>Pre-test</p> <p>Oral discussion</p> <p>Anticipatory sets</p>	<p>Interview living history</p> <p>Self assessment</p> <p>Primary Source Examination</p> <p>Journal writing assignments</p>	<p>Unit test</p> <p>Unit project</p>
<p>1.1.A.1-3, B.1-2</p> <p>1.4 A.1-3, B.1-2</p> <p>1.5 A.1-2, B.1-2</p>	Literature, art and music capture the essence of historical periods and cultures.	<p>Does art reflect culture, or does culture reflect art?</p> <p>How do literature, art and music capture the essence of historical periods and cultures?</p>	<p>Pre-test</p> <p>Oral discussion</p> <p>Anticipatory sets</p>	<p>Examine artwork</p> <p>Class discussion</p> <p>Music analysis</p> <p>Creation of original artwork</p>	<p>Unit test</p> <p>Unit project</p>

<p>6.4.C.1-6 6.6.D.1-3</p>	<p>Expansion, innovation and communication can all lead to profound cultural, economic, and political change.</p>	<p>What leads people to question authority? Does exploration lead to progress or problems? What were the long term and short-term implications of expansion and innovation?</p>	<p>Pre-test Oral discussion Anticipatory sets</p>	<p>Quizzes Reading checks Writing prompts for reflection Class discussion</p>	<p>Unit test Unit project</p>
<p>6.4.D1-5</p>	<p>Human motivation and morality changes over time, which can cause tension within a society.</p>	<p>To what extent does economics influence morality? How does society determine what is right and wrong? Does social change cause morals and motivations to evolve or do they evolve as a result of social change?</p>	<p>Pre-test Oral discussion Anticipatory sets</p>	<p>Map activities Primary source analysis Group projects Quizzes</p>	<p>Unit test Unit project</p>
<p>6.4.D1-5</p>	<p>Geography is linked to culture, social structures, as well as political and economic systems.</p>	<p>How do geography and other environmental factors influence culture? How do regions and regional identities develop? To what extent is modern America still defined by regional interests?</p>	<p>Pre-test Oral discussion Anticipatory sets</p>	<p>Map analysis Map creation Homework checks Quizzes</p>	<p>Unit test Unit project</p>
<p>6.4.E.1-6</p>	<p>Revolution leads to profound cultural, economic, and political change.</p>	<p>What is revolution and why do people revolt? To what extent did the Enlightenment impact America? To what extent is America dependent upon foreign nations?</p>	<p>Pre-test Oral discussion Anticipatory sets</p>	<p>Quizzes Response papers Writing prompts Oral presentations Political cartoon analysis Maps of key battles</p>	<p>Unit test Unit project</p>

<p>6.1.A.5-6 6.2.A.3-4 6.2.B.1, 4 6.4.E.6-9</p>	<p>The Constitution is a living document.</p>	<p>What is the role of government in the United States?</p> <p>Under what circumstances, if any, should the Constitution be changed?</p> <p>How do American values reflect the moral and cultural ideas of other nations?</p>	<p>Pre-test Oral discussion Anticipatory sets</p>	<p>Primary source analysis Class discussion Oral presentations Quizzes</p>	<p>Unit test Unit project Position paper</p>
<p>6.2.B.5, 6.2.D.2, 6.4.E.6-9</p>	<p>The values of the majority must be weighed against the ideals of the minority.</p>	<p>How should one nation accommodate the competing interests of all of its members?</p> <p>How does growth create conflict?</p> <p>To what extent was war necessary for America to maintain its independence?</p> <p>To what extent, if any, is it just to suspend the rights of a minority group in the interest of the majority?</p>	<p>Pre-test Oral discussion Anticipatory sets</p>	<p>Quizzes Reading checks Writing prompts for reflection Class discussion Oral presentations Document based question Cartoon analysis</p>	<p>Unit test Unit project</p>
<p>6.1.A.4, 6.2.A.4, 6.4.F.8-11</p>	<p>Conflict over social and moral norms lead to both progress and problems.</p>	<p>Was the Civil War inevitable or preventable?</p> <p>To what extent is tension created by social change positive for society?</p> <p>In what ways can progress cause social problems?</p>	<p>Pre-test Oral discussion Anticipatory sets</p>	<p>Quizzes Reading checks Writing prompts for reflection Class discussion Political cartoon</p>	<p>Unit test Annotated Bibliography project</p>

<p>6.2.A.5, 6.2.B.1, 6.2.B.5, 6.4.G.2-3</p>	<p>“Life, liberty, and the pursuit of happiness” is a cornerstone of the American ideology.</p>	<p>How can the government ensure that all citizens have equal opportunity?</p> <p>How can America overcome the social, economic, and political obstacles that are in the way of true equality in modern American society?</p> <p>To what extent are the ideals of this nation still relevant in modern society?</p>	<p>Pre-test Oral discussion Anticipatory sets</p>	<p>Quizzes Reading checks Writing prompts for reflection Class discussion Oral presentation Document based question</p>	<p>Unit test Unit project</p>
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Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: Historiography	<p>Historical events impact and shape modern society. Our values, biases, and experiences play a role in how we study history. Literature, art and music capture the essence of historical periods and cultures.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize bias in primary and secondary sources and identify the audience for which a document was intended. 2. Explain how historians use artifacts, artwork, music and literature to create understandings of the past. 	2 weeks
Unit 2: The Causes of Exploration	<p>Expansion, innovation and communication can all lead to profound cultural, economic, and political change. Human motivation and morality changes over time, which can cause tension within a society. Literature, art and music capture the essence of historical periods and cultures.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain why people left Europe for the New World. 2. Identify and explain the patterns of interaction between European explorers and Native Americans, as well as the consequences of those interactions. 	3 weeks
Unit 3: Colonization and the French and Indian War, 1500-1700s	<p>Expansion, innovation and communication can all lead to profound cultural, economic, and political change. Human motivation and morality changes over time, which can cause tension within a society. Geography is linked to culture, social structures, as well as political and economic systems. Revolution leads to profound cultural, economic, and political change. Literature, art and music capture the essence of historical periods and cultures.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the political, geographic, and social differences between the different regions within the English colonies. 2. Analyze and critique the introduction of slavery to America, as well as the economics and consequences of this institution. 3. Describe and analyze the causes of the French and Indian War from a global standpoint. 	3 weeks

<p>Unit 4: The American Revolution, 1760-1783</p>	<p>Geography is linked to culture, social structures, as well as political and economic systems. The values of the majority must be weighed against the ideals of the minority. Revolution leads to profound cultural, economic, and political change. “Life, liberty, and the pursuit of happiness” is a cornerstone of the American ideology. Historical events impact and shape modern society. Literature, art and music capture the essence of historical periods and cultures.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Synthesize prior knowledge with interpretation of political cartoons and other key documents to demonstrate understanding of the move toward independence. 2. Understand the Revolutionary War is the culmination of a series of complicated events and the evolution of the philosophies of the Enlightenment. 	<p>5 weeks</p>
<p>Unit 5: Forging a New Nation, 1780-1800</p>	<p>Geography is linked to culture, social structures, as well as political and economic systems. Revolution leads to profound cultural, economic, and political change. The values of the majority must be weighed against the ideals of the minority. The Constitution is a living document. “Life, liberty, and the pursuit of happiness” is a cornerstone of the American ideology. Literature, art and music capture the essence of historical periods and cultures.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the strengths and weaknesses of the Articles of Confederation, Constitution and other founding documents. 2. Propose a solution to modern problems through knowledge of history and civics based on the role of the Constitution in modern American life. 	<p>4 weeks</p>
<p>Unit 6: The Early Presidents, 1780-1820</p>	<p>Geography is linked to culture, social structures, as well as political and economic systems. Expansion, innovation and communication can all lead to profound cultural, economic, and political change. Our values, biases, and experiences play a role in how we study history. The Constitution is a living document. Literature, art and music capture the essence of historical periods and cultures.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and explain key events in the growth of sectionalism and nationalism in the early 1800s as they relate to the growth of the US. 2. Evaluate the actions of the early presidents as conflicts emerged in the early United States to determine the impact of these actions. 	<p>4 weeks</p>

<p>Unit 7: Prelude to the Civil War, 1820-1860</p>	<p>Geography is linked to culture, social structures, as well as political and economic systems. The values of the majority must be weighed against the ideals of the minority. Conflict over social and moral norms lead to both progress and problems. “Life, liberty, and the pursuit of happiness” is a cornerstone of the American ideology. Historical events impact and shape modern society. Literature, art and music capture the essence of historical periods and cultures.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the conflicts created by settlement of the West and propose various solutions to those conflicts from the perspectives of those involved. 2. Describe the failure of compromises prior to the Civil War to evaluate the effects of those compromises. 	<p>6 weeks</p>
<p>Unit 8: The Civil War, 1850-1865</p>	<p>Geography is linked to culture, social structures, as well as political and economic systems. Conflict over social and moral norms lead to both progress and problems. Revolution leads to profound cultural, economic, and political change. The values of the majority must be weighed against the ideals of the minority. Historical events impact and shape modern society. Our values, biases, and experiences play a role in how we study history. Literature, art and music capture the essence of historical periods and cultures.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the various viewpoints held by key players during the Civil War to determine the merits of the war based on each perspective. 2. Understand key differences between the North and South before and during the war. 	<p>4 weeks</p>
<p>Unit 9: Reconstruction, 1865-1877</p>	<p>Geography is linked to culture, social structures, as well as political and economic systems. Revolution leads to profound cultural, economic, and political change. Conflict over social and moral norms lead to both progress and problems. The values of the majority must be weighed against the ideals of the minority. Historical events impact and shape modern society. “Life, liberty, and the pursuit of happiness” is a cornerstone of the American ideology. Literature, art and music capture the essence of historical periods and cultures.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast the various proposals on how to reconstruct the United States after the conclusion of the Civil War. 2. Apply historical knowledge to develop their perspectives on contemporary events. 	<p>3 weeks</p>

Honors US History & Cultures - Unit 01

Unit I: Historiography

Enduring Understandings:

Historical events impact and shape modern society.

Our values, biases, and experiences play a role in how we study history.

Literature, art and music capture the essence of historical periods and cultures.

Essential Questions:

What is history?

How do historians gather evidence, and what are the limitations of this evidence?

How can we use the study of history to assist us in facing modern challenges?

To what extent is the study of history subjective? To what extent is it objective?

What is bias?

How does bias skew the impact, meaning, or effectiveness of a source?

Does art reflect culture, or does culture reflect art?

How do literature, art and music capture the essence of historical periods and cultures?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Recognize bias in primary and secondary sources and identify the audience for which a document was intended.
2. Explain how historians use artifacts, artwork, music and literature to create understandings of the past.

Recommended Duration: 2 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What is history and how does one obtain historical information?</p>	<p>Define historiography, culture, bias, perspective, primary and secondary sources</p> <p>Analyze how historians use artifacts and documents to create understandings of the past</p> <p>Identify and explain how the interpretation of historical events or facts can vary by individual</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Lecture/class discussion</p> <p>Students will list all historical events that have occurred in their lifetime with the purpose of demonstrating that every day events influence and create history</p> <p>Using a current event article, foster a discussion about how that particular event may be remembered in history as a means to discuss how historical interpretation may vary by individual</p> <p>Ask students to examine two primary source documents about the same event, but written by two different people</p> <p>Discuss the differences of each testimony</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project</p> <p>Article summaries</p>
<p>What is historical evidence and how is it useful to the study of history?</p>	<p>Utilize primary and secondary sources to examine a historical event</p> <p>Determine perspective and audience for historical documents</p> <p>Evaluate different examples of historical evidence for both information and its limitations</p> <p>Draw conclusions on contemporary topics based on historical evidence, including art</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Lecture/class discussion</p> <p>Using the jigsaw format, students are given documents from various sources, including European and Native American sources, which they must then interpret and create a historiography of the event</p> <p>Students are given brown bags with "artifacts" from modern American life that may be difficult to recognize</p> <p>Students attempt to reconstruct information about the owner of the objects, its purpose, and its meaning</p> <p>Debate whether historical evidence can be obtained from art and then examine several paintings from a variety of time periods to test the conclusions of the debate</p> <p>Compare and contrast student responses to different topics relating to historiography</p>	<p>Participation rubric</p> <p>Journal assessments</p> <p>Project</p> <p>Oral presentation</p>

What is culture?	<p>Define each element of culture, including family, art, language, religion, customs, economics, and government</p> <p>Identify and explain the impact of ethnocentrism</p> <p>Determine whether culture creates history or history creates culture</p> <p>Analyze modern American culture to determine the historical foundation for these trends</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Lecture/class discussion</p> <p>Create poster/presentation</p> <p>Students will create a "cultural shoebox," where they will collect 10 artifacts that demonstrate their own unique culture, which they will then present to the class</p> <p>Debate the notion of cultural supremacy to determine whether there are universal norms</p> <p>Using the newspaper, magazines and observation, identify the elements of modern American culture</p> <p>Also, identify the difference between mainstream and fringe cultural trends and groups</p> <p>Video news assignment to track down and record various elements of culture</p>	<p>Primary source examination</p> <p>Journal writing assignments</p> <p>Informal writing assignments</p> <p>Presentation</p> <p>Unit test</p> <p>Unit project</p>
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SOC.9-12.6.1.12 A
SOC.9-12.6.1.12 A.1
AR.9-12.1.1

Social Studies Skills
Analyze how historical events shape the modern world.
All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The teacher may consider using fill-in notes for those with auditory processing difficulties as a way to reduce the volume of note-taking or offering class members various resources rather than asking those students to locate the materials appropriate for a particular assignment.

Technology

The Honors US History and Cultures teacher might consider facilitating the use of technology in the following ways:

Create a web quest where students must utilize the internet to obtain up-to-date information about particular historical events.

Become familiar with various news organizations and have students demonstrate competence in locating current events articles from reputable sources.

Create a web-based project where students must examine various news and multimedia websites to examine bias and truthfulness in reporting and the gather of historical information.

College and Workplace Readiness

The entirety of this unit facilitates college and workplace readiness as historiography is a college level topic and skill set. Every activity in this unit encourages analytical/critical thinking skills, bias investigation and advanced oral debate skills.

Honors US History & Cultures - Unit 02

Unit II: The Causes of Exploration

Enduring Understandings:

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

Human motivation and morality changes over time, which can cause tension within a society.

Literature, art and music capture the essence of historical periods and cultures.

Essential Questions:

What leads people to question authority?

Does exploration lead to progress or problems?

What were the long-term and short-term implications of expansion and innovation?

To what extent does economics influence morality?

How does society determine what is right and wrong?

Does social change cause morals and motivations to evolve or do they evolve as a result of social change?

Does art reflect culture, or does culture reflect art?

How do literature, art and music capture the essence of historical periods and cultures?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Explain why people left Europe for the New World.
2. Identify and explain the patterns of interaction between European explorers and Native Americans, as well as the consequences of those interactions.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Why did people leave Europe for the New World?	<p>Evaluate the effects of innovations in science and technology during the Renaissance and Age of Exploration</p> <p>Analyze the conditions in Europe that led to the need for exploration and settlement in other parts of the world</p> <p>Utilize maps to trace the routes of the explorers and colonists</p> <p>Determine the impact of the colonial exodus on Europe</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Lecture/class discussion</p> <p>Create a series of journal entries to chronicle the events that led the exodus to the New World</p> <p>Compare and contrast life in Europe with that of the New World</p> <p>Create posters and/or multimedia presentations</p> <p>Role-play the decision to leave Europe, the voyage, and period of settlement in the New World</p>	<p>Quizzes/tests</p> <p>Writing prompts</p> <p>Class discussion</p> <p>Primary/secondary source analysis</p> <p>Project</p>
What were the consequences of European interaction with the Native Americans?	<p>Analyze encounters between Native and European societies using primary and secondary sources</p> <p>Compare the fate of Native cultures to that of African Americans</p> <p>Describe the state of Native American culture, political structure and way of life prior to the arrival of Europeans</p> <p>Compare and contrast the treatment of the natives by explorers from different countries</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Lecture/class discussion</p> <p>Students will conduct a "What If" study to determine how history could be different had the consequences of European and Native American interaction had been different</p> <p>Students are assigned a persona involved in the encounter between Native and European civilizations</p> <p>Working in pairs, they must use primary and secondary source documents to create a series of journal entries from the perspective of that person</p> <p>Journal as both an explorer and as a Native American during the time of exploration</p> <p>Read primary source documents about the interaction between Europeans and Native Americans, such as the "Captivity of Mrs. Mary Rowlandson"</p>	<p>Class discussion</p> <p>Primary/secondary source analysis</p> <p>Journal assessments</p>

<p>What leads people to question authority and leave a majority group?</p>	<p>Determine why people question authority and how this phenomenon is prevalent in modern American society</p> <p>Describe how the innovations of the Renaissance influenced culture worldwide</p> <p>Imagine how those living through the Black Plague of Europe dealt with the changes wrought by the widespread death of the disease</p> <p>Analyze contemporary situations to evaluate how modern significant historical events such as 9/11 and Hurricane Katrina have shifted American culture.</p> <p>Define the difference between a minority and majority group</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Lecture/class discussion</p> <p>Create a poster/multimedia presentation</p> <p>Writing journal-style, students reflect on the effects of one watershed historical event they believe changed their lives and how the event changed their perception of the world</p> <p>Compare to the people of Europe during the Plague</p> <p>Compare and contrast charts of how many people suffered from the Black Plague with those of people suffering from AIDS, malaria or other public health crisis in order to draw conclusions about the effects of widespread disease</p> <p>Juxtapose the questioning of authority prior to and during the Age of Exploration with modern society through role play</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> <p>Journal assessments</p>
<p>Was the exploration and conquest of North and South America by the Europeans justified?</p>	<p>Evaluate what factors led to European society's eventual domination of North American continent</p> <p>Outline each side of the debate as to whether the conquest of North and South America was justified</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students work as attorneys representing Native American tribes and European explorers</p> <p>Using textbook and other resources, students should create "evidence," including timelines, depositions and other items to argue for or against a tort claim being brought by Native American tribes against the explorers for hard done to their peoples</p> <p>Students present their cases in a mock trial</p>	<p>Debate rubric</p>

<p>How does art reflect a society's conflicts and values?</p>	<p>Analyze and evaluate primary source documents, including those from Native and European cultures.</p> <p>Determine whether the conflict between Europeans and the indigenous people is accurately reflected in the art of this time period.</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Working in small groups, students evaluate the lives and achievements of key figures in the Renaissance</p> <p>Students work to compile a portfolio of Renaissance works, including art, science, music, and architecture</p> <p>Examine artwork from the perspective of the Europeans and juxtapose it with that of the Native Americans to determine bias, accuracy and objective</p> <p>Create an original song, artwork, or other form of expression to depict the conflicts and events of the Age of Exploration</p>	<p>Project assessments</p> <p>Article summaries</p> <p>Responses to discussion questions</p> <p>Oral presentations</p>
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SOC.9-12.6.4.12 C
 SOC.9-12.6.4.12 D
 SOC.9-12.6.6.12 D
 AR.9-12.1.1.12 A
 TEC.9-12.8.1.12 A.1

Many Worlds Meet (to 1620)
 Colonization and Settlement (1585-1763)
 Human Systems
 Knowledge
 Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The teacher may consider using fill-in notes for those with auditory processing difficulties as a way to reduce the volume of note-taking or offering class members various resources rather than asking those students to locate the materials appropriate for a particular assignment.

Technology

The Honors United States History and Cultures teacher might consider facilitating the use of technology in the following ways:

Create a web quest where students must utilize the internet to obtain up-to-date information about particular historical events, such as the Black Death or the settlement of Jamestown.

Create a web-based project where students must examine various news and multimedia websites to examine bias and truthfulness in reporting and the gather of historical information.

College and Workplace Readiness

The teacher may consider assigning an oral report or speech assignment to enhance presentation skills, and also examine primary source documents to further critical thinking.

Honors US History & Cultures - Unit 03

Unit III: Colonization and the French and Indian War

Enduring Understandings:

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

Human motivation and morality changes over time, which can cause tension within a society.

Geography is linked to culture, social structures, as well as political and economic systems.

Revolution leads to profound cultural, economic, and political change.

Literature, art and music capture the essence of historical periods and cultures.

Essential Questions:

What leads people to question authority?

Does exploration lead to progress or problems?

What were the long-term and short-term implications of expansion and innovation?

To what extent does economics influence morality?

How does society determine what is right and wrong?

Does social change cause morals and motivations to evolve or do they evolve as a result of social change?

How does geography and other environmental factors influence culture?

How do regions and regional identities develop?

To what extent is modern America still defined by regional interests?

What is revolution and why do people revolt?

To what extent did the Enlightenment impact America?

To what extent is America dependent upon foreign nations?

Does art reflect culture, or does culture reflect art?

How do literature, art and music capture the essence of historical periods and cultures?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Describe the political, geographic, and social differences between the different regions within the English colonies.
2. Analyze and critique the introduction of slavery to America, as well as the economics and consequences of this institution.
3. Describe and analyze the causes of the French and Indian War from a global standpoint.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>Why do people leave their homelands to start over again in a geographically new location?</p>	<p>Identify and explain the reasons that people left Europe for the New World</p> <p>Utilize maps to determine the settlement patterns of various groups during the early colonial period</p> <p>Analyze physical maps to determine why certain areas attracted more people</p> <p>Evaluate historical data and primary sources to make conclusions about demographic differences between groups coming to the New World</p> <p>Analyze the motives for colonization</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Lecture/class discussion</p> <p>Role play the task of convincing would-be colonists to come to the New World</p> <p>Journal-style writing response to the question: "Has your family ever moved? If so, describe the challenges associated with moving"</p> <p>Analyze passenger/crew lists from various voyages and create a historiography of a specific group of people</p> <p>Create posters advertising specific qualities of different areas of the New World</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Notebook assessments</p>
<p>How does geography and other environmental factors influence culture?</p>	<p>Analyze maps that show typography and demographics of the colonial era</p> <p>Describe the political, geographic, and social differences between the different regions within the English colonies</p> <p>Predict how regional differences led to sectionalism</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Create travel brochures that highlight the demographics, climate, political institutions, economic systems and other unique characteristics of the various colonies, like specific survival tips, to persuade others to come to the New World</p> <p>Have students construct a chart that compares and contrasts key features of the three regions within the English colonies. Have students brainstorm what problems may arise from these differences and possible solutions to these problems</p> <p>Create a geographic report that details how the geographic area of Monmouth County, New Jersey influences culture</p>	<p>Projects</p> <p>Responses to discussion questions</p> <p>Journal assessments</p> <p>Skits/role playing</p> <p>Oral presentations</p>

<p>How does a society determine what is right and wrong?</p>	<p>Identify and explain the conditions of a slave traveling along the Middle Passage</p> <p>Analyze and critique justifications for the bringing of slaves to America</p> <p>Define and illustrate the commodities traded on each leg of the Triangular Trade route</p> <p>Identify and explain the role of religion in the legal codes that governed Puritan society</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Read primary sources that describe the conditions of slave ship</p> <p>Journal-style writing to analyze and evaluate possible justifications for the treatment of slaves, as well as how an individual determines right and wrong</p> <p>Poster/multimedia presentations that detail the treatment of various minority groups, including Africans, Native Americans, and women</p> <p>Debate whether ethics are inborn or intuited, as well as the impact of each theory</p>	<p>Primary source analysis</p> <p>Project rubric</p> <p>Journal</p> <p>Written tests/quizzes</p>
<p>What role do colonies play for their mother countries?</p>	<p>Define the role the Americas played in the development of European empires</p> <p>Describe and analyze the causes of the French and Indian War from a global standpoint</p> <p>Compare the perspectives of various parties involved in the conflict, including British Americans</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students "act out" the Triangular Trade by using props to demonstrate the flow of goods. Have students discuss the role of colonies for mother countries based on their reenactment</p> <p>Create Posters/multimedia presentations detailing colonial efforts in the French and Indian War</p> <p>Role play the conflicts that colonists faced as they were asked to fight in the French and Indian War</p>	<p>Skit rubric</p> <p>Written tests/quizzes</p> <p>Poster rubric</p>

<p>How did the French and Indian War help bolster the colonial desire for independence?</p>	<p>Identify and explain the causes and effects of the French and Indian War</p> <p>Analyze how the outcomes of the French and Indian War angered many English colonists</p> <p>Compare the perspectives of the English and the colonists on the outcomes of the war</p> <p>Identify and explain each economic decision and law passed by British Parliament in the effort to have colonists offset the costs of the French and Indian War</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Lecture/class discussion</p> <p>Have students, acting in the persona of an English colonist or royal official, write a journal entry in support of one of the outcomes of the French and Indian War such as the Proclamation Line of 1763, the Sugar Act, or writs of assistance</p> <p>Create propaganda posters for and against the war</p> <p>Create bumper stickers that critique the tax levies on the colonies</p>	<p>Written tests/quizzes</p> <p>Poster rubric</p> <p>Worksheets</p> <p>Skits/role playing</p> <p>Oral presentations</p>
<p>How did literature, art and music capture the essence of colonization and the pre-Revolution era?</p>	<p>Examine artworks that depict colonization and the pre-Revolution era to determine which perspective and/or bias</p> <p>Listen to music typical of the pre-colonial era</p> <p>Analyze art, music, and literature to make inferences about culture, political systems, and the developing national identity</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Create a storyboard where one side of a paper is folded into three sections. Each section will tell a different part of the story of the pre-Revolution era</p> <p>Write a song/rap/poem that encapsulates the tension between the British and the colonists.</p>	<p>Poster rubric</p> <p>Project</p> <p>Original artwork rubric</p>

SOC.9-12.6.4.12 C	Many Worlds Meet (to 1620)
SOC.9-12.6.4.12 D	Colonization and Settlement (1585-1763)
SOC.9-12.6.4.12 E	Revolution and the New Nation (1754-1820)
SOC.9-12.6.6.12 D	Human Systems
AR.9-12.1.1.12 A	Knowledge
AR.9-12.1.3.12 D	Visual Art
AR.9-12.1.4.12 A	Knowledge
TEC.9-12.8.1.12 A.1	Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The teacher may consider using fill-in notes for those with auditory processing difficulties as a way to reduce the volume of note-taking or offering class members various resources rather than asking those students to locate the materials appropriate for a particular assignment.

Technology

The Honors US History and Cultures teacher might consider facilitating the use of technology in the following ways:

Create a web-quest where students must utilize the internet to obtain up-to-date information about particular historical events.

Become familiar with various news organizations and have students demonstrate competence in locating current events articles from reputable sources.

Create a web-based project where students must examine various news and multimedia websites to examine bias and truthfulness in reporting and the gather of historical information.

Create a multimedia presentation that details a historical event specific to colonization or the pre-Revolutionary era.

Find and present current events/news videos that compare or contrast to events specific to this era.

College and Workplace Readiness

The Honors US History and Cultures teacher can enhance college and workplace readiness by focusing on the following skill sets:

Analytical/critical thinking skills

Determining bias in a literary work, piece of work, or primary source

Oral debate skills

Argumentative writing

Honors US History & Cultures - Unit 04

Unit IV: The American Revolution, 1760-1783

Enduring Understandings:

Geography is linked to culture, social structures, as well as political and economic systems.

The values of the majority must be weighed against the ideals of the minority.

Revolution leads to profound cultural, economic, and political change.

“Life, liberty, and the pursuit of happiness” is a cornerstone of the American ideology.

Historical events impact and shape modern society.

Literature, art and music capture the essence of historical periods and cultures.

Essential Questions:

What is revolution and why do people revolt?

To what extent did the Enlightenment impact America?

To what extent is America dependent upon foreign nations?

How do geography and other environmental factors influence culture?

How do regions and regional identities develop?

To what extent is modern America still defined by regional interests?

To what extent is the study of history subjective? To what extent is it objective?

What is bias?

How does bias skew the impact, meaning, or effectiveness of a source?

How can the government ensure that all citizens have equal opportunity?

How can America overcome the social, economic, and political obstacles that are in the way of true equality in modern American society?

To what extent are the ideals of this nation still relevant in modern society?

What is history?

How do historians gather evidence, and what are the limitations of this evidence?

How can we use the study of history to assist us in facing modern challenges?

Does art reflect culture, or does culture reflect art?

How do literature, art and music capture the essence of historical periods and cultures?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Synthesize prior knowledge with interpretation of political cartoons and other key documents to demonstrate understanding of the move toward independence.
2. Understand the Revolutionary War is the culmination of a series of complicated events and the evolution of the philosophies of the Enlightenment.

Recommended Duration: 5 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
To what extent does art reflect an entire culture?	<p>Analyze how key works from the colonial period reflect the mood of the colonists</p> <p>Interpret political cartoons and other key documents to demonstrate understanding of the colonial movement towards independence</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Working in small groups and using discussion questions, students analyze the etching of the Boston Massacre commonly attributed to Paul Revere for meaning and bias</p> <p>Have students compare accounts of the incident with what is presented in the picture</p> <p>Conclude activity with students creating competing front-pages of newspapers about the event: One from the British perspective, one from the American perspective</p> <p>Create a piece of propaganda/political cartoon either for or against the movement for independence, then analyze the how the art reflects cultural tensions</p>	<p>Participation rubric</p> <p>Journal assessments</p> <p>Project</p> <p>Oral Presentation</p>
How do our personal experiences tend to influence our perceptions of certain events?	<p>Characterize the perspectives of British soldiers during the American Revolution</p> <p>Apply historical knowledge to current events</p> <p>Synthesize understandings of contemporary and historical situations</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>In whole-class discussion, have students compare the experiences of the British soldiers during that incident to the experiences of American soldiers serving in situations such as Iraq</p> <p>Have students conclude activity by writing a journal entry by a British soldier on duty at the Boston Customs House the day of the Boston Massacre</p> <p>Have students write an original diary entry from the perspective of a British soldier, as well as from the perspective of a patriot soldier to determine how perspectives differ on the same event</p> <p>Have students select one current event and then rewrite the events from the perspectives of the different stakeholders</p>	<p>Participation rubric</p> <p>Journal assessments</p> <p>Project</p> <p>Oral Presentation</p>

<p>To what extent is Rousseau's "Social Contract" still in effect today?</p>	<p>Demonstrate an understanding of the philosophical underpinnings of the social contract</p> <p>Evaluate the social contracts role in contemporary America</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students monitor the news for evidence of how the social contract has failed and succeeded in modern American life</p> <p>Have students share their findings in small groups</p> <p>Ask students to evaluate whether modern interpretations of the social contract are different from the way Enlightenment thinkers saw it</p> <p>Have students present their findings in a panel-style discussion</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project</p> <p>Article summaries</p>
<p>Why do people revolt?</p>	<p>Apply historical situations in current contexts, including student's personal lives</p> <p>Contrast historical situations to contemporary situations</p> <p>Analyze the timeline of events leading to the American Revolution</p> <p>Consider the role of various factions within a civil conflict</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students create a timeline of events leading up to the Declaration of Independence</p> <p>Working in small groups, have students compare each event to a similar circumstance/rule they have felt was unfair</p> <p>Ask students to evaluate what they believe they should do and compare it to actions taken by the American colonists and British</p> <p>Have students create skits to demonstrate the role of various factions within a civil conflict.</p> <p>Create an original poem or artwork that expresses the desire to revolt, the reasons behind this desire and the effects of such an action.</p>	<p>Primary Source Examination</p> <p>Journal writing assignments</p> <p>Informal writing assignments</p> <p>Presentation</p> <p>Unit test</p> <p>Unit project</p>

<p>When is neutrality in America's best interest? When is it not?</p>	<p>Illustrate an understanding that the Revolutionary War is the culmination of a series of complicated events and the evolution of the philosophies of the Enlightenment</p>	<p>Current textbook and resources Internet Magazines Newspapers Videos Parents Community resources</p>	<p>Have students debate what would have happened if the French had not entered the Revolutionary War. Then, have students research via the Internet foreign involvement in our nation's history. Have students evaluate the incidents in terms of whether they were or were not in the nation's best interest during a Socratic style seminar</p> <p>Divide students into groups of 5 students and have each group select a different current event in which America is involved in a foreign conflict, or event</p> <p>Have the students then make a persuasive presentation both for American involvement and also for American neutrality to determine the effects of both positions</p>	<p>Participation rubric Journal assessments Project Oral presentation</p>
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- AR.9-12.1.1.12.A Dance
- AR.9-12.1.4.12 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
- SOC.9-12.6.1.12 A Social Studies Skills
- SOC.9-12.6.2.12 A Civic Life, Politics, and Government
- SOC.9-12.6.2.12 B American Values and Principles
- SOC.9-12.6.2.12 D Citizenship
- SOC.9-12.6.4.12 D Colonization and Settlement (1585-1763)
- SOC.9-12.6.4.12 E Revolution and the New Nation (1754-1820)
- SOC.9-12.6.4.12 G Civil War and Reconstruction (1850-1877)
- TEC.9-12.8.1.12 A.1 Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

Differentiation

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Technology

The Honors US History and Cultures teacher might consider facilitating the use of technology in the following ways:

Create a web quest where students must utilize the internet to obtain up-to-date information about particular historical events.

Become familiar with various news organizations and have students demonstrate competence in locating current events articles from reputable sources.

Create a web-based project where students must examine various news and multimedia websites to examine bias and truthfulness in reporting and the gather of historical information.

College and Workplace Readiness

The teacher may consider assigning an oral report or speech assignment to enhance presentation skills, and also examine primary source documents to further critical thinking.

Honors US History & Cultures - Unit 05

Unit V: Forging a New Nation, 1780-1800

Enduring Understandings:

Geography is linked to culture, social structures, as well as political and economic systems.

Revolution leads to profound cultural, economic, and political change.

The values of the majority must be weighed against the ideals of the minority.

The Constitution is a living document.

“Life, liberty, and the pursuit of happiness” is a cornerstone of the American ideology.

Literature, art and music capture the essence of historical periods and cultures.

Essential Questions:

What is the role of government in the United States?

Under what circumstances, if any, should the Constitution be changed?

How do American values reflect the moral and cultural ideas of other nations?

How do geography and other environmental factors influence culture?

How do regions and regional identities develop?

To what extent is modern America still defined by regional interests?

What is revolution and why do people revolt?

To what extent did the Enlightenment impact America?

To what extent is America dependent upon foreign nations?

How should one nation accommodate the competing interests of all of its members?

How does growth create conflict?

To what extent was war necessary for America to maintain its independence?

To what extent, if any, is it just to suspend the rights of a minority group in the interest of the majority?

How can the government ensure that all citizens have equal opportunity?

How can America overcome the social, economic, and political obstacles that are in the way of true equality in modern American society?

To what extent are the ideals of this nation still relevant in modern society?

Does art reflect culture, or does culture reflect art?

How do literature, art and music capture the essence of historical periods and cultures?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Evaluate the strengths and weaknesses of the Articles of Confederation, Constitution and other founding documents.
2. Propose a solution to modern problems through knowledge of history and civics based on the role of the Constitution in modern American life.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How do our personal experiences influence the way we perceive certain events?	<p>Relate to historical figures and their perspectives on critical events in American history</p> <p>Reflect on a historical situation and evaluate according to personal values</p> <p>Illustrate reasons behind the failure of the Articles of Confederation during the Critical Period</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students write a journal entry as Daniel Shay on the eve of his rebellion justifying his reasons for leading the revolt</p> <p>Then have students trade journal entries and write a 21st century response to his critique of the American government during the Critical Period</p> <p>Have students write a speech as a prominent historical figure to relay their perspectives on the critical events from a specific time in history</p> <p>Persuasive essay to argue either for or against the Articles of Confederation</p>	<p>Journal rubric</p> <p>Presentation/public speaking</p> <p>Written assignments</p> <p>Tests/quizzes</p>
How do our American values reflect a gradual evolution of thought over time?	<p>Analyze the weaknesses in the Articles of Confederation</p> <p>Describe how the weaknesses were rectified through the Constitutional Convention</p> <p>Examine the role of the Constitution in contemporary American society</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students create a graphic organizer that charts the strengths and weaknesses in the Articles of Confederation and how the Constitutional Convention sought to rectify them or incorporate them in a new document</p> <p>Have students evaluate through class discussion whether today's Americans would prefer the Articles of Confederation or the Constitution</p> <p>Have the students create a mock Constitutional Convention where the students argue the issues relevant to the convention</p> <p>Divide students into groups of 5 students and have them select a different current event</p> <p>Analyze the event to determine the role of the Constitution and how it is relevant to modern American society</p>	<p>Participation rubric</p> <p>Journal assessments</p> <p>Project</p> <p>Oral presentation</p> <p>Skit/role playing rubric</p>

<p>To what extent does labeling a historical period influence our perception of that time?</p>	<p>Apply technology when researching a historical topics and historical documents</p> <p>Evaluate primary sources while arguing a viewpoint about a historical event</p> <p>Reflect on prior knowledge and new evidence to create conclusions</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Working in small groups and using technology, including internet research and various forms of presentations, have students create a documents-based question on events during the Critical Period</p> <p>Students should include appropriate documents and develop a question that addresses one of the themes during the Critical Period, such as: the role of the federal government v. state government, strengths and weaknesses in the Articles of Confederation and Constitution, the formation of political parties and the Constitution as a living document</p> <p>Students should present their DBQ's to the class and lead a discussion</p> <p>Have students create alternative labels for this and other periods in history to determine how a label changes the way people think of a certain time period</p>	<p>DBQ rubric</p> <p>Participation rubric</p>
<p>Can the compromising of morals ever be justified?</p>	<p>Describe and analyze the compromises reached during the drafting of the Constitution</p> <p>Argue for and against the compromises based on analysis and understanding of the perspectives of those involved</p> <p>Outline the challenges faced by those creating our founding documents as they tried to synthesize morality with practicality</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Divide students into groups</p> <p>Have them argue the costs and benefits of compromises reached during the Constitution Convention, such as the 3/5 Compromise and the Great Compromise</p> <p>Then have students, acting as delegates, vote their conscience as to whether they believe these compromises were necessary to establish the new republic</p> <p>Have students perform a "moderated debate": assign a panel of 7 students as moderators Their task is to offer pose questions to debaters, challenge arguments and present hypothetical questions regarding the various compromises and issues considered in the making of the Constitution</p> <p>Read founding documents and have students answer questions based on documents</p>	<p>Primary source examination</p> <p>Journal writing assignments</p> <p>Informal writing assignments</p> <p>Presentation</p> <p>Unit test</p> <p>Unit project</p>

<p>Under what circumstances, if any, should the Constitution be changed?</p>	<p>Propose possibly solutions to modern problems through knowledge of history and civics</p> <p>Analyze and create arguments for social change in various contemporary situations</p> <p>Reflect on personal views of the role of the Constitution in modern American life</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students research and analyze the Bill of Rights, other Constitutional amendments, and amendment proposals to evaluate whether they believe additional amendments are necessary</p> <p>Have students an editorial/letter to the editor to suggest a new amendment or support/rejecting an existing proposal for an amendment</p> <p>This project can be coordinated with the Process Skills II class for proper business/letter writing format</p> <p>Have students send their letters/editorials</p> <p>Have students propose possible amendments to the Constitution and have students vote on their adoption</p>	<p>Participation rubric</p> <p>Journal assessments</p> <p>Project</p> <p>Oral presentation</p>
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- SOC.9-12.6.1.12 A Social Studies Skills
- SOC.9-12.6.2.12 A Civic Life, Politics, and Government
- SOC.9-12.6.2.12 B American Values and Principles
- SOC.9-12.6.2.12 D Citizenship
- SOC.9-12.6.4.12 D Colonization and Settlement (1585-1763)
- SOC.9-12.6.4.12 E Revolution and the New Nation (1754-1820)
- SOC.9-12.6.4.12 G Civil War and Reconstruction (1850-1877)
- AR.9-12.1.1.12 A Knowledge
- AR.9-12.1.3 All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.
- AR.9-12.1.4 All students will develop, apply and reflect upon knowledge of the process of critique.
- TEC.9-12.8.1.12 A.1 Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

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Create a web quest where students must utilize the internet to obtain up-to-date information about particular historical events.

Become familiar with various news organizations and have students demonstrate competence in locating current events articles from reputable sources.

Create a web-based project where students must examine various news and multimedia websites to examine bias and truthfulness in reporting and the gather of historical information.

College and Workplace Readiness

The teacher may consider assigning an oral report or speech assignment to enhance presentation skills, and also examine primary source documents to further critical thinking.

Honors US History & Cultures - Unit 06

Unit VI: The Early Presidents, 1780-1820

Enduring Understandings:

Geography is linked to culture, social structures, as well as political and economic systems.

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

Our values, biases, and experiences play a role in how we study history.

The Constitution is a living document.

Literature, art and music capture the essence of historical periods and cultures.

Essential Questions:

What leads people to question authority?

What is the role of government in the United States?

How do American values reflect the moral and cultural ideas of other nations?

How should one nation accommodate the competing interests of all of its members?

To what extent, if any, is it just to suspend the rights of a minority group in the interest of the majority?

How do geography and other environmental factors influence culture?

How do regions and regional identities develop?

To what extent is modern America still defined by regional interests?

Does exploration lead to progress or problems?

What were the long term and short-term implications of expansion and innovation?

To what extent is the study of history subjective? To what extent is it objective?

What is bias?

How does bias skew the impact, meaning, or effectiveness of a source?

Under what circumstances, if any, should the Constitution be changed?

Does art reflect culture, or does culture reflect art?

How do literature, art and music capture the essence of historical periods and cultures?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Identify and explain key events in the growth of sectionalism and nationalism in the early 1800s as they relate to the growth of the US.
2. Evaluate the actions of the early presidents as conflicts emerged in the early United States to determine the impact of these actions.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How does growth in a country create conflict?	<p>Relate key events of the early 1800's to the growth of the United States</p> <p>Debate whether certain events are reflective of nationalist or sectionalist feelings</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students create a chart evaluating the following for their reflection of nationalism and/or sectionalism: The Era of Good Feelings, The American System, The Tariff of 1816, The Bank of the United States, The Bonus Bill, The Election of 1824, The Monroe Doctrine, and The Marshall Court</p> <p>Have students present and discuss their responses</p> <p>Create a Venn Diagram of nationalism and sectionalism</p> <p>Role-play how growth creates conflict</p> <p>Create a piece of propaganda/political cartoon either for or against the expansion of the United States</p>	<p>Graphic organizer rubric</p> <p>Role playing rubric</p> <p>Written assignments</p> <p>Written tests and quizzes</p>
To what extent are our founding fathers' wishes relevant in today's society?	<p>Describe the competing philosophies of the Federalists and Democratic-Republicans</p> <p>Apply created historical knowledge to contemporary situations in an effort to analyze today's American political system</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students create a chart comparing the views of the Federalists and the Democrat-Republicans</p> <p>Have students debate/discuss the question: Which philosophy is reflected more today in modern American politics?</p> <p>"Founding Father For a Day" - Have students dress up and assume the identity of a specific founding persona</p> <p>Speaking from that individual's perspective, students must give a persuasive and analytical speech that critiques both historical and current events</p>	<p>Holistic Socratic seminar rubric</p> <p>Role playing rubric</p> <p>Written assignments</p> <p>Written tests and quizzes</p>

<p>To what extent was the War of 1812 necessary in order for America to maintain its independence?</p>	<p>Describe the events leading up to the War of 1812</p> <p>Evaluate the effects of the war, including the analysis of the Treaty of Ghent</p> <p>Predict how the American nation could have developed differently if the conflict had never occurred</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students create a timeline of events leading up to the War of 1812</p> <p>In discussion, have students evaluate to what extent the War of 1812 was a second war for independence and hypothesize how the nation may have developed had the conflict never occurred</p> <p>Create a newspaper from 1812 that discusses the events of the war, as well as the social, cultural and literary movements of that time period</p> <p>Create a "What If" Chart that shows how American history could be different had the War of 1812 turned out differently. Include an evaluation of the Treaty of Ghent</p>	<p>Visual display rubric</p> <p>Project rubric</p> <p>Written tests and quizzes</p> <p>Worksheets</p> <p>Debate/discussion</p>
<p>To what extent cannot taking a position on a controversial topic make everyone happy? How can it make no one happy?</p>	<p>Analyze the major foreign and domestic policy decisions of Thomas Jefferson</p> <p>Evaluate the outcome of those decisions</p> <p>Consider the conflicts presented to leaders as they try to balance their ideals with emerging situations</p> <p>Reflect on their attitudes toward the roles national leaders play</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students act as members of Jefferson's cabinet and advise him on key decisions, including: The Barbary Pirates, The Louisiana Purchase, Embargo Act of 1807</p> <p>Have students draft reports to Jefferson on the actions they believe he should take in these scenarios, weighing his philosophies and the likely outcomes of any actions taken. Have students compare their recommendations with the historical record</p> <p>Create a 3-D timeline of Jefferson's presidency</p> <p>Have students select an early president and create a chart of their controversial decisions</p> <p>Analyze whether their position mollified Americans or incensed them and determine the outcome of those decisions</p>	<p>Essay rubric</p> <p>Role playing/simulation rubric</p> <p>Project rubric</p> <p>Written tests and quizzes</p> <p>Worksheets</p>

<p>To what extent, if any, can the government justify suspending the rights of a minority group in the interest of the majority?</p>	<p>Describe the Alien and Sedition Acts</p> <p>Argue whether such measures are appropriate during a time of conflict</p> <p>Reflect on the appropriate role of government in maintaining security</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students create graphic organizers to compare the Alien and Sedition Acts to contemporary security measures, such as the U.S.A. Patriot Act and increased airport security</p> <p>Then, in a continuum debate, have students discuss their perspectives on such measures</p> <p>Evaluate Supreme Court cases to determine the precedents where the United States government suspended the rights of one group in the interest of the majority</p> <p>Have students compile results into a presentation and then have the class debate the results</p>	<p>Graphic organizer rubric</p> <p>Debate rubric</p> <p>Project rubrics</p> <p>Written tests and quizzes</p>
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AR.9-12.1.1.12
AR.9-12.1.3.12

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

AR.9-12.1.3.12.B
AR.9-12.1.4.12
SOC.9-12.6.1.12 A
SOC.9-12.6.2.12 A
SOC.9-12.6.2.12 B
SOC.9-12.6.4.12 C
SOC.9-12.6.4.12 D
SOC.9-12.6.4.12 E
SOC.9-12.6.6.12 D
TEC.9-12.8.1.12 A.1

Music
All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
Social Studies Skills
Civic Life, Politics, and Government
American Values and Principles
Many Worlds Meet (to 1620)
Colonization and Settlement (1585-1763)
Revolution and the New Nation (1754-1820)
Human Systems
Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The teacher may consider using fill-in notes for those with auditory processing difficulties as a way to reduce the volume of note-taking or offering class members various resources rather than asking those students to locate the materials appropriate for a particular assignment.

Technology

The Honors US History and Cultures teacher might consider facilitating the use of technology in the following ways:

Create a web quest where students must utilize the internet to obtain up-to-date information about particular historical events.

Become familiar with various news organizations and have students demonstrate competence in locating current events articles from reputable sources.

Create a web-based project where students must examine various news and multimedia websites to examine bias and truthfulness in reporting and the gather of historical information.

College and Workplace Readiness

The teacher may consider assigning an oral report or speech assignment to enhance presentation skills, and also examine primary source documents to further critical thinking.

Honors US History & Cultures - Unit 07

Unit VII: Prelude to the Civil War, 1820-1860

Enduring Understandings:

Geography is linked to culture, social structures, as well as political and economic systems.

The values of the majority must be weighed against the ideals of the minority.

Conflict over social and moral norms lead to both progress and problems.

“Life, liberty, and the pursuit of happiness” is a cornerstone of the American ideology.

Historical events impact and shape modern society.

Literature, art and music capture the essence of historical periods and cultures.

Essential Questions:

Was the Civil War inevitable or preventable?

To what extent is tension created by social change positive for society?

In what ways can progress cause social problems?

How do American values reflect the moral and cultural ideas of other nations?

How do geography and other environmental factors influence culture?

How do regions and regional identities develop?

To what extent is modern America still defined by regional interests?

How should one nation accommodate the competing interests of all of its members?

How does growth create conflict?

To what extent was war necessary for America to maintain its independence?

To what extent, if any, is it just to suspend the rights of a minority group in the interest of the majority?

How can the government ensure that all citizens have equal opportunity?

How can America overcome the social, economic, and political obstacles that are in the way of true equality in modern American society?

To what extent are the ideals of this nation still relevant in modern society?

What is history?

How do historians gather evidence, and what are the limitations of this evidence?

How can we use the study of history to assist us in facing modern challenges?

Does art reflect culture, or does culture reflect art?

How do literature, art and music capture the essence of historical periods and cultures?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Evaluate the conflicts created by settlement of the West and propose various solutions to those conflicts from the perspectives of those involved.
2. Describe the failure of compromises prior to the Civil War to evaluate the effects of those compromises.

Recommended Duration: 6 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>To what extent is the tension created by social change positive for society? How can it be negative?</p>	<p>Evaluate the conflicts created by the settlement of the West</p> <p>Propose various solutions to those conflicts from the perspectives of those involved</p> <p>Argue the historical perspective of those involved</p> <p>Consider the motives of various players during the expansion of the United States</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Divide the class into two groups in order to debate manifest destiny</p> <p>One group is going to defend America's belief of manifest destiny in the 1800's. The other group is going to be criticizing manifest destiny</p> <p>The two groups should be given time to develop a plan to use in the debate</p> <p>After each group has developed a plan, a debate between the two groups can occur on manifest destiny</p> <p>Have students research and assume the role of one key player during the 1830s</p> <p>Students should develop "resumes" of these players</p> <p>Then have students debate the issues raised by Manifest Destiny, including: the causes of and legitimacy of the Mexican War, the status of Texas, the fate of Native Americans and the expansion of slavery</p>	<p>Role play rubric</p> <p>Debate rubric</p>
<p>In what ways can progress also cause social problems?</p>	<p>Explain and describe how expansion affected Native American cultures</p> <p>Evaluate the effects of expansion on contemporary Native American cultures</p> <p>Argue whether historical and current policies toward Native Americans are just</p> <p>Consider the outcome of the historical and current policies toward Native Americans</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students create a timeline of events related to Native American removal up through the Jacksonian era</p> <p>Students should then evaluate the current condition of Native Americans on the reservation system through online resources or through the movie <i>Smoke Signals</i></p> <p>Have students debate whether the removal and reservation system was justified and discuss current obligations to Native Americans</p> <p>Have students create a six-scene storyboard to show the gradual removal of Natives by the government</p> <p>Create a historical newscast that details the treatment of Native Americans by the American government and citizens</p>	<p>Graphic organizer rubric</p> <p>Visual display rubric</p> <p>Debate rubric</p> <p>Quiz/test</p>

<p>How do art, literature, and other elements of culture reflect the concerns of those living in the society that create it?</p>	<p>Incorporate and use the evaluation of art into historical understanding</p> <p>Compare historical perspectives using art</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students find examples of art and literature during the 1840s that address issues such as slavery, temperance, and women's rights</p> <p>Have students compare various perspectives on these issues by evaluating pieces that portray different perspectives</p> <p>Students should then compare these perspectives to contemporary movements for civil rights using internet research of today's newspapers</p> <p>Have students present their findings in a seminar format</p>	<p>Holistic Socratic seminar rubric</p>
<p>In what ways can the use of compromise fail to solve problems in society?</p>	<p>Describe the failure of compromises prior to the Civil War</p> <p>Evaluate the effects of those compromises</p> <p>Propose possible solutions to historical problems</p> <p>Reflect on the morality of these compromises</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students create a chart outlining the various compromises proposed during the run-up to the Civil War, including their immediate outcome</p> <p>Have students suggest possible solutions that could have prevented the outbreak of war</p> <p>Then students evaluate whether these solutions would have been morally permissible by today's standards</p> <p>Create a timeline of failed compromises and negotiations in the period leading up to the Civil War</p> <p>Evaluate the failures and make recommendations as to how war could have been avoided</p>	<p>Informal assessment, any various discussion rubric</p> <p>Project rubric</p>

<p>What is the role of the federal government in solving problem involving the country, state, and individual?</p>	<p>Evaluate the role of the federal and state governments in solving social and economic problems</p> <p>Use information to create political cartoons that incorporate historical understandings</p> <p>Argue one's perspective using relevant historical data</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Students will create a political cartoon on the Bank of United States controversy during the Jacksonian period and write a short essay explaining their work</p> <p>Review enumerated and reserved powers having students conduct a case study of various examples of the federal government getting involved in state and local conflicts, such as Hurricane Katrina</p> <p>Determine the long-term implications of such involvement</p> <p>Examine a series of Supreme Court cases that involve the expansion of federal power</p> <p>Determine whether additional constitutional amendments are needed to clarify the delegation of federal authority</p>	<p>Political cartoon rubric</p> <p>Written assignments/worksheets</p> <p>Project rubric</p> <p>Discussion/debate rubric</p>
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AR.9-12.1.1.12

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

AR.9-12.1.3.12

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

AR.9-12.1.4.12

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

SOC.9-12.6.1.12 A

Social Studies Skills

SOC.9-12.6.2.12 A

Civic Life, Politics, and Government

SOC.9-12.6.2.12 B

American Values and Principles

SOC.9-12.6.2.12 D

Citizenship

SOC.9-12.6.4.12 D

Colonization and Settlement (1585-1763)

SOC.9-12.6.4.12 E

Revolution and the New Nation (1754-1820)

SOC.9-12.6.4.12 F

Expansion and Reform (1801-1861)

SOC.9-12.6.4.12 G

Civil War and Reconstruction (1850-1877)

TEC.9-12.8.1.12 A.1

Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The teacher may consider using fill-in notes for those with auditory processing difficulties as a way to reduce the volume of note-taking or offering class members various resources rather than asking those students to locate the materials appropriate for a particular assignment.

Technology

The Honors US History and Cultures teacher might consider facilitating the use of technology in the following ways:

Create a web quest where students must utilize the Internet to obtain up-to-date information about particular historical events.

Become familiar with various news organizations and have students demonstrate competence in locating current events articles from reputable sources.

Create a web-based project where students must examine various news and multimedia websites to examine bias and truthfulness in reporting and the gather of historical information.

College and Workplace Readiness

The teacher may consider assigning an oral report or speech assignment to enhance presentation skills, and also examine primary source documents to further critical thinking.

Honors US History & Cultures - Unit 08

Unit VIII: The Civil War, 1850-1865

Enduring Understandings:

Geography is linked to culture, social structures, as well as political and economic systems.
Conflict over social and moral norms lead to both progress and problems.
Revolution leads to profound cultural, economic, and political change.
The values of the majority must be weight against the ideals of the minority.
Historical events impact and shape modern society.
Our values, biases, and experiences play a role in how we study history.
Literature, art and music capture the essence of historical periods and cultures.

Essential Questions:

How should one nation accommodate the competing interests of all of its members?
How does growth create conflict?
To what extent was war necessary for America to maintain its independence?
To what extent, if any, is it just to suspend the rights of a minority group in the interest of the majority?
Was the Civil War inevitable or preventable?
To what extent is tension created by social change positive for society?
In what ways can progress cause social problems?
How do geography and other environmental factors influence culture?
How do regions and regional identities develop?
To what extent is modern America still defined by regional interests?
What is revolution and why do people revolt?
To what extent did the Enlightenment impact America?
To what extent is America dependent upon foreign nations?
How should one nation accommodate the competing interests of all of its members?
How does growth create conflict?
To what extent was war necessary for America to maintain its independence?
To what extent, if any, is it just to suspend the rights of a minority group in the interest of the majority?
What is history?
How do historians gather evidence, and what are the limitations of this evidence?
How can we use the study of history to assist us in facing modern challenges?
To what extent is the study of history subjective? To what extent is it objective?
What is bias?
How does bias skew the impact, meaning, or effectiveness of a source?
Does art reflect culture, or does culture reflect art?
How do literature, art and music capture the essence of historical periods and cultures?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Describe the various viewpoints held by key players during the Civil War to determine the merits of the war based on each perspective.
2. Understand key differences between the North and South before and during the war.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>In what ways was the Civil War a clash of two cultures? In what ways was it a struggle within the same culture?</p>	<p>Describe the various viewpoints held by key players during the Civil War</p> <p>Consider those peoples' perspectives on the merits of the war</p> <p>Create an argument based on their understanding of those perspectives</p> <p>Argue those perspectives against competing interests</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Assign students roles to research from the Civil War era, including: soldiers and women on both sides, free African Americans, slaves, immigrants, Northern industrialists, abolitionists, wealthy Southern planters, and yeoman farmers</p> <p>Have them debate "in persona" the merits of the war during a fishbowl debate</p> <p>Create a Civil War era newspaper that details the social, economic, cultural and political events and conflicts</p> <p>Write a persuasive position paper that responds to the following question: Was the Civil War fought over state's rights or slavery? Defend your position with specific examples</p> <p>Create a list of the 10 most influential people of the Civil War. Include biographical, political and social information about each individual</p>	<p>Role play rubric</p> <p>Quizzes/reading checks</p> <p>Debate rubric</p> <p>Project rubric</p> <p>Written assignment</p>
<p>To what extent was the Civil War a conflict over morality? Other factors?</p>	<p>Evaluate conflicting primary sources on the same subject</p> <p>Contrast new understandings of a historical situation with old knowledge</p> <p>Consider Lincoln's motives during the war</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Using the Emancipation Proclamation and other documents related to Abraham Lincoln, have students analyze his motives for key decisions during the war</p> <p>Have students debate their conclusions in a roundtable forum</p> <p>Have students complete a document-based question of primary sources from the Civil War</p>	<p>Holistic Socratic rubric</p> <p>Primary/secondary source analysis questions</p>

<p>How did the economic development of different regions of the country influence the outcome of the Civil War?</p>	<p>Synthesize historical data</p> <p>Propose solutions to historical problems using primary and secondary sources</p> <p>Compare and evaluate their solutions with historical events</p> <p>Understand key differences between the North and the South before and during the war</p> <p>Analyze the start and progression of the war from various points of view</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students create a chart that evaluates key differences between the North and South at the start of the war, including leadership, style/philosophy of government, and manufacturing, farming and military capabilities</p> <p>Have students draw conclusions about how each factor would be an asset or liability to each side during the war then, divide the class into groups</p> <p>Assign each group the task of developing the opening campaign for the war from either the Southern or Northern perspective based on their knowledge</p> <p>Have students compare their battle plans with the actual progression of the war</p> <p>Have students create a fictional Civil War news report reporting stories surrounding key battles and generals who helped shape the outcome of the war</p> <p>Create a Venn Diagram comparing the preparedness of the North and South</p> <p>Write a first person diary entry from the perspective of someone living through the Civil War</p> <p>Be sure to detail who the person is, what their experience entailed and their perspective on the war and conflicts of the war</p>	<p>Participation rubric</p> <p>Class discussion</p> <p>Map reading and analysis</p> <p>Tests/quizzes</p> <p>Project rubric</p>
<p>In what ways was the Civil War a second American Revolution?</p>	<p>Compare historical situations</p> <p>Reflect on historical Knowledge to develop a new perspective on contemporary situations</p> <p>Understand the short-term and long-term outcomes of the war</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students compare the long-term effects of the Civil War on American society to the long-term effects of other social revolutions, including contemporary ones</p> <p>Have students present their findings in a multi-media format, such multimedia or web presentation</p> <p>Complete a reverse historical analysis where students take modern issues and trace their origination to the Civil War era</p>	<p>Oral presentation rubric</p>

AR.9-12.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
AR.9-12.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
AR.9-12.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
SOC.9-12.6.1.12 A	Social Studies Skills
SOC.9-12.6.2.12 A	Civic Life, Politics, and Government
SOC.9-12.6.2.12 B	American Values and Principles
SOC.9-12.6.2.12 D	Citizenship
SOC.9-12.6.4.12 D	Colonization and Settlement (1585-1763)
SOC.9-12.6.4.12 E	Revolution and the New Nation (1754-1820)
SOC.9-12.6.4.12 F	Expansion and Reform (1801-1861)
SOC.9-12.6.4.12 G	Civil War and Reconstruction (1850-1877)
TEC.9-12.8.1.12 A.1	Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

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Create a web-based project where students must examine various news and multimedia websites to examine bias and truthfulness in reporting and the gather of historical information.

College and Workplace Readiness

The teacher may consider assigning an oral report or speech assignment to enhance presentation skills, and also examine primary source documents to further critical thinking.

Honors US History & Cultures - Unit 09

Unit IX: Reconstruction, 1865-1877

Enduring Understandings:

Geography is linked to culture, social structures, as well as political and economic systems.

Revolution leads to profound cultural, economic, and political change.

Conflict over social and moral norms lead to both progress and problems.

The values of the majority must be weighed against the ideals of the minority.

Historical events impact and shape modern society.

“Life, liberty, and the pursuit of happiness” is a cornerstone of the American ideology.

Literature, art and music capture the essence of historical periods and cultures.

Essential Questions:

To what extent is tension created by social change positive for society?

In what ways can progress cause social problems?

How can the government ensure that all citizens have equal opportunity?

How can America overcome the social, economic, and political obstacles that are in the way of true equality in modern American society?

To what extent are the ideals of this nation still relevant in modern society?

How do geography and other environmental factors influence culture?

How do regions and regional identities develop?

To what extent is modern America still defined by regional interests?

What is revolution and why do people revolt?

To what extent did the Enlightenment impact America?

To what extent is America dependent upon foreign nations?

Was the Civil War inevitable or preventable?

How should one nation accommodate the competing interests of all of its members?

How does growth create conflict?

To what extent was war necessary for America to maintain its independence?

To what extent, if any, is it just to suspend the rights of a minority group in the interest of the majority?

What is history?

How do historians gather evidence, and what are the limitations of this evidence?

How can we use the study of history to assist us in facing modern challenges?

Does art reflect culture, or does culture reflect art?

How do literature, art and music capture the essence of historical periods and cultures?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Compare and contrast the various proposals on how to reconstruct the United States after the conclusion of the Civil War.
2. Apply historical knowledge to develop their perspectives on contemporary events.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>To what extent was Reconstruction a success and a failure?</p>	<p>Utilize technology to gather and analyze historical data</p> <p>Evaluate historical data and support conclusions</p> <p>Understand the complications of historical controversies</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Using a web quest format, have students compile and examine data from Reconstruction and immediately after Reconstruction, including enrollment in schools, voter registration and economic information</p> <p>Have half the students use the data to argue that Reconstruction was a success</p> <p>Have half the students argue it was a failure</p> <p>Students will be asked to imagine that they are research assistants gathering evidence for a prominent historian during the years following Reconstruction</p> <p>The historian's aim is to write the first comprehensive history of the period</p> <p>Right now, he is working on the chapter that examines the importance and impact of the Fourteenth Amendment</p> <p>These research assistants will evaluate a series of documents representing a variety of views concerning the direction of Reconstruction policy regarding voting rights and the impact these views had or should have had on the politics of the nation</p>	<p>Test/quiz on information found as part of the web quest</p> <p>Homework checks</p> <p>Writing prompts</p>
<p>How can America overcome the social, economic, and political obstacles that hinder true equality in modern American society?</p>	<p>Compare and evaluate various proposals</p> <p>Analyze the outcomes of proposals</p> <p>Hypothesize using historical data to support the hypothesis</p> <p>Apply historical knowledge to develop their perspectives on contemporary events</p>	<p>Current textbook and resources</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Have students imagine a "Week in the life of President Lincoln"</p> <p>How many pressing issues might he have to address at once? Which would have priority? What about his family? Assign a date during the Civil War/Reconstruction years for each student to research which issues being dealt with</p> <p>Then each student will write a diary entry for each day of that week, either as President Lincoln or his secretary</p> <p>Have students construct a chart on the various plans for Reconstruction and evaluate the effects of Radical Reconstruction. In small groups, have students hypothesize about what may have been different if Lincoln had lived. Students will then create a multi-media presentation to answer the question: Was radical Reconstruction radical enough? Students are to use historical as well as contemporary data on voting trends, economics and education to answer the question</p>	<p>Journal rubric</p> <p>Multimedia project rubric</p>

AR.9-12.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
AR.9-12.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
AR.9-12.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
SOC.9-12.6.1	All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
SOC.9-12.6.1.12 A	Social Studies Skills
SOC.9-12.6.2	All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
SOC.9-12.6.2.12 A	Civic Life, Politics, and Government
SOC.9-12.6.2.12 B	American Values and Principles
SOC.9-12.6.2.12 D	Citizenship
SOC.9-12.6.4	All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.
SOC.9-12.6.4.12 D	Colonization and Settlement (1585-1763)
SOC.9-12.6.4.12 E	Revolution and the New Nation (1754-1820)
SOC.9-12.6.4.12 F	Expansion and Reform (1801-1861)
SOC.9-12.6.4.12 G	Civil War and Reconstruction (1850-1877)
TEC.9-12.8.1.12 A.1	Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The teacher may consider using fill-in notes for those with auditory processing difficulties as a way to reduce the volume of note-taking or offering class members various resources rather than asking those students to locate the materials appropriate for a particular assignment.

Technology

The Honors US History and Cultures teacher might consider facilitating the use of technology in the following ways:

Create a web quest where students must utilize the internet to obtain up-to-date information about particular historical events.

Become familiar with various news organizations and have students demonstrate competence in locating current events articles from reputable sources.

Create a web-based project where students must examine various news and multimedia websites to examine bias and truthfulness in reporting and the gather of historical information.

College and Workplace Readiness

The entirety of this unit facilitates college and workplace readiness as historiography is a college level topic and skill set. Every activity in this unit encourages analytical/critical thinking skills, bias investigation and advanced oral debate skills.